### Curriculum Proposal

**CRJS 15-16 #28**

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<td><strong>1.1 Summary</strong></td>
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<tr>
<td><strong>1.3 CRJS 3315, 3356, 3359, 4920 (4 credits) to (3 credits)</strong></td>
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<tr>
<td><strong>1.5 CRJS 1120 Criminal Justice and Society (4 credits) to (3 credits); description change</strong></td>
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<tr>
<td><strong>1.13 CRJS 3201 Research Methods and Statistics for Criminal Justice (4 credits) to (3 credits); prerequisite change</strong></td>
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<td><strong>1.15 CRJS 3304 Police Process (4 credits) to (3 credits); prerequisite change</strong></td>
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<td><strong>1.17 CRJS 3305 Judicial Process (4 credits) to (3 credits); prerequisite change</strong></td>
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<td><strong>1.19 CRJS 3306 Correctional Process (4 credits) to Corrections and Penology (3 credits); description and prerequisite change</strong></td>
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<tr>
<td><strong>1.30 CRJS 3310 Introduction to Emergency Management (3 credits); prerequisite change</strong></td>
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<tr>
<td><strong>1.32 CRJS 3344 Criminal Justice and Domestic Violence (3 credits); prerequisite change</strong></td>
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<td><strong>1.34 CRJS 3358 Criminal Law (4 credits) to (3 credits); prerequisite change</strong></td>
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<td><strong>1.36 CRJS 3360 Criminal Procedure and Evidence (4 credits) to (3 credits); prerequisite change</strong></td>
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<td><strong>1.38 CRJS 3380 Community Corrections (3 credits); prerequisite change</strong></td>
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<td><strong>1.40 CRJS 4480 Police and Community Relations (4 credits) to (3 credits); prerequisite change</strong></td>
</tr>
<tr>
<td><strong>1.42 CRJS 4487 Offender Intervention (3 credits) to Principles of Criminal Justice Supervision; description and prerequisite change</strong></td>
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<thead>
<tr>
<th>New Courses</th>
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<tbody>
<tr>
<td><strong>1.54 CRJS 2225 Criminal Justice and Juveniles (3 credits)</strong></td>
</tr>
<tr>
<td><strong>1.62 CRJS 3307 Victimological Theory and Practice (3 credits)</strong></td>
</tr>
<tr>
<td><strong>1.68 CRJS 3377 Forensic Victimology (3 credits)</strong></td>
</tr>
<tr>
<td><strong>1.74 CRJS 4407 Global Perspectives in Victimology (3 credits)</strong></td>
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<tr>
<td><strong>1.80 CRJS 4477 Restorative Justice (3 credits)</strong></td>
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<tr>
<th>Course Drops</th>
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<tbody>
<tr>
<td><strong>1.86 CRJS 1000 American Legal System</strong></td>
</tr>
<tr>
<td><strong>1.86 CJRS 2200 System Dynamics</strong></td>
</tr>
<tr>
<td><strong>1.86 CRJS 3334 Criminal Justice Planning</strong></td>
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<tr>
<td><strong>1.86 CRJS 3345 Criminal Justice Administration</strong></td>
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<tr>
<td><strong>1.86 CRJS 3351 Criminal Profiling</strong></td>
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<tr>
<td><strong>1.86 CRJS 3357 Applied Civil Law</strong></td>
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<tr>
<td><strong>1.86 CRJS 4420 Legal Aspects of Corrections</strong></td>
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### Liberal Education Goal Area 9

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<table>
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<tr>
<td><strong>1.86 CRJS 2200 System Dynamics</strong></td>
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<td><strong>1.86 CRJS 3334 Criminal Justice Planning</strong></td>
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<td><strong>1.86 CRJS 3345 Criminal Justice Administration</strong></td>
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<td><strong>1.86 CRJS 3351 Criminal Profiling</strong></td>
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<td><strong>1.86 CRJS 3357 Applied Civil Law</strong></td>
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<tr>
<td><strong>1.86 CRJS 4420 Legal Aspects of Corrections</strong></td>
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### Program Modification

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<table>
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<tbody>
<tr>
<td><strong>1.87 Criminal Justice, B.S. major</strong></td>
</tr>
<tr>
<td>- remove Tracks (Law Enforcement with internship, Corrections with internship, Criminal Justice with internship, Criminal Justice-non-internship)</td>
</tr>
<tr>
<td>- add Emphasis Law Enforcement</td>
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<tr>
<td>- add Emphasis Corrections</td>
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<tr>
<td>- add Emphasis Victimology</td>
</tr>
<tr>
<td>- add Emphasis Tribal Justice</td>
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<tr>
<td><strong>1.108 Criminal Justice minor</strong></td>
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<td><strong>1.110 Signatures</strong></td>
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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Health Science and Human Ecology (HSHE)
Department: Criminal Justice
Proposer: Dr. Elizabeth Hagensen
Proposer’s position: Assistant Professor; Department Chair

Describe the modification(s) you propose, and how it (/they) will work to students' advantage.

Broadly speaking,

1. We are creating a more flexible and manageable major. Specifically, we are
   a. reducing the size of the major from 66 credits to 48 credits;
   b. resting on a consistent 3-credit backbone
   c. including more courses from outside the major
   d. change tracks to emphases. This will allow for the emphasis credential to appear
      on the transcript where tracks do not.

Given the high number of credits transferring into the major, a reduced major size will
support students being able to earn their bachelor’s degree within 120 credits, and allow
greater room for a minor or double major. A smaller major will also allow the department
to work within existing resources. The 3-credit backbone will take away the credit
“straggle” problem where students are shy on requirements on by only one-credit.
Including more courses from outside the major gives students the opportunity for greater
selection of course and exposure to different vantage points.

2. We are developing a more interdisciplinary approach to the major by including more
coursework, both required and elective, from outside the criminal justice department.
This will benefit the students by developing a broader based perspective, exposing
students to different vantage points on crime and justice, and nudge students toward
minors (as the courses included in the major also work toward minors and/or double
majors.)

3. We are narrowing the focus on the courses used within our Peace Officer Standard
Training (POST) accreditation. This will make it easier for students to transfer courses
into the major.

4. We are renewing our areas of emphasis; removing coursework that we can longer support
and adding two areas of emphasis: Victimology and Tribal Justice. This creates
additional options for students in selection areas of study, builds partnerships with related
disciplines, and provides a greater ranges of elective courses from which to select.
Modifications proposed (specify number of each):

- 12 Course Modification(s) (form 2)
- 5 New Course(s) (form 3)
- 1 Course Drop(s) (form 4)
- 1 Program Modification(s) (form 5)
- New Program(s) (form 6)
- Program Drop(s) (form 7)

The modifications affect (check):

- Liberal Education (dropping one course from Liberal Education; CRJS 1000)
  
  Note: our intent is to propose CRJS 1120 as a liberal education course to replace CRJS 1000.
  To be proposed after program changes take effect.
- Undergraduate Curriculum
- Graduate Curriculum
- Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
   Undergraduate: CRJS 3315, 3356, 3359, 4920
   Graduate:

Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title:
Proposed Course Title, if different:

Current Course Description:

Proposed Course Description, if different:

**Current Credits:** 4
**Proposed Credits, if different:** 3
   For the following courses
   a. CRJS 3315
   b. CRJS 3356
   c. CRJS 3359
   d. CRJS 4920

Current Prerequisite(s):
Proposed Prerequisite(s):

1) Reason(s) for change(s): **Create regular backbone to the major**

2) May this modified course replace the current course for students remaining in the old curriculum? Yes __X__ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes ___ No __X__
   Major Content Areas Yes ___ No __X__
   Projected Maximum Class Size (Cap) Yes ___ No __X__

4) Current Course fee(s) per student: $ NONE
Proposed Course fee(s) per student, if different: $

5) Service Areas:

Non-licensure programs: Accounting, Chemistry, Social Work

Teacher Licensure programs: n/a

Liberal Education: n/a

**Accounting:** was notified of this modification on **19 JAN 2016** (date) by email. CRJS 1120 Criminal Justice and Society and CRJS 3358 Criminal Law are used in Accounting minor. These two courses are being reduced from four credits to three credits.

Please check one of the items below:

- No comments were received from other programs or departments within one week of the notification.
- Comments were received within one week of the notification, and are attached.

**Chemistry:** was notified of this modification on **19 JAN 2016** (date) by email. CRJS 1120 Criminal Justice and Society and CRJS 3358 Criminal Law and CRJS 3359 Criminal Investigation are used in Chemistry major and/or minor. These three courses are being reduced from four credits to three credits.

Please check one of the items below:

- No comments were received from other programs or departments within one week of the notification.
- Comments were received within one week of the notification, and are attached.

**Social Work:** was notified of this modification on **19 JAN 2016** (date) by email. CRJS 3201 Research Methods and Statistics for Criminal Justice is used in Social Work major. This course is being reduced from four credits to three credits.

Please check one of the items below:

- No comments were received from other programs or departments within one week of the notification.
- Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
Undergraduate: CRJS 1120
Graduate:
Proposed Course Number(s), if different:
Undergraduate:
Graduate:

Current Course Title: Criminal Justice and Society
Proposed Course Title, if different:

Current Course Description: A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system and an introduction to systems theory. Includes computer-based exercises that familiarize students with available data sources, interrelationships between criminal justice and the larger society, and possible outcomes of alternative policy choices.

Proposed Course Description, if different: A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system.

Current Credits: 4
Proposed Credits, if different: 3

Current Prerequisite(s): Prerequisite:
Proposed Prerequisite(s), if different:

1) Reason(s) for change(s): focus more true to course title: shift to society level focus from systemic performance focus.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes ___X___ No ______
   Major Content Areas Yes ___X___ No ______
   Projected Maximum Class Size (Cap) Yes ______ No ___X___
4) Current Course fee(s) per student: $**NONE**

Proposed Course fee(s) per student, if different: $

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below.

Non-licensure programs: **Accounting**

Teacher Licensure programs: none

Liberal Education: none

The above “service area” programs/departments were notified of this modification on 17 JAN 2016 by email.

_____ No comments were received from other programs or departments within one week of the notification.

_____x__ Comments were received within one week of the notification, and are attached.

**MAJOR CONTENT AREAS**

1. Main components of the criminal justice system (CJS):
   a. police,
   b. courts,
   c. corrections, and
   d. victims
2. The general stages and process within the criminal justice system
3. Correlates of crime
4. Major criminological theories
5. Basics of criminal law formulation and structure
6. Citizen participation in the criminal justice process
7. Constitutional rights and responsibilities
8. Ethical considerations in crime and justice
9. Philosophies and principles of crime and justice
10. Careers in criminal justice
11. Critical issues and controversies

**LEARNING OUTCOMES (General)**

1. Identify and describe the functions for each of the four main components of the criminal justice system.
2. Sequentially map the stages and processes within the criminal justice system.
3. List and describe the major theories of criminal offending.
4. Develop and support a viewpoint about what causes crime and what society should do about it.
5. Explain historical and current crime rates trends.
6. Describe the origins of the American criminal justice system.
7. Discuss the origins of police and correctional professions.
8. Compare and contrast the concepts of disparity and discrimination; explain how both manifest within the criminal justice system.
9. Explain the ways in which citizens participate in the criminal justice system, influence laws and legislation, and help and/or hinder crime prevention and recidivism.
10. Understand how criminal laws are formulated, enacted, and structured.
11. Explain the various ways in which jurisdiction influences the work across all the pillars of the criminal justice system and at all levels of government.
13. Identify and discuss the role of victims and victim services within the criminal justice system.
14. Identify and describe basic constitutional rights of critical concern for those within the criminal justice system.
15. Identify and critically discuss current controversies and issues related to criminal justice.
Introduction to Criminal Justice  
Sample Syllabus/Intellectual Property of Respective Faculty  

CRJS 1120 Criminal Justice and Society (3 credits)  
SEMESTER and ACADEMIC YEAR  
Online/On campus location and time  

Instructor: xx  
Office: xx  
Phone: xx  
Email: xx  

Example textbooks:  

Course Description:  
A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system.  

COURSE REQUIREMENTS  

AT A GLANCE:  
- MAJOR COURSE STRUCTURE  

GRADING  

HOW YOU GRADE  

Description about EXTRA CREDIT OPPORTUNITY (if applicable)  

Assigned readings  

Quizzes  

Exams  

Assignments and in-class activities
Extra Credit: (further elaboration and specific details)

External site requirements, e.g., TurnItIn.com
Authorized absences

Written paper formatting

Citation Manual Statement (e.g., APA, MLA, Chicago Style)

Academic integrity and general conduct: (contains link to handbook:
http://www.bemidjistate.edu/students/handbook/.

Other information/expectations, (e.g., plagiarism, policies on classroom attire, travel, attendance)

Communications and D2L

MAJOR CONTENT AREAS
1. Main components of the criminal justice system (CJS):
   a. police,
   b. courts,
   c. corrections, and
   d. victims
2. The general stages and process within the criminal justice system
3. Correlates of crime
4. Major criminological theories
5. Basics of criminal law formulation and structure
6. Citizen participation in the criminal justice process
7. Constitutional rights and responsibilities
8. Ethical considerations in crime and justice
9. Philosophies and principles of crime and justice
10. Careers in criminal justice
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LEARNING OUTCOMES (General)
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2. Sequentially map the stages and processes within the criminal justice system.
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5. Explain historical and current crime rates trends.
6. Describe the origins of the American criminal justice system.
7. Discuss the origins of police and correctional professions.
8. Compare and contrast the concepts of disparity and discrimination; explain how both manifest within the criminal justice system.
9. Explain the ways in which citizens participate in the criminal justice system, influence laws and legislation, and help and/or hinder crime prevention and recidivism.
10. Understand how criminal laws are formulated, enacted, and structured.
11. Explain the various ways in which jurisdiction influences the work across all the pillars of the criminal justice system and at all levels of government.
13. Identify and discuss the role of victims and victim services within the criminal justice system.
14. Identify and describe basic constitutional rights of critical concern for those within the criminal justice system.
15. Identify and critically discuss current controversies and issues related to criminal justice.

Course Schedule
Learning Objectives
(tentative)

For each major content area (module), several example learning objectives are outlined. By the end of this module, the student should be able to...

Introduction and Welcome; POST basics and eligibility
- Know course expectations and the basics of the criminal justice major
- Understand eligibility requirements to become a peace officer in MN
- Understand the structure, flow of the course

Criminal Justice Today, “The System”
- Explain how society determines which acts are criminal
- Define “crime” and “victim”
- Contrast crime control and due process models
- Explain the concept of case attrition within the criminal justice system
- Name pillars of the criminal justice system and their functions
- Explain the relationship between police, courts, corrections, and victim services

Causes of Crime, Juvenile Justice
- Identify and explain the major historical and modern theories of offending
- Compare and contrast “choice” and “causation” assumptions about human behavior and its relationship to criminological theory
- Identify the correlates of crime
- Explain the difference between adult and juvenile courts
- Discuss the rationale behind why adult and juvenile courts are distinct and why juveniles possess diminished culpability
- Identify and describe the variables that are associated with juvenile crime

Defining and Measuring Crime; Research and Statistics
- Explain how behaviors becomes defined as criminal
• Explain the structure and reporting of crime to the UCR
• Identify and explain victimization surveys and self-report surveys as measures of crime
• Identify and discuss factors that affect crime rates

Inside Criminal Law
• Describe the sources and functions of American criminal law
• List and describe the excuses and justifications for criminal defense
• Explain the concept of stare decisis
• List and describe the elements of a crime

Law Enforcement Today and Policing
• Explain the Wickersham Commission and its impact on policing
• List and describe the responsibilities of police
• Identify and describe the historical eras of American policing
• Discuss major concerns with police use of discretion; ethical dilemmas

Policing and the Rules of Law
• List the four main sources of probable cause
• Identify the fundamental constitutional safeguards that underlie police process
• Recite, verbatim, the Miranda warning and explain its impact on policing
• List the four elements that must be present for an arrest to take place
• Identify and discuss the basic rules of lawful searches and seizures

The Courts
• Describe the four main functions of the courts
• Discuss the concept of jurisdiction as it applies to both geography and subject-matter
• Explain how a case is brought before the supreme court
• List and describe the members of the courtroom working group

Pretrial and Trial
• Compare and contrast the role of defense and prosecuting attorneys
• Identify the steps involved with the pretrial process
• Discuss what factors influence a judge’s use of discretion
• Identify and explain the basic protections defendants possess
• Describe the process of jury selection, list and describe the major affirmative defenses

Punishment and Sentencing
• List and describe the basic philosophical reasons for sentencing
• List and describe the basic forms of punishment
• Discuss the role of the victim in the CJ system; discuss the critical issues with victim participation
• Explain both sides of the death penalty debate

Probation, Parole, Community Corrections
• List and describe at least five sentencing options other than incarceration
• Explain general terms and conditions of probation
• Discuss the rationale behind community-based correctional programs
• Explain the function of a probation and parole officers

Prisons and Jails
• Discuss early penal theories and philosophy surrounding reformatories and penitentiaries
• Explain the factors associated with the dramatic growth in prison population
• Identify and describe the three general models of prisons
• Explain the difference between prison and jail
• Describe the various types of release from incarceration
• Discuss some of the reasons for violent behavior in prisons

Victims and victim rights
• Discuss historical trends in treatment and inclusion (exclusion) of victims of crime.
• Explain the “hand’s off” and “just the facts” doctrine toward crime victims.
• List the rights commonly afforded to victims affected by crime.
  o During/after arrest and investigation
  o During pretrial and trial stages
  o During sentencing
  o During incarceration or while under correctional supervision
  o During the post-release stage

Citizen participation
• Identify specific ways in which citizens participate in the criminal justice system.
• Explain the role citizens play in monitoring the efficiency and effectiveness of the justice system.

Group presentations –or—individual presentations

Accommodations:
We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: CRJS 3201
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Research Methods and Statistics for Criminal Justice
Proposed Course Title, if different:

Current Course Description: An introduction to the framing and addressing of research questions within a criminal justice context. Students will be exposed to descriptive, explanatory, and exploratory research designs and the application of appropriate quantitative analytic techniques to those research designs.

Proposed Course Description, if different:

Current Credits: 4
Proposed Credits, if different: 3

Current Prerequisite(s):
   Undergraduate: none
   Graduate:
Proposed Prerequisite(s), if different:
   Undergraduate: CRJS 1120 or consent of instructor
   Graduate:

1) Reason(s) for change(s): streamline new curriculum, bring prerequisites in line with new curricular direction

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No __X__
   Major Content Areas Yes _____ No __X__
   Projected Maximum Class Size (Cap) Yes _____ No __X__
4) Current Course fee(s) per student: $ NONE
   for:
   Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where
   this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
      catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

      Non-licensure programs: CJ majors

      Teacher Licensure programs:

      Liberal Education:

      The above “service area” programs/departments were notified of this modification on ________
      (date) by _______________________ (mail, email, or phone).  NONE

   Please check one of the items below:

   ______ No comments were received from other programs or departments within one week of
   the notification.

   ______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: CRJS 3304
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Police Process
Proposed Course Title, if different:

Current Course Description: An introduction to the police component of the criminal justice system. Based on both classical readings and current issues in the police field, this course covers police history, the police role and functions in modern society, and the evolving nature of police work. Special emphasis given to the evolving nature in police work after the events of September 11th, 2001. Prerequisite: CRJS 1120 and CRJS 3201, or consent of instructor.

Proposed Course Description, if different:

Current Credits: 4
Proposed Credits, if different: 3

Current Prerequisite(s):
   Undergraduate: CRJS 1120 and CRJS 3201, or consent of instructor.

   Graduate:
Proposed Prerequisite(s), if different:
   Undergraduate: CRJS 1120 or consent of instructor
   Graduate:

1) Reason(s) for change(s): streamline new curriculum, bring prerequisites in line with new curricular direction

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X__ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes ____ No ___X___
   Major Content Areas Yes ____ No ___X___
Projected Maximum Class Size (Cap) Yes _____ No __X__

4) Current Course fee(s) per student: $ NONE
   for:
   Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where
   this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
      catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: CJ majors

   Teacher Licensure programs:

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on ________
   (date) by ____________________ (mail, email, or phone).  NONE

Please check one of the items below:

_____  No comments were received from other programs or departments within one week of
   the notification.

_____  Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
  Undergraduate: CRJS 3305
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Judicial Process
Proposed Course Title, if different:

Current Course Description: Examines the criminal justice and civil law judicial process. Covers judicial involvement from pre-arrest warrant issuance to appellate court review. Focuses on the role, function, and behavior of prosecutors, defense attorneys, and judges. Prerequisites: CRJS 1120

Proposed Course Description, if different:

Current Credits: 4
Proposed Credits, if different: 3

Current Prerequisite(s):
  Undergraduate: CRJS 1120
  Graduate:
Proposed Prerequisite(s), if different:
  Undergraduate: CRJS 1120 or consent of instructor
  Graduate:

1) Reason(s) for change(s): streamline new curriculum, bring prerequisites in line with new curricular direction

2) May this modified course replace the current course for students remaining in the old curriculum? Yes __X__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.

   Student Learning Outcomes Yes _____ No __X__
   Major Content Areas Yes _____ No __X__
   Projected Maximum Class Size (Cap) Yes _____ No __X__
4) Current Course fee(s) per student: $ NONE
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where
this course appears please search the online catalog, as follows:
a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
catalog(s),
b) click on “Areas of Study, and Course Descriptions,”
c) click on “PDF of Entire Catalog” in upper right,
d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: CJ majors

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on __________
date) by ____________________ (mail, email, or phone).  NONE

Please check one of the items below:

______ No comments were received from other programs or departments within one week of
the notification.

______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
   Undergraduate: CRJS 3306
   Graduate:

Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Correctional Process
Proposed Course Title, if different: Corrections and Penology

Current Course Description: Provides the student with an understanding of corrections as a major part of the criminal justice system. Focuses on principles, assumptions, and processes pertaining to achieving correctional goals and objectives. Prerequisites: CRJS 1120 and CRJS 3201, or consent of instructor.

Proposed Course Description, if different: Provides the student with an understanding of corrections as a major part of the criminal justice system. Focuses on principles, assumptions, and processes pertaining to achieving correctional goals and objectives. Emphasis on justifications, philosophy of punishment. Prerequisites: CRJS 1120 or consent of instructor.

Current Credits: 4
Proposed Credits, if different: 3

Current Prerequisite(s): Prerequisite: CRJS 1120, 3201 or consent of the instructor
Proposed Prerequisite(s), if different: CRJS 1120 or consent of instructor.

1) Reason(s) for change(s): Update corrections track; create a broader and more general curriculum

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___ X ___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes Yes ___ X ___
   - Major Content Areas Yes ___ X ___
   - Projected Maximum Class Size (Cap) Yes ____ No ___ X ___

4) Current Course fee(s) per student: $ NONE
Proposed Course fee(s) per student, if different: $

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. n/a

Non-licensure programs:

Teacher Licensure programs: none

Liberal Education: none

n/a The above “service area” programs/departments were notified of this modification on (date) by email and discussion (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

MAJOR CONTENT AREAS
1. American correctional system
2. Major goals and philosophies of punishment
3. Historical perspectives on corrections
4. Sentencing and the correctional process
5. The funnel effect leading into the correctional population
6. Institutional corrections: Jail and prisons
7. Community corrections: pretrial supervision, probation, parole
8. Intermediate sanctions
9. Prisoners’ rights
10. Correctional programs and services
11. Special prison populations

LEARNING OUTCOMES (General)

1. Understand the purpose of criminal justice corrections.
2. List and describe the functions of the activities that fall under the scope of criminal justice corrections.
3. Compare and contrast the four main elements of criminal justice corrections.
4. Identify and discuss the major philosophies and goals of punishment.
5. Identify and place in order the steps of the sentencing decision.
6. Discuss current critical issues in correctional management.
7. Understand influences of and impact on other areas of the criminal justice system.
8. Understand the differing philosophical and operational perspectives within corrections.
9. Describe the concepts, impacts, and current issues regarding disparity, discrimination, 
   and discriminatory intent within the scope of critical issues in correctional supervision.
10. Explore the experiences of special populations within institutional and community 
    corrections context.
Correctional Process
Sample Syllabus/Intellectual Property of Respective Faculty

CRJS 3306 Corrections and Penology (3 credits)

TERM

Instructor: x
Office: x
Phone: x
Email: x


Course Description:
Provides the student with an understanding of corrections as a major part of the criminal justice system. Focuses on principles, assumptions, and processes pertaining to achieving correctional goals and objectives. Emphasis on justifications, philosophy of punishment. Prerequisites: CRJS 1120 or consent of instructor.

COURSE REQUIREMENTS

AT A GLANCE: The class is organized by weeks. There are 17 weeks in a semester.

- Weekly quizzes; vary in points
- Weekly assignments and in class activities
- Final exam (accumulative)
- One project presentation
- Extra credit available

GRADING
Your final grade is based on a straight point calculation: points earned/points offered.

A = 90% and up
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below (fail)
MAJOR CONTENT AREAS
1. American correctional system
2. Major goals and philosophies of punishment
3. Historical perspectives on corrections
4. Sentencing and the correctional process
5. The funnel effect leading into the correctional population
6. Institutional corrections: Jail and prisons
7. Community corrections: pretrial supervision, probation, parole
8. Intermediate sanctions
9. Prisoners’ rights
10. Correctional programs and services
11. Special prison populations

LEARNING OUTCOMES (General)
1. Understand the purpose of criminal justice corrections.
2. List and describe the functions of the activities that fall under the scope of criminal justice corrections.
3. Compare and contrast the four main elements of criminal justice corrections.
4. Identify and discuss the major philosophies and goals of punishment.
5. Identify and place in order the steps of the sentencing decision.
6. Discuss current critical issues in correctional management.
7. Understand influences of and impact on other areas of the criminal justice system.
8. Understand the differing philosophical and operational perspectives within corrections.
9. Describe the concepts, impacts, and current issues regarding disparity, discrimination, and discriminatory intent within the scope of critical issues in correctional supervision.
10. Explore the experiences of special populations within institutional and community corrections context.

LEARNING OBJECTIVES
By the end of this course, you should be able to:
1. Identify and describe the functions of the various components of the corrections system.
2. Sequentially map the sequence of events in the criminal justice system and identify the role of corrections within each step.
3. Compare and contrast prisons and jails.
4. Compare and contrast probation and parole.
5. Describe the range of purposes served by the corrections system.
6. Understand the historical movements and models of correctional philosophy.
7. Explain how today’s correctional movements (institutional and community) are linked to the past.
8. Identify, and compare and contrast, the different goals and philosophies of punishment.
9. Explain the sentencing process, types of sentencing, and extra-legal factors that affect the sentencing decision.
10. Describe classification systems and purposes for both institutional and community corrections.
11. Describe and discuss correctional populations contrasting with the general populations.
12. Illustrate the continuum-of-sanctions concept.
13. Identify and describe non-incarcerative sanctions.
14. Critically discuss both the prison experience and community supervision experience.

15. Define and critically examine the principle of least eligibility and illustrate its importance to correctional management.

16. Explain selected constitutional amendments (e.g., 1st, 4th, 5th, 6th, 8th, and 14th) in terms of the correctional environment.

17. Define the concept of recidivism and how we measure it.

18. Explain the barriers to successfully completing pretrial and correctional supervision.

19. Discuss the issues with disparity and discrimination within correctional supervision.

20. Use appropriate criminal justice specific language to complete the above stated learning objectives.

**Assigned readings:** Each week we will have assigned readings. Further readings such as journal or magazine articles, current news articles, blogs or assigned viewings (e.g. freely available internet videos) may be assigned.

**Quizzes:** For this class we will have weekly quizzes. Quizzes will be on the required reading, previous lecture, and/or activities. Quizzes may be accumulative in content and will vary in the number of points possible. Unless you have an authorized absence, you must take the quizzes by the due date and time.

**Exams:** The final exam for this class is accumulative and will be taken according to the Final Exam Schedule set forth by the University.

**Assignments and in-class activities:** Each week there will be one or more assignment(s) and/or in-class activities. Late assignments will not be accepted. Note: the professor reserves the right to offer unannounced quizzes and assignments, and/or in-class activities at any time. Unless otherwise instructed assignments will be turned in, by-hand, in-class. With that said, it means that handwritten assignments, emailing assignments, and assignments dropped into D2L will not be accepted unless directed by the professor.

**Presentation:** You will select a correctional population of interest or special topic of concern and present information to the class. Most students elect to do a PowerPoint presentation. Grading rubric provided in class. Presentation—not paper.

Examples of a population of interest include: women, juveniles, elderly, veterans, mental illness, drug addicted, pregnant inmates, transgender, gang member, immigrant, non-English speaking, inmates with physical impairments, and so on.

Examples of special topics of concern include: prison rape, gangs, officer misconduct, religious expression and practice, contraband, supermax facilities, overcrowding and so on.

No duplicate content with other student presentations allowed. Topics are on a first come first serve basis—meaning your topics must be approved by the professor. If you propose a topic that is already approved to another student you will need to find another topic. To propose a topic, contact the professor.

Presentations will be in front of the class and peer reviewed. **You do not have to write a major paper.**

**TurnItIn:** For this class we **may** use TurnItIn.com to turn in assignments. Papers will not be accepted in-hand, via D2L Dropbox or via email unless otherwise stated.

Go to this site: http://turnitin.com
Class ID: To be determined
Enrollment Password: not yet assigned, to be determined

When you submit a paper through TurnItIn.com, the software will review the submitted document and provide you with a “similarity index”. This index tells you how much of your paper is similar to other papers and other reviewed content (which, by the way, includes internet content).

- Papers with more than 20% similarity index will generally not be accepted. This means pay attention to how much direct quoting you do. The vast majority of your work should be in your own words. Even if you did not plagiarize, the paper may be considered unacceptable if there is not enough original work.
- DO NOT REPEAT QUESTIONS VERBATIUM when submitting to TurnItIn.com. Doing so will inflate the similarity index.
- If you submit a paper with an unacceptable similarity index send me an email and I will review it for the final determination about acceptability. You are responsible to monitor your submission. If you do not send me an email and I see an unacceptable similarity index the paper will not be reviewed and you will receive a score of zero.
- Papers with plagiarism will not be accepted. No exceptions.

Extra Credit: You can earn up to 20 points of extra credit for campus events, field observations and other types of non-classroom experiences. All extra credit activities must be approved ahead of time and must be completed by the last day of classes for the semester. If using campus events (e.g., honors lectures, special speakers, concerts, symposiums, service events such as from Advising Center, Career Services, Student Health Services) and or experiential learning (e.g., ride-a-long, interviews, job shadow) documentation of attendance or participation must be provided and/or reflection papers written. Extra credit documents are to be turned in using D2L extra credit dropbox. Contact the professor if you have questions about EC opportunities.

Authorized absences: Unless you have an authorized absence for missing class you must be in class to take a quiz and/or receive in-class activity points. If you miss a quiz or an in-class activity, your score will be recorded as zero. Authorized absences must be supported with verifiable documentation. An authorized absence may include, and is not limited to, the following types of situations: medical, military service, official BSU service/function, or a death in the family. If you are a student-athlete or have military related absences, authorized absences associated with your athletics or military service and must be brought to the professor’s attention prior to the absence in accordance with (IAW) with University policy.

Late work: Not accepted unless you have an authorized absence.

Written paper formatting: (general collegiate formatting)
Place your full name, course, and date in the top right corner
Black ink on white paper
12 pt., Times New Roman font
Double spaced and 1” margins all around
No watermarks, background images, or borders
If more than one page, place page numbers in lower right hand corner
Number pages X of X (for example 1 of 3)
Portrait paper orientation
NO COVER PAGES
For this class, we follow APA 6th edition for citation and reference style. About the grading of open-ended questions and essays:

- An acceptable answer ("C" level grade) addresses the question/each part of the question, incorporates information from the required readings, and is generally well written and in keeping with formatting and citation requirements. Basically speaking, acceptable answers minimally address the question(s) posed.

- A good answer ("B" level grade) addresses the question/all parts of the question, incorporates lecture material and assigned reading materials, is well written, and is generally free of typo’s, grammar, and sentence construction issues. Good answers are formatted and cited appropriately.

- An excellent answer ("A" level grade) fully addresses the question/all parts the question, incorporates lecture materials, assigned reading materials, or materials from outside sources. Excellent answers show breadth and depth of understanding the topics. They are skillfully written using appropriate discipline-specific language and they are formatted and cited appropriately.

Unacceptable responses are those that fail to answer the question asked, incorporate only unsupported opinions (unless otherwise specifically requested), are poorly written, fail to incorporate appropriate discipline specific language or otherwise do not demonstrate a level of depth and understanding expected at the collegiate level.

Unless specifically asked for your opinion, feelings, or beliefs, all such matter must be supported by relevant discussion and/or facts from the required readings, class discussion, or other course-related materials. Incorporating material from outside resources is also strongly encouraged.

When responding to essay questions, you must incorporate course-related material. Do not write your response strictly on the basis of your opinions. While you are expected to incorporate the course-related material, this does not mean that the bulk of your responses are taken verbatim from the materials. You need to use your own words and thoughts. Lifting words verbatim from the materials is acceptable, but only as a way to strengthen your essay or in cases where specificity of language is necessary. If you do use words verbatim, meaning to lift three or more words or specific unique phrases, you must use direct quotes and cite the page
numbers within your in-text citation as directed in 6th ed. APA style. See also section titled “Plagiarism”.

**Academic integrity and general conduct**: You are responsible to read and abide by the rules contained within the student handbook: [http://www.bemidjistate.edu/students/handbook/](http://www.bemidjistate.edu/students/handbook/). Any form of academic dishonesty (e.g., cheating, plagiarism, and misrepresentation), inappropriate behavioral conduct, or general disruptive conduct will not be tolerated and will be dealt with in accordance with University Policy.

**Plagiarism and academic dishonesty**: Plagiarism and academic dishonesty is a serious academic crime and will be dealt with accordingly. Plagiarism and/or academic dishonesty includes:

- Presentation of another author’s work (including text, statistics, quotes or ideas) as your own, whether intentional or not; this includes, without proper citation, lifting concepts, ideas, and more than three words in a row from someone else’s work
- Including material without proper citation
- Purchasing or downloading papers on-line and presenting them as your own work
- Submitting work written by someone other than you as your work
- Submitting work written by you for a different course (AKA…sloppy seconds; self-plagiarism)

To correctly source and cite your materials, keep the following in mind:

- **Any words, thoughts, or ideas** that are not your own must be cited. You must give credit where credit is due.
- **Use direct quotes** when using three or more words in a row from a source or when you are borrowing a catch phrase you must use quotation marks and an in-text citation which includes the page number location of the lifted words.
- **When directly quoting**, you must include the page number in the in-text citation.
- **When you paraphrase** you must cite the original author, although you do not have to use direct quotes. Paraphrase means to summarize a body of work, whether you are discussing something as large as an entire book or as small as a sentence.
- **When you lift ideas or a concept**— which means to reword, use wording for a concept, or discuss ideas or concepts from another’s work, you must cite the source. If you read something from a source, decide to incorporate it but change a few words around—technically speaking those may be your words, but they are not your thoughts or ideas. You must cite your source.

**Communications and D2L**: In this class we will use D2L to communicate (News, Discussion, and email), for grading (Grades), and to store course documents (Content and News). Communication via
email is done using your **BSU email account**. It is your responsibility to ensure that you have access to your email and that you check your email regularly. Any correspondence regarding grades or other protected information will be done using only your BSU email account.

**Accommodations:**

We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.
Course Schedule Example

This schedule and selected topics are subject to change whenever necessary. Make sure you attend class and check D2L frequently to stay knowledgeable of changes. **Don’t forget: unless otherwise noted, quiz every week!** Notes: JP = Just and Painful; CPRJ = Corrections, Peacemaking, and Restorative Justice.

Week 1: Introduction and Welcome
- Required reading: Syllabus
- Quiz on Syllabus
- Activity: Getting to know you

Week 2: The Correctional System
- Required reading: Chapter 1
- BJS CJ process chart (D2L)
- Criminogenic needs (D2L)
- Activity: Information literacy

Week 3: Early Correctional Thinking, Hx of Corrections
- Required reading: Chapter 2 & 3
- Activity: (topic selection)

Week 4: Punishment of Offenders
- Required reading: Chapter 4
- *JP* prologue through chapter 3
- *CPRJ* introduction
- Activity: Typologies

Week 5: Why and How We Punish
- Required reading: *JP* chpt4-6, 10-11, 16
- Activity: Corporal punishment in K-12

Week 6: Why and How We Punish
- Required reading: *CPRJ* chapters 1-3, 8
- Activity: Reflection paper on Peacemaking vs. punishment

Week 7: Sentencing: The Correctional Client
- Required reading: Chapter 6
- MN Sentencing Guidelines
- Pre-sentence report investigation
- Activity: Presentence interview

Week 8: Jails: Detention and Short-Term Incarceration
- Required reading: Chapter 7
- No activity (working on presentations)

Week 9: Probation, Intermediate Sanctions, and Community Corrections
- Required reading: Chapters 8 and 9
- Activity: Careers in corrections

Week 10: NO CLASS (spring break)

Week 11: Incarceration; The Prison Experience
- Required reading: Chapters 10 and 11
- *CPRJ* chapter 7
- Activity: Zimbardo prison experiment

Week 12: Institutional Mngmnt; Programming
- Required reading: Chapters 13 and 14
- Activity: Reflection paper: Doing Time

Week 13: Release from Incarceration; Supervision in the Community
- Required reading: Chapters 15 and 16
- Activity: Reflection paper: Ban the Box

Week 14: Presentations begin

Week 15: Presentations continue

Week 16: Presentations continue and final exam review

Week 17: Final exam: see the University’s final exam schedule
https://www.bemidjistate.edu/academics/final_schedule/20165
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: CRJS 3310
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Introduction to Emergency Management
Proposed Course Title, if different:

Current Course Description: This course explores the needs of public safety officials who have responsibility for emergency preparedness planning and response. Includes contexts for emergency planning - legal and jurisdictional; responsibility for planning and responding to emergencies; different types of emergencies, and an approach to planning that can be applied to emergency situations. Addresses specific issues associated with the planning process, including the role of the manager, the necessity for multi-agency involvement, various analytical techniques employed in planning, different levels of emergency planning, and different elements of the plan. This course examines the history and perspectives of emergency management, hazards, concepts and taxonomies, all-hazards approach, phases of emergency management, risk assessment, risk communication and emergency management functions. Prerequisite(s): CRJS 1000 or CRJS 1120

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
   Undergraduate: CRJS 1000 or CRJS 1120
   Graduate:
Proposed Prerequisite(s), if different:
   Undergraduate: CRJS 1120 or consent of instructor
   Graduate:

1) Reason(s) for change(s): streamline new curriculum, bring prerequisites in line with new curricular direction
2) May this modified course replace the current course for students remaining in the old curriculum? Yes __X__ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

   - Student Learning Outcomes Yes _____ No __X__
   - Major Content Areas Yes _____ No __X__
   - Projected Maximum Class Size (Cap) Yes _____ No __X__

4) Current Course fee(s) per student: $ NONE for:
   Proposed Course fee(s) per student, if different: $

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: CJ majors

   Teacher Licensure programs:

   Liberal Education:

The above “service area” programs/departments were notified of this modification on __________ (date) by __________________ (mail, email, or phone). NONE

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: CRJS 3344
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Criminal Justice and Domestic Violence
Proposed Course Title, if different:

Current Course Description: The historical roots of domestic and sexual violence, and the continuing prevalence and magnitude of the problem. This course focuses on coordinated community efforts in the United States to keep families and others safe from relationship violence; thoroughly examines methods used by the criminal justice system to prevent and treat domestic violence; emphasizes the changing response of police, social agencies, the courts, and our lawmakers to domestic violence cases; and investigates ways in which the legal system treats victims of abuse who fight back and sometimes kill abusers. Prerequisite: CRJS 1120.

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
   Undergraduate: CRJS 1120.
   Graduate:
Proposed Prerequisite(s), if different:
   Undergraduate: None
   Graduate:

1) Reason(s) for change(s): streamline new curriculum, bring prerequisites in line with new curricular direction
2) May this modified course replace the current course for students remaining in the old curriculum? Yes __X__ No ______ If not, please drop the current course and submit a new course form for the modification.
3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
Student Learning Outcomes  Yes _____ No ___X___
Major Content Areas          Yes _____ No ___X___
Projected Maximum Class Size (Cap) Yes _____ No ___X___

4) Current Course fee(s) per student: $ NONE for:
   Proposed Course fee(s) per student, if different: $ for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: CJ majors

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by ___________________ (mail, email, or phone). NONE

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: CRJS 3358
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Criminal Law
Proposed Course Title, if different:

Current Course Description: This course encompasses the basic concepts of the criminal law and the elements of criminal offenses in Minnesota in particular. Crimes against persons, crimes against property, crimes against the administration of justice and others are reviewed. The case method is used to define the contours of judicial interpretation of the criminal law.

Proposed Course Description, if different:

Current Credits: 4
Proposed Credits, if different: 3

Current Prerequisite(s):
   Undergraduate:
   Graduate:

Proposed Prerequisite(s), if different:
   Undergraduate: CRJS 1120 or consent of instructor
   Graduate:

1) Reason(s) for change(s): streamline new curriculum, bring prerequisites in line with new curricular direction

2) May this modified course replace the current course for students remaining in the old curriculum? Yes __X__ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes    Yes _____ No __X__
   Major Content Areas         Yes _____ No __X__
   Projected Maximum Class Size (Cap) Yes _____ No __X__
4) Current Course fee(s) per student: $ NONE
   for:
   Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where
   this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
      catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: CJ majors

   Teacher Licensure programs:

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on ________
   (date) by __________________ (mail, email, or phone).  NONE

Please check one of the items below:

   ______  No comments were received from other programs or departments within one week of
            the notification.

   ______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: CRJS 3360
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Criminal Procedure and Evidence
Proposed Course Title, if different:

Current Course Description: This course focuses on the rights of the criminally accused, primarily those involved in the pre-trial stages of the criminal process. The Bill of Rights as it pertains to the criminally accused will be examined. The rules of evidence defining the types and use of criminal evidence allowed in court will also be addressed in this course.

Proposed Course Description, if different:

Current Credits: 4
Proposed Credits, if different: 3

Current Prerequisite(s):
   Undergraduate:
   Graduate:
Proposed Prerequisite(s), if different:
   Undergraduate: CRJS 1120 or consent of instructor
   Graduate:

1) Reason(s) for change(s): streamline new curriculum, bring prerequisites in line with new curricular direction

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No ___X__
   Major Content Areas Yes _____ No ___X__
   Projected Maximum Class Size (Cap) Yes _____ No ___X__
4) Current Course fee(s) per student: $ NONE
   for:
   Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where
   this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
      catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: CJ majors

   Teacher Licensure programs:

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on ________
   (date) by ____________________ (mail, email, or phone).  NONE

   Please check one of the items below:

   ______ No comments were received from other programs or departments within one week of
   the notification.

   ______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
  Undergraduate: CRJS 3380
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Community Corrections
Proposed Course Title, if different:

Course Description: An in-depth examination of community corrections programs including:
program planning, implementation and evaluation, client's rights, intake, contracting, release, use
of community resources, and use of various treatment modalities. Prerequisite: CRJS 3306

Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
  Undergraduate: CRJS 3306
  Graduate:
Proposed Prerequisite(s), if different:
  Undergraduate: (CRJS 1120 and CRJS 3306) or consent of instructor
  Graduate:

1) Reason(s) for change(s): streamline new curriculum, bring prerequisites in line with new
curricular direction

2) May this modified course replace the current course for students remaining in the old
curriculum? Yes __X__ No _____ If not, please drop the current course and submit a new
course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide
updated information on the next page.
   Student Learning Outcomes   Yes _____ No __X__
   Major Content Areas        Yes _____ No __X__
   Projected Maximum Class Size (Cap) Yes _____ No __X__
4) Current Course fee(s) per student: $ NONE
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: CJ majors

   Teacher Licensure programs:

   Liberal Education:

The above “service area” programs/departments were notified of this modification on _______
(date) by _____________________ (mail, email, or phone).  NONE

Please check one of the items below:

_____  No comments were received from other programs or departments within one week of the notification.

_____  Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
  Undergraduate: CRJS 4480
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Police and Community Relations
Proposed Course Title, if different:

Course Description: Primarily intended for those entering the police profession, this course covers the rules that govern peace officer behavior under the Minnesota Peace Officer Standards and Training Board; addresses a number of Minnesota Board of Police Officer Standards and Training learning objectives, including victimization, ethical behavior, media relations, and response to and coping with stress; and examines police and community relations. Prerequisites: CRJS 1120 and CRJS 3304.

Proposed Course Description, if different:

Current Credits: 4
Proposed Credits, if different: 3

Current Prerequisite(s):
  Undergraduate: CRJS 1120 and CRJS 3304.
  Graduate:
Proposed Prerequisite(s), if different:
  Undergraduate: (CRJS 1120 and CRJS 3304) or consent of instructor
  Graduate:

1) Reason(s) for change(s): streamline new curriculum, bring prerequisites in line with new curricular direction

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes  Yes _____ No ___X__
   Major Content Areas        Yes _____ No ___X__
Projected Maximum Class Size (Cap) Yes _____ No __X__

4) Current Course fee(s) per student: $ NONE
   for:
   Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where
   this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
      catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: CJ majors

   Teacher Licensure programs:

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on ________ (date)
   by ____________________ (mail, email, or phone).  NONE

Please check one of the items below:

______ No comments were received from other programs or departments within one week of
   the notification.

______ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s):
  Undergraduate:  CRJS 4487
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Offender Intervention
Proposed Course Title, if different: Principles of Criminal Justice Supervision

Current Course Description:  Examines counseling and treatment approaches and strategies applicable for use in correctional settings including institutions and community corrections. Various treatment modalities are explored in relationship to offender rehabilitation. Prerequisite: CRJS 3306.

Proposed Course Description, if different: Examines historical and current justifications and approaches to offender supervision. Correctional outcomes, rehabilitation methods, evidence based practices, and risk measurement are covered for both institutional and community correctional contexts. Basic motivational interviewing and various correctional counseling techniques are covered. Prerequisite: CRJS 1120 and CRJS 3306.

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s): CRJS 3306
Proposed Prerequisite(s), if different: CRJS 1120 and CRJS 3306.

1) Reason(s) for change(s): Update corrections track; create a broader and more general curriculum

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes  Yes ____  No ___X___
   Major Content Areas  Yes ____  No ___X___
   Projected Maximum Class Size (Cap)  Yes ____  No ___X___
4) Current Course fee(s) per student: $**NONE**

Proposed Course fee(s) per student, if different: $

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. **n/a**

   - Non-licensure programs:
   - Teacher Licensure programs: none
   - Liberal Education: none

**n/a** The above “service area” programs/departments were notified of this modification on (date) by email and discussion (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

**MAJOR CONTENT AREAS**

1. Historical approaches of correctional supervision.
2. Theories of crime causation and criminality
3. Recidivism.
4. Intervention and rehabilitation strategies.
5. Pre-sentencing practices
6. Offender supervision concerns within special populations.
7. Current supervision practices in the field of corrections including probation, prison and parole policies.
8. Correctional risk, risk measurements, and risk measurement tools.
9. Evidence based practices for correctional supervision.
10. Motivational interviewing techniques
11. Legal aspects of correctional supervision
12. Special issues relative to mentally ill offenders, sex offenders, drug and alcohol addicted offenders, and different productive treatment/program options for male and female offenders
13. Reintegration
14. Collateral consequences
LEARNING OUTCOMES (General) Students will:
1. Understand the origins of criminal behavior and how such thinking translates into correctional practices.
2. Identify ways in which society (and the criminal justice system) responds to criminal offending.
3. Develop and defend educated opinions on what should be done about criminal offending.
4. Explain the pendulum effect of correctional supervision policies.
5. Identify and discuss bias, disparity, and discrimination within correctional policy.
6. Describe the challenges and impact of correctional supervision the individual offender.
7. Evaluate the effect of correctional supervision on the family, work, and educational life domains.
8. Articulate evidence based practices in effective correctional supervision.
9. Identify and describe the criminogenic risk factors used risk assessment tools.
10. Describe the rights forfeited and rights retained when under correctional supervision.
11. Demonstrate an understanding of basic motivational interviewing techniques.
12. Explain challenges associated with collateral consequences for correctional supervision.
Principles of Criminal Justice Supervision

Sample Syllabus/Intellectual Property of Respective Faculty

CRJS 4487 Principles of Criminal Justice Supervision (3 credits)

TERM

Instructor:  x
Office:  x
Phone:  x
Email:  x


Course Description:
*Examines historical and current justifications and approaches to offender supervision. Correctional outcomes, rehabilitation methods, evidence based practices, and risk measurement are covered for both institutional and community correctional contexts. Basic motivational interviewing and various correctional counseling techniques are covered. Prerequisite: CRJS 1120, CRJS 3306.*

COURSE REQUIREMENTS

AT A GLANCE: The class is organized by weeks. There are 17 weeks in a semester.

- Weekly quizzes; vary in points
- Weekly activities and/or assignments
- Final exam (accumulative)
- Midterm paper
- Extra credit available

GRADING

Your final grade is based on a straight point calculation: points earned/points offered.

A = 90% and up
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below (fail)
MAJOR CONTENT AREAS
1. Historical approaches of correctional supervision.
2. Theories of crime causation and criminality
3. Recidivism.
4. Intervention and rehabilitation strategies.
5. Pre-sentencing practices
6. Offender supervision concerns within special populations.
7. Current supervision practices in the field of corrections including probation, prison and parole policies.
8. Correctional risk, risk measurements, and risk measurement tools.
9. Evidence based practices for correctional supervision.
10. Motivational interviewing techniques
11. Legal aspects of correctional supervision
12. Special issues relative to mentally ill offenders, sex offenders, drug and alcohol addicted offenders, and different productive treatment/program options for male and female offenders
13. Reintegration
14. Collateral consequences

LEARNING OUTCOMES (General):
1. Understand the origins of criminal behavior and how such thinking translates into correctional practices.
2. Identify ways in which society (and the criminal justice system) responds to criminal offending.
3. Develop and defend educated opinions on what should be done about criminal offending.
4. Explain the pendulum effect of correctional supervision policies.
5. Identify and discuss bias, disparity, and discrimination within correctional policy.
6. Describe the challenges and impact of correctional supervision the individual offender.
7. Evaluate the effect of correctional supervision on the family, work, and educational life domains.
8. Articulate evidence based practices in effective correctional supervision.
9. Identify and describe the criminogenic risk factors used risk assessment tools.
10. Describe the rights forfeited and rights retained when under correctional supervision.
11. Demonstrate an understanding of basic motivational interviewing techniques.
12. Explain challenges associated with collateral consequences for correctional supervision.

LEARNING OBJECTIVES

By the end of this course, you should be able to:
1. Identify and outline the major criminological theories of crime causation.
2. Explain how thinking about criminal offending becomes codified in policy.
3. Develop and defend an educated opinion about how to
   a. Prevent the emergence of criminality
b. Respond to criminal offending
c. Minimize recidivism
d. Respond to non-compliance
e. Respond to chronic, persistent offending
4. Compare and contrast the concepts of disparity, discrimination, and discriminatory intent.
5. List and discuss the broad range of challenges of correctional supervision on the individual offender.
6. Discuss the impact of correctional supervision on
   f. the family
g. workplace
   h. friendships
   i. educational activities
7. Identify and discuss evidence based practices in reducing recidivism.
8. Identify the big six criminogenic risk factors and be able to explain static and dynamic nature of those risk factors.
9. Explain how personality and social factors affect the professional relationships with correctional populations.
10. Describe the various styles of supervision within institutional corrections.
11. Identify and describe types of programming available to inmates within jails and prisons and who/what types of professions conduct such programming.
12. List and describe common terms and conditions of community supervision.
13. Demonstrate basic proficiency in motivational interviewing techniques.
14. Discuss the civil impact of conviction.
15. Identify collateral consequences that commonly affect those under correctional supervision.
16. Explain the disciplinary process within institutional and community based corrections.
17. Explain the revocation process for community-based corrections.

**Assigned readings:** Each week we will have assigned readings. Further readings such as journal or magazine articles, current news articles, blogs or assigned viewings (e.g. freely available internet videos) may be assigned.

**Quizzes:** For this class we will have weekly quizzes. Quizzes will be on the required reading, previous lecture, and/or activities. Quizzes may be accumulative in content and will vary in the number of points possible. Unless you have an authorized absence, you must take the quizzes by the due date and time.

**Exams:** The final exam for this class is accumulative and will be taken according to the Final Exam Schedule set forth by the University.

**Assignments and in-class activities:** Each week there will be one or more assignment(s) and/or in-class activities. Late assignments will not be accepted. Unless otherwise instructed assignments will be turned in, by-hand, in-class. With that said, it means that handwritten assignments, emailing assignments, and assignments dropped into D2L will not be accepted unless directed by the professor.

Note: the professor reserves the right to offer unannounced quizzes and assignments, and/or in-class activities at any time.
Midterm paper: You will select a specific constitutional right and write a minimum of a 1250 word paper (approximately five pages) outlining how such rights change during correctional supervision. Right of concern for correctional supervision include (but limited to):

- Religious freedom
- Rights to free association
- Freedom of assembly
- Freedom of speech
- Freedom of press
- Against unreasonable search and seizure
- Right to an attorney
- Due process
- Equal protection
- Free from cruel and unusual punishment
- Free from excessive bail

TurnItIn: For this class we may use TurnItIn.com to turn in assignments. Papers will not be accepted in-hand, via D2L Dropbox or via email unless otherwise stated.

Go to this site: http://turnitin.com
Class ID: To be determined
Enrollment Password: not yet assigned, to be determined

Extra Credit: You can earn up to 20 points of extra credit for campus events, field observations and other types of non-classroom experiences. All extra credit activities must be approved ahead of time and must be completed by the last day of classes for the semester. If using campus events (e.g., honors lectures, special speakers, concerts, symposiums, service events such as from Advising Center, Career Services, Student Health Services) and or experiential learning (e.g., ride-a-longs, interviews, job shadow) documentation of attendance or participation must be provided and/or reflection papers written. Extra credit documents are to be turned in using D2L extra credit dropbox. Contact the professor if you have questions about EC opportunities.

Authorized absences: Unless you have an authorized absence for missing class you must be in class to take a quiz and/or receive in-class activity points. If you miss a quiz or an in-class activity, your score will be recorded as zero. Authorized absences must be supported with verifiable documentation. An authorized absence may include, and is not limited to, the following types of situations: medical, military service, official BSU service/function, or a death in the family. If you are a student-athlete or have military related absences, authorized absences associated with your athletics or military service and must be brought to the professor’s attention prior to the absence in accordance with (IAW) with University policy.

Late work: Not accepted unless you have an authorized absence.

Written paper formatting: (general collegiate formatting)
- Place your full name, course, and date in the top right corner
- Black ink on white paper
- 12 pt., Times New Roman font
- Double spaced and 1” margins all around
- No watermarks, background images, or borders
- If more than one page, place page numbers in lower right hand corner
For this class, we follow APA 6th edition for citation and reference style. About the grading of open-ended questions and essays:

- An acceptable answer ("C" level grade) addresses the question/each part of the question, incorporates information from the required readings, and is generally well written and in keeping with formatting and citation requirements. Basically speaking, acceptable answers minimally address the question(s) posed.

- A good answer ("B" level grade) addresses the question/all parts of the question, incorporates lecture material and assigned reading materials, is well written, and is generally free of typo’s, grammar, and sentence construction issues. Good answers are formatted and cited appropriately.

- An excellent answer ("A" level grade) fully addresses the question/all parts the question, incorporates lecture materials, assigned reading materials, or materials from outside sources. Excellent answers show breadth and depth of understanding the topics. They are skillfully written using appropriate discipline-specific language and they are formatted and cited appropriately.

Unacceptable responses are those that fail to answer the question asked, incorporate only unsupported opinions (unless otherwise specifically requested), are poorly written, fail to incorporate appropriate discipline specific language or otherwise do not demonstrate a level of depth and understanding expected at the collegiate level.

Unless specifically asked for your opinion, feelings, or beliefs, all such matter must be supported by relevant discussion and/or facts from the required readings, class discussion, or other course-related materials. Incorporating material from outside resources is also strongly encouraged.

When responding to essay questions, you must incorporate course-related material. Do not write your response strictly on the basis of your opinions. While you are expected to incorporate the course-related material, this does not mean that the bulk of your responses are taken verbatim from the materials. You need to use your own words and thoughts. Lifting words verbatim from the materials is acceptable, but only as a way to strengthen your essay or in
cases where specificity of language is necessary. If you do use words verbatim, meaning to lift three or more words or specific unique phrases, you must use direct quotes and cite the page numbers within your in-text citation as directed in 6th ed. APA style. See also section titled “Plagiarism”.

Academic integrity and general conduct: You are responsible to read and abide by the rules contained within the student handbook: http://www.bemidjistate.edu/students/handbook/. Any form of academic dishonesty (e.g., cheating, plagiarism, and misrepresentation), inappropriate behavioral conduct, or general disruptive conduct will not be tolerated and will be dealt with in accordance with University Policy.

Plagiarism and academic dishonesty: Plagiarism and academic dishonesty is a serious academic crime and will be dealt with accordingly. Plagiarism and/or academic dishonesty includes:
- Presentation of another author’s work (including text, statistics, quotes or ideas) as your own, whether intentional or not; this includes, without proper citation, lifting concepts, ideas, and more than three words in a row from someone else’s work
- Including material without proper citation
- Purchasing or downloading papers on-line and presenting them as your own work
- Submitting work written by someone other than you as your work
- Submitting work written by you for a different course (AKA…sloppy seconds; self-plagiarism)

To correctly source and cite your materials, keep the following in mind:

- **Any words, thoughts, or ideas** that are not your own must be cited. You must give credit where credit is due.
- **Use direct quotes** when using three or more words in a row from a source or when you are borrowing a catch phrase you must use quotation marks and an in-text citation which includes the page number location of the lifted words.
- **When directly quoting**, you must include the page number in the in-text citation.
- **When you paraphrase** you must cite the original author, although you do not have to use direct quotes. Paraphrase means to summarize a body of work, whether you are discussing something as large as an entire book or as small as a sentence.
- **When you lift ideas or a concept**—which means to reword, use wording for a concept, or discuss ideas or concepts from another’s work, you must cite the source. If you read something from a source, decide to incorporate it but change a few words around—technically speaking those may be your words, but they are not your thoughts or ideas. You must cite your source.
**Communications and D2L:** In this class we will use D2L to communicate (News, Discussion, and email), for grading (Grades), and to store course documents (Content and News). Communication via email is done using your *BSU email account*. It is your responsibility to ensure that you have access to your email and that you check your email regularly. Any correspondence regarding grades or other protected information will be done using only your BSU email account.

**Students with Special Needs:**

We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.
Course Schedule Example

By the end of this course, you should be able to:

1. Identify and outline the major criminological theories of crime causation.
2. Explain how thinking about criminal offending becomes codified in policy.
3. Develop and defend an educated opinion about how to
   a. Prevent the emergence of criminality
   b. Respond to criminal offending
   c. Minimize recidivism
   d. Respond to non-compliance
   e. Respond to chronic, persistent offending
4. Compare and contrast the concepts of disparity, discrimination, and discriminatory intent.
5. List and discuss the broad range of challenges of correctional supervision on the individual offender.
6. Discuss the impact of correctional supervision on
   a. the family
   b. workplace
   c. friendships
   d. educational activities
7. Identify and discuss evidence based practices in reducing recidivism.
8. Identify the big six criminogenic risk factors and be able to explain static and dynamic nature of those risk factors.
9. Explain how personality and social factors affect the professional relationships with correctional populations.
10. Describe the various styles of supervision within institutional corrections.
11. Identify and describe types of programming available to inmates within jails and prisons and who/what types of professions conduct such programming.
12. List and describe common terms and conditions of community supervision.
13. Demonstrate basic proficiency in motivational interviewing techniques.
14. Discuss the civil impact of conviction.
15. Identify collateral consequences that commonly affect those under correctional supervision.
16. Explain the disciplinary process within institutional and community based corrections.
17. Explain the revocation process for community-based corrections.

This schedule and selected topics are subject to change whenever necessary. Make sure you attend class and check D2L frequently to stay knowledgeable of changes. Don't forget: unless otherwise noted, quiz every week!
Week 1: Introduction and Welcome

Week 2: Criminological Theories, CJ Policy

Week 3: The CJ System; Intro to correctional supervision

Week 4: Punishment v. supervision?

Week 5: Challenges within supervision: Offender

Week 6: Challenges within supervision: officer

Week 7: Programming: Jails, prisons

Week 8: Programming, Community corrections

Week 9: Parole

Week 10: NO CLASS (spring break)

Week 11: Motivational Interviewing

Week 12: Motivational Interviewing

Week 13: Discipline w/in supervision; revocation

Week 14: Civil consequences, Collateral consequences

Week 15: Officer burnout/self care/stress

Week 16: Review

Week 17: Final exam: see the University’s final exam schedule
https://www.bemidjiSTATE.edu/academics/final_schedule/20165
BSU Curriculum Forms

Form 3

New Course Form

Course Number: CRJS 2225
   Undergraduate: Yes
   Graduate: No

Course Title: Criminal Justice and Juveniles

Course Description: This course explores historical responses to delinquents, the definition of delinquency, theories of correction, and an examination of the juvenile justice system. The learning objective is to understand the principles, assumptions, and processes that pertain to juvenile delinquency and criminal justice system responses to delinquency. Prerequisites: CRJS 1120

Credits: 3

Prerequisite(s): CRJS 1120

1. Reason(s) for creating this course: The proposed course is intended to provide an opportunity for students to gain exposure to juvenile delinquency and criminal justice responses to delinquency. The course also fits as an elective for all the criminal justice emphases and will service students interested in all employment segments in criminal justice settings, particular those related to juvenile justice services.

2. How often will this course be offered? At a minimum, within rotation once every five years or as requested.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   - Students will demonstrate an understanding of the historical responses to delinquents.
   - Students will be able to define juvenile delinquency.
   - Students will be able to explain and apply theories of correction to juvenile justice issues.
   - Students will be able to write a juvenile justice treatment plan.

4. What are the major content areas for the course?
   - Historical response to delinquency.
• Definitions of delinquency.
• Theories of juvenile justice.
• Juvenile treatment plan in a corrections environment.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? no

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? This course will be delivered to both on campus and online students. Online delivery will be through D2L BrightSpace (or other planform should BSU change learning platforms.)

7. What is the projected maximum class size (cap)? 30

8. What qualified faculty will be available to teach this course? Dr. Kim Yonsok and Dr. Elizabeth Hagensen. Other existing faculty members are also qualified to teach the course. The department does not require outside expertise to offer the course on a regular basis.

9. What additional library and other resources need or should be provided for this course, that are not already available? none

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $
   For: nothing required

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Criminal Justice and Juveniles

Sample Syllabus/Intellectual Property of Respective Faculty

CRJS 2225 Criminal Justice and Juveniles (3 credits)

TERM

Instructor: x
Office: x
Phone: x
Email: x

Example texts:

Course Description: This course explores historical responses to delinquents, the definition of delinquency, theories of correction, and an examination of the juvenile justice system. The learning objective is to understand the principles, assumptions, and processes that pertain to juvenile delinquency and criminal justice system responses to delinquency. Prerequisite: CRJS 1120

COURSE REQUIREMENTS

AT A GLANCE: The class is organized by weeks. There are 17 weeks in a semester.

- Weekly quizzes; vary in points
- Weekly assignments and in class activities
- Final exam (accumulative)
- One project presentation
- Extra credit available

GRADING

Your final grade is based on a straight point calculation: points earned/points offered.

A = 90% and up
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below (fail)

LEARNING OBJECTIVES

- Students will demonstrate an understanding of the historical responses to delinquents.
  - Identify underlying philosophies used to justify same or different justice treatment as adults.
  - Explain the major changes justice system response to juvenile delinquency and juvenile offending overtime.
  - Identify when, where and why the justice system distinguished juveniles from adults.
Discuss the child-saving movement.
- Explain the role of juveniles and juvenile delinquency in the Prohibition.
- Explain the basis of parens patriae.

- Students will be able to define juvenile delinquency.
  - Compare and contrast adult and juvenile courts.
  - Compare and contrast the language between adult and juvenile justice systems.
  - Explain the rights afforded to juveniles through the criminal justice process.
  - Explain the role gang activity play in juvenile delinquency.
  - Explain various actions schools (K-12) may take regarding juvenile delinquency.
  - Explain the difference between discipline and correction and punishment.

- Students will be able to explain and apply theories of correction to juvenile justice issues.
  - Explain the differences between theories related to adult offending and theories related to juvenile offending
  - Describe how police response with juvenile differs than that of police response with adults.
  - Identify and describe the major difference between adult and juvenile correctional practices.

- Students will be able to write a juvenile justice treatment plan.
  - Identify the major criminogenic needs for juveniles.
  - Explain evidence based practices toward addressing the major criminogenic needs of juveniles.
  - Explain “what works” toward preventing juvenile delinquency.
  - Demonstrate competency in writing correctional case plans for juveniles under justice supervision.

Assigned readings: Each week we will have assigned readings. Further readings such as journal or magazine articles, current news articles, blogs or assigned viewings (e.g. freely available internet videos) may be assigned.

Quizzes: For this class we will have weekly quizzes. Quizzes will be on the required reading, previous lecture, and/or activities. Quizzes may be accumulative in content and will vary in the number of points possible. Unless you have an authorized absence, you must take the quizzes by the due date and time.

Exams: The final exam for this class is accumulative and will be taken according to the Final Exam Schedule set forth by the University.

Assignments and in-class activities: Each week there will be one or more assignment(s) and/or in-class activities. Late assignments will not be accepted. Note: the professor reserves the right to offer unannounced quizzes and assignments, and/or in-class activities at any time. Unless otherwise instructed assignments will be turned in, by-hand, in-class. With that said, it means that handwritten assignments, emailing assignments, and assignments dropped into D2L will not be accepted unless directed by the professor.
**Presentation:** You will select a juvenile population of interest or special topic of concern and present information to the class. Most students elect to do a PowerPoint presentation. Grading rubric provided in class. Presentation—not paper.

Examples of a population of interest include: female, military, mental illness, drug addicted, pregnancy, transgender, gang member, immigrant, non-English speaking, juvenile inmates with physical impairments, and so on.

Examples of special topics of concern include: prison rape, gangs, status offences, cross-over/dually involved youth, discipline in K-12, homelessness, correctional supervision, juvenile law, child abuse and so on.

No duplicate content with other student presentations allowed. Topics are on a first come first serve basis—meaning your topics must be approved by the professor. If you propose a topic that is already approved to another student you will need to find another topic. To propose a topic, contact the professor.

Presentations will be in front of the class and peer reviewed. **You do not have to write a major paper.**

**TurnItIn:** For this class we may use TurnItIn.com to turn in assignments. Papers will not be accepted in-hand, via D2L Dropbox or via email unless otherwise stated.

Go to this site: [http://turnitin.com](http://turnitin.com)
Class ID: To be determined
Enrollment Password: not yet assigned, to be determined

When you submit a paper through TurnItIn.com, the software will review the submitted document and provide you with a “similarity index”. This index tells you how much of your paper is similar to other papers and other reviewed content (which, by the way, includes internet content).

- Papers with more than 20% similarity index will generally not be accepted. This means pay attention to how much direct quoting you do. The vast majority of your work should be in your own words. Even if you did not plagiarize, the paper may be considered unacceptable if there is not enough original work.
- **DO NOT REPEAT QUESTIONS VERBATIUM** when submitting to TurnItIn.com. Doing so will inflate the similarity index.
- If you submit a paper with an unacceptable similarity index send me an email and I will review it for the final determination about acceptability. You are responsible to monitor your submission. If you do not send me an email and I see an unacceptable similarity index the paper will not be reviewed and you will receive a score of zero.
- Papers with plagiarism will not be accepted. No exceptions.

**Extra Credit:** You can earn up to 20 points of extra credit for campus events, field observations and other types of non-classroom experiences. All extra credit activities must be approved ahead of time and **must be completed by the last day of classes** for the semester. If using campus events (e.g., honors lectures, special speakers, concerts, symposiums, service events such as from Advising Center, Career Services, Student Health Services) and or experiential learning (e.g., ride-a-longs, interviews, job shadow) documentation of attendance or participation must be
provided and/or reflection papers written. Extra credit documents are to be turned in using D2L extra credit dropbox. Contact the professor if you have questions about EC opportunities. **Authorized absences:** Unless you have an authorized absence for missing class you must be in class to take a quiz and/or receive in-class activity points. If you miss a quiz or an in-class activity, your score will be recorded as zero. Authorized absences must be supported with verifiable documentation. An authorized absence may include, and is not limited to, the following types of situations: medical, military service, official BSU service/function, or a death in the family. If you are a student-athlete or have military related absences, authorized absences associated with your athletics or military service and must be brought to the professor’s attention prior to the absence in accordance with (IAW) with University policy.

**Late work:** Not accepted unless you have an authorized absence.

**Written paper formatting: (general collegiate formatting)**
- Place your full name, course, and date in the top right corner
- Black ink on white paper
- 12 pt., Times New Roman font
- Double spaced and 1” margins all around
- No watermarks, background images, or borders
- If more than one page, place page numbers in lower right hand corner
- Number pages X of X (for example 1 of 3)
- Portrait paper orientation
- NO COVER PAGES

**For this class, we follow APA 6th edition** for citation and reference style. About the grading of open-ended questions and essays:

- An **acceptable** answer (“C” level grade) addresses the question/each part of the question, incorporates information from the required readings, and is generally well written and in keeping with formatting and citation requirements. Basically speaking, acceptable answers minimally address the question(s) posed.
- A **good** answer (“B” level grade) addresses the question/all parts of the question, incorporates lecture material and assigned reading materials, is well written, and is generally free of typo’s, grammar, and sentence construction issues. Good answers are formatted and cited appropriately.
- An **excellent** answer (“A” level grade) fully addresses the question/all parts of the question, incorporates lecture materials, assigned reading materials, or materials from outside sources. Excellent answers show breadth and depth of understanding the topics. They are skillfully written using appropriate discipline-specific language and they are formatted and cited appropriately.
Unacceptable responses are those that fail to answer the question asked, incorporate only unsupported opinions (unless otherwise specifically requested), are poorly written, fail to incorporate appropriate discipline specific language or otherwise do not demonstrate a level of depth and understanding expected at the collegiate level.

Unless specifically asked for your opinion, feelings, or beliefs, all such matter must be supported by relevant discussion and/or facts from the required readings, class discussion, or other course-related materials. Incorporating material from outside resources is also strongly encouraged.

When responding to essay questions, you must incorporate course-related material. Do not write your response strictly on the basis of your opinions. While you are expected to incorporate the course-related material, this does not mean that the bulk of your responses are taken verbatim from the materials. You need to use your own words and thoughts. Lifting words verbatim from the materials is acceptable, but only as a way to strengthen your essay or in cases where specificity of language is necessary. If you do use words verbatim, meaning to lift three or more words or specific unique phrases, you must use direct quotes and cite the page numbers within your in-text citation as directed in 6th ed. APA style. See also section titled “Plagiarism”.

**Academic integrity and general conduct:** You are responsible to read and abide by the rules contained within the student handbook: [http://www.bemidjistate.edu/students/handbook/](http://www.bemidjistate.edu/students/handbook/). Any form of academic dishonesty (e.g., cheating, plagiarism, and misrepresentation), inappropriate behavioral conduct, or general disruptive conduct will not be tolerated and will be dealt with in accordance with University Policy.

**Plagiarism and academic dishonesty:** Plagiarism and academic dishonesty is a serious academic crime and will be dealt with accordingly. Plagiarism and/or academic dishonesty includes:

- Presentation of another author’s work (including text, statistics, quotes or ideas) as your own, whether intentional or not; this includes, without proper citation, lifting concepts, ideas, and more than three words in a row from someone else’s work
- Including material without proper citation
- Purchasing or downloading papers on-line and presenting them as your own work
- Submitting work written by someone other than you as your work
• Submitting work written by you for a different course (AKA…sloppy seconds; self-plagiarism)

To correctly source and cite your materials, keep the following in mind:

• **Any words, thoughts, or ideas** that are not your own must be cited. You must give credit where credit is due.

• **Use direct quotes** when using three or more words in a row from a source or when you are borrowing a catch phrase you must use quotation marks and an in-text citation which includes the page number location of the lifted words.

• **When directly quoting**, you must include the page number in the in-text citation.

• **When you paraphrase** you must cite the original author, although you do not have to use direct quotes. Paraphrase means to summarize a body of work, whether you are discussing something as large as an entire book or as small as a sentence.

• **When you lift ideas or a concept**— which means to reword, use wording for a concept, or discuss ideas or concepts from another’s work, you must cite the source. If you read something from a source, decide to incorporate it but change a few words around— technically speaking those may be your words, but they are not your thoughts or ideas. You must cite your source.

**Communications and D2L:** In this class we will use D2L to communicate (News, Discussion, and email), for grading (Grades), and to store course documents (Content and News). Communication via email is done using your **BSU email account**. It is your responsibility to ensure that you have access to your email and that you check your email regularly. Any correspondence regarding grades or other protected information will be done using only your BSU email account.

**Students with Special Needs:**

We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: CRJS 3307
Graduate:

Course Title: Victimological Theory and Practice

Course Description:
This course focuses on victimological theories and the philosophic study of victims and victimity. Short- and long-term impacts of victimization, as well as victim-centered practices and services, are explored. Additional topics may include advocative movements for the recognition and enhancement of victims’ rights in the United States, including increased involvement and influence throughout the judicial processing of a criminal case. Prerequisites: (CRJS 1120 and Junior status) or consent of instructor

Credits: 3

Prerequisite(s):
Undergraduate: (CRJS 1120 and Junior status) or consent of instructor
Graduate:

1. Reason(s) for creating this course:
   - This is one of four proposed new courses in the development of a Victimology Track within the Criminal Justice Major, providing the department with growth potential.
   - The emphasis in criminal justice tends to be on the offender although criminal justice is essentially a service industry and victims often tend to be minimized. The proposed course is intended to provide an opportunity for students to gain exposure to victimological theories and perspectives, as well as practices and services that either tend to be or are strongly advocated to be victim-centered. (This is in contrast to the investigative emphasis of the Forensic Victimology course.) The course, and larger Victimology track, will service students interested in all employment segments in criminal justice settings.

2. How often will this course be offered?
   - Every other year online; every other year on-campus

3. What are the student learning outcomes for the course. Students will be able to:
• define victimology in general terms.
• articulate a general understanding of the divergent schools of thought within the field of victimology and how this may impact services and the study of victims.
• explain why victimization may not be reported and how this impacts the broader impression of crime and violence in society.
• describe short-term and/or long-term impacts of victimization.
• identify and analyze victim service programs and the treatment of victims in the criminal justice system relative to common goals involving treatment and restoration.
• discuss the various principles and contentious arguments involved in victims’ rights movements in the United States.
• describe various victim services and corresponding outcomes.

4. What are the major content areas for the course?
   • Defining victimity and victimology
   • Victimological Theory
   • Measurement of crime and victimization (reporting and non-reporting)
   • Victims and the criminal justice system
   • Impact of victimization
   • Victim services

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   • No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   • The course will be delivered to both on campus and online students. Online delivery will be through D2L (or another platform if BSU moves to a different software).

7. What is the projected maximum class size (cap)?
   • 30

8. What qualified faculty will be available to teach this course? NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.
   • Dr. Stacie Jergenson is the primary qualified faculty member to teach this course. Secondary faculty may be Dr. Elizabeth Hagensen or Dr. Yongsok Kim. Other existing department members may also be qualified to teach the course. The
department does not require additional and/or outside expertise to offer the course on a regular basis.

9. What additional library and other resources need or should be provided for this course, that are not already available?
   - None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: $0 – Nothing is required
    For: Nothing is required

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Bemidji State University
CRJS 3307: Victimological Theory and Practice
3 credits
Sample Syllabus/Intellectual Property of Respective Faculty

COURSE EFFECTIVE DATE: Fall Semester 2016

Contact Information:
Instructor: ___________________________
Office: ______________________________
Office Hours: _________________________
Telephone: ___________________________
E-mail: ______________________________

Course Description:
This course focuses on victimological theories and the philosophic study of victims and victimity. Short- and long-term impacts of victimization, as well as victim-centered practices and services, are explored. Additional topics may include advocative movements for the recognition and enhancement of victims’ rights in the United States, including increased involvement and influence throughout the judicial processing of a criminal case. Prerequisites: (CRJS 1120 and Junior status) or consent of instructor.

Prerequisites:
Undergraduate: (CRJS 1120 and Junior status) or consent of instructor

Textbooks/Materials - Potential textbooks could include, but would not be limited to:

Grading & Assessment:
May be accomplished through various means including, but not limited to, quizzes, exams, group projects, classroom discussions, classroom presentations, and/or other written or oral assignments.

Learning Outcomes - Students will:
- define victimology in general terms.
- articulate a general understanding of the divergent schools of thought within the field of victimology and how this may impact services and the study of victims.
- explain why victimization may not be reported and how this impacts the broader impression of crime and violence in society.
• describe short-term and/or long-term impacts of victimization.
• identify and analyze victim service programs and the treatment of victims in the criminal justice system relative to common goals involving treatment and restoration.
• discuss the various principles and contentious arguments involved in victims’ rights movements in the United States.
• describe various victim services and corresponding outcomes.

Major Content Areas:
• Defining victimity and victimology
• Victimological Theory
• Measurement of crime and victimization (reporting and non-reporting)
• Victims and the criminal justice system
• Impact of victimization
• Victim services

Assignments:
•

Topics/Schedule:

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Course and/or Department Specific Policies:

Citation Manual Statement (e.g., APA, MLA, Chicago Style):
Other information/expectations, (e.g., plagiarism, policies on classroom attire, travel, attendance):
Communications and D2L:
**Academic Integrity:**
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

**Students with Special Needs:**
We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

**Mental Health & Counseling:**
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: CRJS 3377
  Graduate:

Course Title: Forensic Victimology

Course Description:
This course focuses on the forensic and scientific study of victims, emphasizing the response of police, medical professionals, and social agencies during the investigative and judicial processes. Accentuates methods used to collect, preserve, and analyze evidence relative to victims and victimizations. Examines controversial yet critical considerations in an objective investigative process, such as victim precipitation, victim characteristics and profiles, lifestyle and situational exposures, false allegations, and false confessions. Prerequisites: (CRJS 1120 and Junior status) or consent of instructor.

Credits: 3

Prerequisite(s):
  Undergraduate: (CRJS 1120 and Junior status) or consent of instructor.
  Graduate:

1. Reason(s) for creating this course:

  • This is one of four proposed new courses in the development of a Victimology Track within the Criminal Justice Major, providing the department with growth potential.
  • The emphasis in criminal justice tends to be on the offender; however, much may be gleaned from effective investigative interactions with crime victims. This course exposes students to the vital role victims of various crime types have in investigative and prevention efforts. In contrast to the proposed Victimological Theory and Practice course, this applied course takes a scientific and forensic approach, specifically focusing on the investigative and subsequent judicial processes. Rather than emphasizing victim-centered service offerings, it objectively examines controversial yet critical considerations in the investigative process, such as false allegations and victim precipitation. It is applicable to all employment segments of the criminal justice system.
2. How often will this course be offered?
   - Every other year online; every other year on-campus

3. What are the student learning outcomes for the course? Students will be able to:
   - describe the forensic and scientific study of victims
   - articulate the roles of police, medical professionals, and/or social agencies during the investigative and judicial processes.
   - explain scientific, technological, and communicative methods used to collect, preserve, and analyze evidence exhibited by or relative to the victim.
   - describe the basis and utility of collecting crime victim characteristics and creating victim profiles.
   - define and explain often controversial concepts, such as victim precipitation, lifestyle exposures, and situational exposures.
   - define and explain the impact of false allegations and false confessions.

4. What are the major content areas for the course?
   - Forensic and scientific investigatory practices related to crime victims
   - Methods used to collect, preserve, and analyze evidence exhibited by or relative to the victim
   - Objective consideration of controversial victim-related topics
   - Victim profiles

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   - No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   - The course will be delivered to both on campus and online students. Online delivery will be through D2L (or another platform if BSU moves to a different software).

7. What is the projected maximum class size (cap)? 30

8. What qualified faculty will be available to teach this course? NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.
   - Dr. Stacie Jergenson is the primary qualified faculty member to teach this course. Secondary faculty may be Dr. Elizabeth Hagensen or Dr. Yongsok Kim. Other existing department members may also be qualified to teach the course. The
department does not require additional and/or outside expertise to offer the course on a regular basis.

9. What additional library and other resources need or should be provided for this course, that are not already available?
   • None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: $0 – Nothing is required
    For: Nothing is required

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Bemidji State University
CRJS 3377: Forensic Victimology
3 credits
Sample Syllabus/Intellectual Property of Respective Faculty

COURSE EFFECTIVE DATE: Fall Semester 2016

Contact Information:
Instructor: _____________________________
Office: _____________________________
Office Hours: _____________________________
Telephone: _____________________________
E-mail: _____________________________

Course Description:
This course focuses on the forensic and scientific study of victims, emphasizing the response of police, medical professionals, and social agencies during the investigative and judicial processes. Accentuates methods used to collect, preserve, and analyze evidence relative to victims and victimizations. Examines controversial yet critical considerations in an objective investigative process, such as victim precipitation, victim characteristics and profiles, lifestyle and situational exposures, false allegations, and false confessions. Prerequisites: (CRJS 1120 and Junior status) or consent of instructor.

Prerequisites/Co-Requisites:
Undergraduate: (CRJS 1120 and Junior status) or consent of instructor.

Textbooks/Materials - Textbooks could include, but would not be limited to:

Grading & Assessment:
May be accomplished through various means including, but not limited to, quizzes, exams, group projects, classroom discussions, classroom presentations, and/or other written or oral assignments.

Learning Outcomes - Students will:
- describe the forensic and scientific study of victims
- articulate the roles of police, medical professionals, and/or social agencies during the investigative and judicial processes.
- explain scientific, technological, and communicative methods used to collect, preserve, and analyze evidence exhibited by or relative to the victim.
- describe the basis and utility of collecting crime victim characteristics and creating victim profiles.
• define and explain often controversial concepts, such as victim precipitation, lifestyle exposures, and situational exposures.

• define and explain the impact of false allegations and false confessions.

**Major Content Areas:**

• Forensic and scientific investigatory practices related to crime victims
• Methods used to collect, preserve, and analyze evidence exhibited by or relative to the victim
• Objective consideration of controversial victim-related topics
• Victim profiles

**Assignments:**

•

**Topics/Schedule:**

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**Course and/or Department Specific Policies:**

**Citation Manual Statement (e.g., APA, MLA, Chicago Style):**

**Other information/expectations, (e.g., plagiarism, policies on classroom attire, travel, attendance):**

**Communications and D2L:**

**Academic Integrity:**

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible
disciplinary actions may include failure for part of all of a course as well as suspension from the University.

**Students with Special Needs:**
We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

**Mental Health & Counseling:**
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: CRJS 4407
Graduate:

Course Title: Global Perspectives in Victimology

Course Description:
This course examines the diverse and complex nature of victim-related concerns in global and/or comparative context. Explores the variable nature of the definition, involvement, treatment, and/or restoration of victims across governmental, social, and cultural confines. Describes theoretical developments and emerging practices in victimology from a global perspective. Probes ethnocentric perceptions and promotes critical thinking regarding victims’ roles and needs within justice systems. Prerequisites: (CRJS 1120, CRJS 3307 and Junior status) or consent of instructor.

Credits: 3

Prerequisite(s):
Undergraduate: (CRJS 1120, CRJS 3307 and Junior status) or consent of instructor.
Graduate:

1. Reason(s) for creating this course:
   • This is one of four proposed new courses in the development of a Victimology Track within the Criminal Justice Major, providing the department with growth potential.
   • The emphasis in criminal justice tends to be on the offender although criminal justice is essentially a service industry and victims often tend to be minimized. There is also a tendency to view victimization as a local or regional phenomenon; however, increased globalization necessitates a broader understanding of complex victim-related concerns around the world (e.g. transnational crimes such as human trafficking, international/universal human rights movements, international victim identification and services provided by organizations such as Interpol). The proposed course is intended to provide an opportunity for students to gain exposure to the various victimological approaches, applications, and services around the world, as well as to reflect on whether U.S. policy may benefit from the experiences of other nations. Studies may be comparative in nature, examining the consistencies, as well as dissimilarities, across various
countries and justice systems. The course, and the broader Victimology track, will service students interested in all employment segments in criminal justice settings.

2. How often will this course be offered?
   - Every other year online; every other year on-campus

3. What are the student learning outcomes for the course? Students will be able to:
   - analyze the variable nature of the definition, involvement, treatment, and/or restoration of victims across governmental, social, and cultural confines.
   - examine ethnocentric perceptions and utilize critical thinking relative to the future roles and needs of victims within justice systems.
   - compare the conditions of victimhood across specified countries.
   - compare and contrast various responses and services provided to victims based upon scholarly literature that has originated from different countries or geographical areas.
   - evaluate the role and responsibility of a world citizen in preventing and treating victimization.
   - assess theoretical and philosophical developments, as well as emerging practices, in the field of victimology from a global perspective.
   - critique the advocacy of and challenges to the international/universal human rights movement.

4. What are the major content areas for the course?
   - In comparative, international, and/or universal contexts:
     o Cultural and social constructs of victimity and justice
     o Victim interaction with justice systems and/or governments
     o Victim rights movements and challenges
     o Victim services
     o Transnational victimization
     o Theoretical development and emerging practices

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   - No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   - The course will be delivered to both on campus and online students. Online delivery will be through D2L (or another platform if BSU moves to a different software).
7. What is the projected maximum class size (cap)?
   - 30

8. What qualified faculty will be available to teach this course? NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.
   - Dr. Stacie Jergenson is the primary qualified faculty member to teach this course. Secondary faculty may be Dr. Elizabeth Hagensen or Dr. Yongsok Kim. Other existing department members may also be qualified to teach the course. The department does not require additional and/or outside expertise to offer the course on a regular basis.

9. What additional library and other resources need or should be provided for this course, that are not already available?
   - None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: $0 – None is required
    For: None is required

   **Additional Aside:** While true of any of the four proposed required victimology courses in Criminal Justice Track C, it may be prudent to note that this course (currently slated for Spring semester offerings) would mesh nicely with a student study abroad opportunity involving the Post Graduate Course in Victimology, Victim Assistance, and Criminal Justice sponsored by the World Society of Victimology and held annually in Dubrovnik, Croatia.

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
COURSE EFFECTIVE DATE: Fall Semester 2016

Contact Information:
Instructor: ________________________________
Office: ________________________________
Office Hours: ________________________________
Telephone: ________________________________
E-mail: ________________________________

Course Description:
This course examines the diverse and complex nature of victim-related concerns in global and/or comparative context. Explores the variable nature of the definition, involvement, treatment, and/or restoration of victims across governmental, social, and cultural confines. Describes theoretical developments and emerging practices in victimology from a global perspective. Probes ethnocentric perceptions and promotes critical thinking regarding victims’ roles and needs within justice systems. Prerequisites: (CRJS 1120, CRJS 3307 and Junior status) or consent of instructor.

Prerequisites:
Undergraduate: (CRJS 1120, CRJS 3307 and Junior status) or consent of instructor.

Textbooks/Materials - Potential textbooks could include, but would not be limited to: Editor- or faculty-compilation of scholarly articles by recognized researchers and academus around the world. Also appropriate would be annual collaborative publications derived from the Post Graduate Course on Victimology, Victim Assistance, and Criminal Justice, such as Victimology, Victim Assistance, and Criminal Justice: Perspectives Shared by International Experts at the Inter-University Centre of Dubrovnik, which was edited by Otmar Hagemann, Peter Schafer, and Stephanie Schmidt (2009). Articles may address victimizations which are more familiar to Americans (such as sexual assault/rape, homicide, domestic violence, etc.), those that are unique to other regions but pose a significant likelihood of materializing and/or intensifying in the United States (organ harvesting, human trafficking, etc.), or other topics that nurture critical thinking skills within the victimology field.

Grading & Assessment:
May be accomplished through various means including, but not limited to, quizzes, exams, group projects, classroom discussions, classroom presentations, and/or other written or oral assignments.

Learning Outcomes - Students will:
• analyze the variable nature of the definition, involvement, treatment, and/or restoration of victims across governmental, social, and cultural confines.
• examine ethnocentric perceptions and utilize critical thinking relative to the future roles and needs of victims within justice systems.
• compare the conditions of victimhood across specified countries.
• compare and contrast various responses and services provided to victims based upon scholarly literature that has originated from different countries or geographical areas.
• evaluate the role and responsibility of a world citizen in preventing and treating victimization.
• assess theoretical and philosophical developments, as well as emerging practices, in the field of victimology from a global perspective.
• critique the advocacy of and challenges to the international/universal human rights movement.

Major Content Areas:
In comparative, international, and/or universal contexts:
• Cultural and social constructs of victimity and justice
• Victim interaction with justice systems and/or governments
• Victim rights movements and challenges
• Victim services
• Transnational victimization
• Theoretical development and emerging practices

Assignments:

Topics/Schedule:

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Course and/or Department Specific Policies:

Citation Manual Statement (e.g., APA, MLA, Chicago Style):
Other information/expectations, (e.g., plagiarism, policies on classroom attire, travel, attendance):
Communications and D2L:

Academic Integrity:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:
We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidji.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

Mental Health & Counseling:
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: CRJS 4477
  Graduate:

Course Title: Restorative Justice

Course Description:
This course explores core principles and implementation of restorative justice programs, including a review of benefits and potential challenges of such an approach. Examines how the approach encourages effective problem solving and conflict resolution, with the potential for reconciliation and healing of all stakeholders. It examines the unique roles, needs, and desired restorations of victims, offenders, and the community.

Prerequisites: (CRJS 1120, CRJS 3307 and Junior status) or consent of instructor.

Credits: 3

Prerequisite(s):
  Undergraduate: (CRJS 1120, CRJS 3307 and Junior status) or consent of instructor.

Graduate:

1. Reason(s) for creating this course:
   • This is one of four proposed new courses in the development of a Victimology Track within the Criminal Justice Major, providing the department with growth potential.
   • The proposed course is intended to provide an opportunity for students to gain exposure to the approach of restorative justice, which is based upon involvement of victims, offenders, and the community. The current emphasis in criminal justice tends to be on the offender in an adversarial environment, which includes only modest involvement and influence of the victim(s) and community members. This promising alternative approach to justice seeks to address harms and consequences in a holistic manner designed to give a voice to and provide benefits to all stakeholders. It will service students interested in all employment segments in criminal justice settings.

2. How often will this course be offered?
   • Every other year online; every other year on-campus
3. What are the student learning outcomes for the course? Students will be able to:
   - examine the history and resurgence of the restorative justice approach to criminal conduct.
   - define restorative justice, as well as appraise its potential limitations and promising effects.
   - compare and contrast restorative and retributive justice perspectives.
   - Analyze and elaborate on holistic justice perspectives that restoratively consider the needs, interests, and involvement of victim, offender, and the community.
   - assess restorative conferencing and how it may lead to restoration of victims and rehabilitation of offenders.

4. What are the major content areas for the course?
   - Definition and major principles of restorative justice
   - Role of victims, offenders, and the community in the restorative approach
   - Complementary and conflicting needs and demands of all parties affected by crime
   - Advantages, disadvantages, and challenges of the restorative approach

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   - The course will be delivered to both on campus and online students. Online delivery will be through D2L (or another platform if BSU moves to a different software).

7. What is the projected maximum class size (cap)? 30

8. What qualified faculty will be available to teach this course? NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.
   - Dr. Stacie Jergenson is the primary qualified faculty member to teach this course. Secondary faculty may be Dr. Elizabeth Hagensen or Dr. Yongsook Kim. Other existing department members may also be qualified to teach the course. The department does not require additional and/or outside expertise to offer the course on a regular basis.

9. What additional library and other resources need or should be provided for this course, that are not already available?
• None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
Amount per student: $0 – None is required
For: None is required

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Bemidji State University
CRJS-4477 Restorative Justice
3 credits
Sample Syllabus/Intellectual Property of Respective Faculty

COURSE EFFECTIVE DATE: Fall Semester 2016

Contact Information:
Instructor: ____________________________
Office: _______________________________
Office Hours: __________________________
Telephone: ___________________________
E-mail: ______________________________

Course Description:
This course explores core principles and implementation of restorative justice programs, including a review of benefits and potential challenges of such an approach. Examines how the approach encourages effective problem solving and conflict resolution, with the potential for reconciliation and healing of all stakeholders. It examines the unique roles, needs, and desired restorations of victims, offenders, and the community.

Prerequisites: (CRJS 1120, CRJS 3307 and Junior status) or consent of instructor.

Prerequisites:
Undergraduate: (CRJS 1120, CRJS 3307 and Junior status) or consent of instructor.

Textbooks/Materials - Potential textbooks could include, but would not be limited to:

Grading & Assessment:
May be accomplished through various means including, but not limited to, quizzes, exams, group projects, classroom discussions, classroom presentations, and/or other written or oral assignments.

Learning Outcomes - Students will:
- examine the history and resurgence of the restorative justice approach to criminal conduct.
- define restorative justice, as well as appraise its potential limitations and promising effects.
• compare and contrast restorative and retributive justice perspectives.
• Analyze and elaborate on holistic justice perspectives that restoratively consider the needs, interests, and involvement of victim, offender, and the community.
• assess restorative conferencing and how it may lead to restoration of victims and rehabilitation of offenders.

Major Content Areas:
• Definition and major principles of restorative justice
• Role of victims, offenders, and the community in the restorative approach
• Complementary and conflicting needs and demands of all parties affected by crime
• Advantages, disadvantages, and challenges of the restorative approach

Assignments:
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Citation Manual Statement (e.g., APA, MLA, Chicago Style):
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BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible
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**Students with Special Needs:**
We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

**Mental Health & Counseling:**
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.
BSU Curriculum Forms

Form 4

Course Drop Form

Course Number:
Course Title:

The following courses to be dropped from the undergraduate criminal justice curriculum:

- CRJS 1000 American Legal System
- CRJS 2200 System Dynamics
- CRJS 3334 Criminal Justice Planning
- CRJS 3345 Criminal Justice Administration
- CRJS 3351 Criminal Profiling
- CRJS 3357 Applied Civil Law
- CRJS 4420 Legal Aspects of Corrections

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: N/A

This dropped course is a requirement or an elective in the programs/areas listed below.

NONE

Non-licensure programs:

Teacher Licensure programs:

Liberal Education: Goal area 9; CRJS 1000 American Legal System.

The Liberal Education programs/departments (Dr. Randy Westhoff) was notified of this modification on 17 JAN 2016 by email.

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this courses:

Change in program direction regarding tracks (areas of emphasis) focus and content. Maintain an active five-year rotation schedule within existing resources.
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified: Criminal Justice, B.S. major

List all proposed change(s):

1. Drop from 66 credits to 48 credit requirement

2. Drop all current four credit-classes to three-credit classes:
   a. CRJS 1120
   b. CRJS 3201
   c. CRJS 3304
   d. CRJS 3305
   e. CRJS 3306
   f. CRJS 3315
   g. CRJS 3356
   h. CRJS 3358
   i. CRJS 3359
   j. CRJS 3360
   k. CRJS 4480
   l. CRJS 4920

3. Modify tracks.
   a. Each track change to an emphasis
   b. Rename emphasis C and D.
      i. From Track C: Criminal Justice with Internship to Victimology Emphasis
      ii. From Track D: Criminal Justice without internship to Tribal Justice Emphasis
   c. Remove internship requirement from former tracks A, B, and C

   Now reads:
   Law Enforcement Emphasis
   Corrections Emphasis
   Victimology Emphasis
   Tribal Justice Emphasis

   d. Include internship courses as an elective option (nine or 12 credit options)
      for each emphasis areas.

4. Drop the following courses
   a. CRJS 1000 American Legal System
b. CRJS 2200 System Dynamics
c. CRJS 3334 Criminal Justice Planning
d. CRJS 3345 Criminal Justice Administration
e. CRJS 3351 Criminal Profiling
f. CRJS 3357 Applied Civil Law
g. CRJS 4420 Legal Aspects of Corrections

5. Add the following courses
   a. CRJS 2225 Criminal justice and Juveniles (elective)
   b. CRJS 3307 Victimological Theory and Practice (Track C)
   c. CRJS 3377 Forensic Victimology (Track C)
   d. CRJS 4407 Global Perspectives in Victimology (Track C)
   e. CRJS 4477 Restorative Justice (Track C)

6. Modify the following courses (other than drop number of credits)
   a. CRJS 1120 Criminal Justice and Society (course description only)
   b. CRJS 3201 Research Methods and Statistics for Criminal Justice (prerequisite)
   c. CRJS 3304 Police Process (prerequisite)
   d. CRJS 3305 Judicial Process (prerequisite)
   e. CRJS 3306 Correctional Process (title, course description) to Corrections and Penology.
   f. CRJS 3310 Introduction to Emergency Management (prerequisite)
   g. CRJS 3344 Criminal Justice and Domestic Violence (prerequisite)
   h. CRJS 3358 Criminal Law (prerequisite)
   i. CRJS 3360 Criminal Procedure and Evidence (prerequisite)
   j. CJRS 3380 Community Corrections (prerequisite)
   k. CRJS 4480 Police and Community Relations (prerequisite)
   l. CRJS 4487 Offender Intervention (title, course description) to Principles of Criminal Justice Supervision

7. Criminal Justice Core modifications
   a. Remove from core requirements
      i. CRJS 3304 and
      ii. CRJS 3306
   b. Add CRJS 3315 Criminology and Delinquency

Now reads:

Required Core Courses
CRJS 1120 Criminal Justice and Society
CRJS 3201 Research Methods and Statistics
CRJS 3305 Judicial Process
CRJS 3315 Criminology and Delinquency
CRJS 3358 Criminal Law
CRJS 4920 Directed Group
8. Track A modifications:
   a. Change to Emphasis
   b. Title change to Law Enforcement Emphasis
   c. Remove internship requirement
   d. Add internship as elective option (either 9 or 12 credits)
   e. Drop the following requirements
      i. CRJS 315 Criminology and Delinquency
   f. Add the following
      i. CRJS 304 Police Process
      ii. CRJS 3310 Introduction to Emergency Management
      iii. CRJS 3377 Forensic Victimology

Now reads:

**Law Enforcement Emphasis**
CRJS 3304 Police Process
CRJS 3310 Introduction to Emergency Management
CRJS 3377 Forensic Victimology
CRJS 3359 Criminal Investigation
CRJS 3360 Criminal Procedure and Evidence
CRJS 4103 Criminal Justice Diversity and Ethics
CRJS 4480 Police and Community Relations

Required electives
Complete 9 semester credits:

9. Track B modifications
   a. Change to Emphasis
   b. Title change to Corrections Emphasis
   c. Remove internship requirement
   d. Add internship as elective option (either 9 or 12 credits)
   e. Drop the following
      i. CRJS 3315 Criminology and Delinquency
      ii. CRJS 3360 Criminal Procedure and Evidence
      iii. CRJS 4103 Criminal Justice Diversity and Ethics
      iv. CRJS 4420 Legal Aspects of Corrections
      v. CRJS 4480 Police Community Relations
   f. Add the following
      i. CRJS 3306 Corrections and Penology
      ii. CRJS 4487 Principles of Criminal Justice Supervision
      iii. PSY 3367 Social Psychology
          1. SOC 3230 Social Psychology
      iv. PSY 4458 Multicultural Psychology
          1. SOWK 2210 Intercultural Communications
          2. SOC 2230 Race and Ethnic Relations
   g. Modify the following
      i. 3306: title from Correctional Process to Corrections and Penology
ii. 4487: title from Offender Intervention to Principles of Criminal Justice Supervision.

Now reads:

**Corrections Emphasis**
CRJS 3306 Corrections and Penology  
CRJS 3380 Community Corrections  
CRJS 4487 Principles of Criminal Justice Supervision  
PSY 3367 Social Psychology or  
   SOC 3230 Social Psychology  
PSY 4588 Multicultural Psychology or  
   SOWK 2210 Intercultural Communications or  
   SOC 2230 Race and Ethnic Relations

Required electives  
Complete 15 semester credits

10. Track C modifications  
a. Change to Emphasis  
b. Title change to Victimology Emphasis  
c. Remove internship requirement  
d. Add internship as elective option (either 9 or 12 credits)  
e. Drop the following  
   i. CRJS 2200 System Dynamics  
   ii. CRJS 3315 Criminology and Delinquency  
   iii. CRJS 3334 Criminal Justice Planning  
f. Add the following  
   i. CRJS 3307 Victimological Theory and Practice  
   ii. CRJS 3377 Forensic Victimology  
   iii. CRJS 4407 Global Perspectives in Victimology  
   iv. CRJS 4477 Restorative Justice  
   v. Guided electives; select a minimum of nine credits from the following:  
      1. PSY 2217  
      2. PSY 3332  
      3. PSY 3367  
      4. SOC 1104  
      5. SOC 2200  
      6. SOC 2240  
      7. SOC 3090  
      8. SOC 3300  
      9. INST 4900  
     10. GWS 2223  
     11. GWS 2600
Now reads:

**Victimology Emphasis**

CRJS 3307 Victimological Theory and Practice  
CRJS 3377 Forensic Victimology  
CRJS 4407 Global Perspectives in Victimology  
CRJS 4477 Restorative Justice

Guided external electives: select a minimum of **9 credits** from the following  

- PSY 2217, 3332, 3367  
- SOC 1104, 2200, 2230, 2240, 3090, 3230, 3300  
- INST 4900  
- GWS 2223, 2600

**Required electives**  
Complete 9 semester credits

11. **Track D modifications**
   
a. Change to Emphasis
b. Title change to Tribal Justice Emphasis
c. Remove internship requirement  
d. Add internship as elective option (either 9 or 12 credits)
e. **Drop the following**  
   
i. CRJS 2200 System Dynamics  
ii. CRJS 2221 Comparative Justice  
iii. CRJS 3315 Criminology and Delinquency  
   
iv. CRJS 3334 Criminal Justice Planning
f. **Add the following**  
   
i. INST 1107 Intro to Indian Studies  
ii. INST 3317 Tribal Government  
iii. INST 4418 Federal Indian Law  
iv. INST 4900 Social Justice  
v. CRJS 3304 Police Process  
   
vi. CRJS 3306 Corrections and Penology

Now reads:

**Tribal Justice Emphasis**

INST 1107 Intro to Indian Studies  
INST 3317 Tribal Government  
INST 4418 Federal Indian Law  
INST 4900 Social Justice  
CRJS 3304 Police Process  
CRJS 3306 Corrections and Penology

**Required electives**  
Complete 12 semester credits
Reason(s) for the change(s): update curriculum to reflect industry changes, create a more generalized platform to be more responsive to industry changes, reflect current faculty niche areas, create a more manageable curriculum given current resources, better effectuate transfers and articulation agreements, and shift towards a multidisciplinary focus in keeping with the Master Academic Plan.

Note: Hidden prerequisites: search complete; none found.

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:

**INST:** The course’s home department/program was notified of the addition their courses on multiple dates via email and program planning sessions in person.

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

__X___ Comments were received within one week of the notification, and are attached. Delgado; sent 11 DEC 2015, approval feedback on 13 JAN 2016.

**PSY:** The course’s home department/program was notified of the addition their courses on multiple dates via email and program planning sessions in person.

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

__X___ Comments were received within one week of the notification, and are attached. Driscoll; send 11 DEC; final approval feedback on 30 SEP 2015

**SOWK:** The course’s home department/program was notified of the addition their courses on multiple dates via email and in person.

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

__X___ Comments were received within one week of the notification, and are attached. Rickers; sent 11 DEC 2015; final approval feedback on 14 DEC 2015.

**SOC:** The course’s home department/program was notified of the addition their courses on multiple dates via email and program planning sessions in person.
Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

____X____ Comments were received within one week of the notification, and are attached. Norris-Raynbird; sent 11 DEC 2015; final approval feedback on 11 DEC 2015.

**GWS:** The course’s home department/program was notified of the addition their courses on multiple dates via email and program planning sessions in person.

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

____X____ Comments were received within one week of the notification, and are attached. Norris-Raynbird; sent 11 DEC 2015; final approval feedback on 11 DEC 2015.

**BIOL:** The course’s home department/program was notified of the addition their courses on multiple dates via email and program planning sessions in person.

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

____X____ Comments were received within one week of the notification, and are attached. Rave; sent 14 DEC 2015; final approval feedback on 11 JAN 2016.

**ENVR:** The course’s home department/program was notified of the addition their courses on multiple dates via email and program planning sessions in person.

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

____X____ Comments were received within one week of the notification, and are attached. Murray; sent 14 DEC 2015; final approval feedback on 14 DEC 2015.

**ACCT:** The course’s home department/program was notified of the addition their courses on multiple dates via email and program planning sessions in person.

Please check one of the items below:
No comments were received from other programs or departments within one week of the notification.

Comments were received within one week of the notification, and are attached. Sandra Kranz; sent 19 DEC 2015; final approval feedback on 19 JAN 2016.

CHEM: The course’s home department/program was notified of the addition their courses on multiple dates via email and program planning sessions in person.

Please check one of the items below:

No comments were received from other programs or departments within one week of the notification.

Comments were received within one week of the notification, and are attached. Kenneth Traxler; sent 19 DEC 2015; final no feedback received.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alert: Attach a copy of the current program showing the marked changes.
Criminal Justice, B.S. major

Required Credits: **66** 48
Required GPA: **2.25**

Note: Internships are an elective within each of the areas of emphasis at the nine or the twelve credit option. Speak with a criminal justice advisor to explore internship possibilities and to determine if the nine or the twelve credits option is best for you.

I REQUIRED CORE COURSES (18 credits)

COMPLETE THE FOLLOWING COURSES:

- CRJS 1120 Criminal Justice and Society (4 credits) 3 credits)
- CRJS 3201 Research Methods and Statistics for Criminal Justice (4 credits 3 credits)
- CRJS 3304 Police Process (4 credits)
- CRJS 3305 Judicial Process (4 credits 3 credits)
- CRJS 3306 Correctional Process (4 credits)
- CRJS 3315 Criminology and Delinquency (3 credits)
- CRJS 3358 Criminal Law (4 credits 3 credits)

COMPLETE 4 SEMESTER CREDITS FROM THE FOLLOWING COURSE:

- CRJS 4920 Directed Group Study (4 credits 3 credits)

II REQUIRED TRACK Select 1 of the following tracks A. Law Enforcement with Internship B. Corrections with Internship C. Criminal Justice with Internship D. Criminal Justice (non-internship) All tracks will display until a specific track(s) is declared. To declare a track, contact the Records Office.

A. LAW ENFORCEMENT WITH INTERNSHIP EMPHASIS

A. Law Enforcement with Internship

COMPLETE THE FOLLOWING COURSES: (21 credits)

- CRJS 3304 Police Process (3 credits)
- CRJS 3310 Emergency Management (3 credits)
- CRJS 3315 Criminology and Delinquency (4 credits)
- CRJS 3359 Criminal Investigation (4 credits 3 credits)
- CRJS 3360 Criminal Procedure and Evidence (4 credits 3 credits)
- CRJS 3377 Forensic Victimology (3 credits)
- CRJS 4103 Criminal Justice Diversity and Ethics (3 credits)
- CRJS 4480 Police and Community Relations (4 credits 3 credits)

COMPLETE 12 CREDITS IN THE FOLLOWING COURSE:

- CRJS 4970 Internship (12 credits)

REQUIRED ELECTIVES

COMPLETE 7 9 SEMESTER CREDITS:

- CRJS 1000 The American Legal System (3 credits)
- CRJS 2200 Systems Dynamics (3 credits)
- CRJS 2221 Comparative Justice (3 credits)
- CRJS 2225 Criminal Justice and Juveniles (3 credits)
- CRJS 3306 Corrections and Penology (3 credits)
- CRJS 3307 Victimological Theory and Practice (3 credits)
- CRJS 3310 Introduction to Emergency Management (3 credits)
- CRJS 3319 Topics In Criminal Justice (1-2 credits)
- CRJS 3334 Criminal Justice Planning (3 credits)
- CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
- CRJS 3351 Criminal Profiling (3 credits)
- CRJS 3355 Drugs and Criminal Justice (3 credits)
- CRJS 3356 Introduction to Homeland Security (4 credits 3 credits)
- CRJS 3357 Applied Civil Law (3 credits)
- CRJS 3359 Criminal Investigation (4 credits)
- CRJS 3360 Criminal Procedure and Evidence (4 credits)
- CRJS 3380 Community Corrections (3 credits)
- CRJS 4103 Criminal Justice Diversity (3 credits)
- CRJS 4407 Global Perspectives in Victimology (3 credits)
- CRJS 4420 Legal Aspects of Corrections (3 credits)
- CRJS 4477 Restorative Justice (3 credits)
- CRJS 4480 Police and Community Relations (4 credits)
- CRJS 4487 Offender Intervention Principles of Criminal Justice Supervision (3 credits)
- CRJS 4970 Internship (12 credits)
  See note above
- BIOL 3400 Fish and Wildlife Law and Administration (3 credits)
- CHEM 2210 Criminalistics (3 credits)
- CHEM 2270 Criminalistics Laboratory (1 credit)
- ENV 4210 Environmental Law and Policy (3 credits)
- GWS 2600 Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)
- GWS 3850 Feminist Theories and Practice (3 credits)
- HLTH 3600 Emergency Response (3 credits)
• INST 1107 Introduction to Turtle Island (3 credits)
• INST 3317 Tribal Government (3 credits)
• INST 4418 Federal Indian Law (3 credits)
• INST 4900 Social Justice (3 credits)
• PSY 2217 Abnormal Psychology (3 credits)
• PSY 3332 Counseling & Crisis Intervention (3 credits)
• SOC 2230 Race and Ethnic Relations (3 credits)
• SOC 3010 Social Theory (3 credits)
• SOWK 2210 Intercultural Communications (3 credits)

B. CORRECTIONS WITH INTERNSHIP EMPHASIS

B. Corrections with Internship

COMPLETE THE FOLLOWING COURSES: (15 credits)

• CRJS 3306 Corrections and Penology (3 credits)
• CRJS 3315 Criminology and Delinquency (4 credits)
• CRJS 3360 Criminal Procedure and Evidence (4 credits)
• CRJS 3380 Community Corrections (3 credits)
• CRJS 4103 Criminal Justice Diversity (3 credits)
• CRJS 4420 Legal Aspects of Corrections (3 credits)
• CRJS 4480 Police and Community Relations (4 credits)
• CRJS 4487 Principles of Criminal Justice Supervision (3 credits)
• PSY 3367 Social Psychology (3 credits)
  or SOC 3230 Social Psychology (3 credits)
• PSY 4588 Multicultural Psychology (3 credits)
  or SOC 2230 Race and Ethnic Relations (3 credits)
  or SOWK 2210 Intercultural Communications (3 credits)

COMPLETE 12 CREDITS IN THE FOLLOWING COURSE:

• CRJS 4970 Internship (12 credits)

REQUIRED ELECTIVES

COMPLETE 5-15 SEMESTER CREDITS:

• CRJS 1000 The American Legal System (3 credits)
• CRJS 2200 Systems Dynamics (3 credits)
• CRJS 2221 Comparative Justice (3 credits)
• CRJS 2225 Criminal Justice and Juveniles (3 credits)
• CRJS 3304 Police Process (3 credits)
• CRJS 3307 Victimological Theory and Practice (3 credits)
• CRJS 3310 Introduction to Emergency Management (3 credits)
• CRJS 3319 Topics In Criminal Justice (1-2 credits)
• CRJS 3334 Criminal Justice Planning (3 credits)
• CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
• CRJS 3351 Criminal Profiling (3 credits)
• CRJS 3355 Drugs and Criminal Justice (3 credits)
• CRJS 3356 Introduction to Homeland Security (4 credits
  3 credits)
• CRJS 3357 Applied Civil Law (3 credits)
• CRJS 3359 Criminal Investigation (4 credits
  3 credits)
• CRJS 3360 Criminal Procedure and Evidence (4 credits
  3 credits)
• CRJS 3377 Forensic Victimology (3 credits)
• CRJS 3380 Community Corrections (3 credits)
• CRJS 4103 Criminal Justice Diversity and Ethics (3 credits)
• CRJS 4407 Global Perspectives in Victimology (3 credits)
• CRJS 4420 Legal Aspects of Corrections (3 credits)
• CRJS 4477 Restorative Justice (3 credits)
• CRJS 4480 Police and Community Relations (4 credits
  3 credits)
• CRJS 4487 Offender Intervention Principles of Criminal Justice Supervision (3 credits)
• CRJS 4970 Internship (12 credits)
  See note above
• BIOL 3400 Fish and Wildlife Law and Administration (3 credits)
• CHEM 2210 Criminalistics (3 credits)
• CHEM 2270 Criminalistics Laboratory (1 credit)
• ENVR 4210 Environmental Law and Policy (3 credits)
• GWS 2220 Women’s Issues (3 credits)
• GWS 2223 Men’s Issues (3 credits)
• GWS 2600 Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)
• GWS 3850 Sex, Gender and Power: Theories and Practice (3 credits)
• HLTH 3600 Emergency Response (3 credits)
• INST 1107 Introduction to Turtle Island (3 credits)
• INST 3317 Tribal Government (3 credits)
• INST 4418 Federal Indian Law (3 credits)
• INST 4900 Social Justice (3 credits)
• PSY 2217 Abnormal Psychology (3 credits)
• PSY 3332 Counseling & Crisis Intervention (4 credits)
• SOC 2230 Race and Ethnic Relations (3 credits)
• SOC 3010 Social Theory (3 credits)

C. CRIMINAL JUSTICE WITH INTERNSHIP

C. Criminal Justice with Internship

COMPLETE THE FOLLOWING COURSES:

• CRJS 2200 Systems Dynamics (3 credits)
• CRJS 3315 Criminology and Delinquency (4 credits)
• CRJS 3334 Criminal Justice Planning (3 credits)

COMPLETE 12 CREDITS IN THE FOLLOWING COURSE:
• CRJS 4970 Internship (12 credits)

REQUIRED ELECTIVES
COMPLETE 16 SEMESTER CREDITS:

• CHEM 2210 Criminalistics (3 credits)
• CHEM 2270 Criminalistics Laboratory (1 credit)
• CRJS 1000 The American Legal System (3 credits)
• CRJS 2200 Systems Dynamics (3 credits)
• CRJS 2221 Comparative Justice (3 credits)
• CRJS 3310 Introduction to Emergency Management (3 credits)
• CRJS 3319 Topics In Criminal Justice (1-2 credits)
• CRJS 3334 Criminal Justice Planning (3 credits)
• CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
• CRJS 3351 Criminal Profiling (3 credits)
• CRJS 3355 Drugs and Criminal Justice (3 credits)
• CRJS 3356 Introduction to Homeland Security (4 credits)
• CRJS 3357 Applied Civil Law (3 credits)
• CRJS 3359 Criminal Investigation (4 credits)
• CRJS 3360 Criminal Procedure and Evidence (4 credits)
• CRJS 3380 Community Corrections (3 credits)
• CRJS 4103 Criminal Justice Diversity (3 credits)
• CRJS 4420 Legal Aspects of Corrections (3 credits)
• CRJS 4480 Police and Community Relations (4 credits)
• CRJS 4487 Offender Intervention (3 credits)
• HLTH 3600 Emergency Response (3 credits)
• INST 1107 Introduction to Turtle Island (3 credits)
• SOC 2230 Race and Ethnic Relations (3 credits)

D. CRIMINAL JUSTICE (NON-INTERNSHIP)

D. Criminal Justice (Non-Internship)
COMPLETE THE FOLLOWING COURSES:

• CRJS 2200 Systems Dynamics (3 credits)
• CRJS 2221 Comparative Justice (3 credits)
• CRJS 3315 Criminology and Delinquency (4 credits)
• CRJS 3334 Criminal Justice Planning (3 credits)

REQUIRED ELECTIVES
COMPLETE 25 SEMESTER CREDITS:

• CHEM 2210 Criminalistics (3 credits)
• CHEM 2270 Criminalistics Laboratory (1 credit)
• CRJS 1000 The American Legal System (3 credits)
• CRJS 2200 Systems Dynamics (3 credits)
• CRJS 2221 Comparative Justice (3 credits)
• CRJS 3310 Introduction to Emergency Management (3 credits)
• CRJS 3319 Topics in Criminal Justice (1-2 credits)
• CRJS 3334 Criminal Justice Planning (3 credits)
• CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
• CRJS 3351 Criminal Profiling (3 credits)
• CRJS 3355 Drugs and Criminal Justice (3 credits)
• CRJS 3356 Introduction to Homeland Security (4 credits)
• CRJS 3357 Applied Civil Law (3 credits)
• CRJS 3359 Criminal Investigation (4 credits)
• CRJS 3360 Criminal Procedure and Evidence (4 credits)
• CRJS 3380 Community Corrections (3 credits)
• CRJS 4103 Criminal Justice Diversity (3 credits)
• CRJS 4420 Legal Aspects of Corrections (3 credits)
• CRJS 4480 Police and Community Relations (4 credits)
• CRJS 4487 Offender Intervention (3 credits)
• HLTH 3600 Emergency Response (3 credits)
• INST 1107 Introduction to Turtle Island (3 credits)
• SOC 2230 Race and Ethnic Relations (3 credits)

VICTIMOLOGY EMPHASIS

COMPLETE THE FOLLOWING COURSES: (12 credits)

• CRJS 3307 Victimological Theories and Practice (3 credits)
• CJRS 3377 Forensic Victimology (3 credits)
• CJRS 4407 Global Perspectives in Victimology (3 credits)
• CJRS 4477 Restorative Justice (3 credits)

REQUIRED EXTERNAL ELECTIVES

COMPLETE 9 SEMESTER CREDITS:

• GWS 2223 Men’s Issues (3 credits)
• GWS 2600 Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)
• INST 4900 Social Justice (3 credits)
• PSY 2217 Abnormal Psychology (3 credits)
• PSY 3332 Counseling & Crisis Intervention (4 credits)
• PSY 3367 Social Psychology (3 credits)
• SOC 1104 Society and Social Issues (3 credits)
• SOC 2200 Social Movements and Change (3 credits)
• SOC 2230 Race and Ethnic Relations (3 credits)
• SOC 2240 Men, Women, and Society: A Sociological Interpretation (3 credits)
• SOC 3090 Social and Ethical Issues in Health and Medicine (3 credits)
• SOC 3230 Social Psychology (3 credits)
• SOC 3300 Family and Society (3 credits)

REQUIRED ELECTIVES

COMPLETE 9 SEMESTER CREDITS:

• CRJS 2221 Comparative Justice (3 credits)
• CRJS 2225 Criminal Justice and Juveniles (3 credits)
• CRJS 3304 Police Process (3 credits)
• CRJS 3306 Corrections and Penology (3 credits)
• CRJS 3310 Introduction to Emergency Management (3 credits)
• CRJS 3319 Topics In Criminal Justice (1-2 credits)
• CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
• CRJS 3355 Drugs and Criminal Justice (3 credits)
• CRJS 3356 Introduction to Homeland Security (4 credits 3 credits)
• CRJS 3359 Criminal Investigation (4 credits 3 credits)
• CRJS 3360 Criminal Procedure and Evidence (4 credits 3 credits)
• CRJS 3380 Community Corrections (3 credits)
• CRJS 4103 Criminal Justice Diversity and Ethics (3 credits)
• CRJS 4480 Police and Community Relations (4 credits 3 credits)
• CRJS 4487 Offender Intervention Principles of Criminal Justice Supervision (3 credits)
• CRJS 4970 Internship (12 credits)
See note above
• BIOL 3400 Fish and Wildlife Law and Administration (3 credits)
• CHEM 2210 Criminalistics (3 credits)
• CHEM 2270 Criminalistics Laboratory (1 credit)
• ENVR 4210 Environmental Law and Policy (3 credits)
• GWS 3850 Sex, Gender and Power: Theories and Practice (3 credits)
• INST 1107 Introduction to Turtle Island (3 credits)
• INST 3317 Tribal Government (3 credits)
• INST 4418 Federal Indian Law (3 credits)
• INST 4900 Social Justice (3 credits)
• PSY 2217 Abnormal Psychology (3 credits)
• PSY 3332 Counseling & Crisis Intervention (4 credits)
• SOC 2230 Race and Ethnic Relations (3 credits)
• SOC 3010 Social Theory (3 credits)
TRIBAL JUSTICE EMPHASIS

COMPLETE THE FOLLOWING COURSES: (18 credits)

- CRJS 3304 Police Process (3 credits)
- CRJS 3306 Correctional Process (3 credits)
- INST 1107 Introduction to Indian Studies (3 credits)
- INST 3317 Tribal Government (3 credits)
- INST 4418 Federal Indian Law (3 credits)
- INST 4900 Social Justice (3 credits)

REQUIRED ELECTIVES

COMPLETE 12 SEMESTER CREDITS:

- CRJS 2221 Comparative Justice (3 credits)
- CRJS 2225 Criminal Justice and Juveniles (3 credits)
- CRJS 3307 Victimological Theory and Practice (3 credits)
- CRJS 3310 Introduction to Emergency Management (3 credits)
- CRJS 3319 Topics in Criminal Justice (1-2 credits)
- CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
- CRJS 3355 Drugs and Criminal Justice (3 credits)
- CRJS 3356 Introduction to Homeland Security (4 credits 3 credits)
- CRJS 3359 Criminal Investigation (4 credits 3 credits)
- CRJS 3360 Criminal Procedure and Evidence (4 credits 3 credits)
- CRJS 3377 Forensic Victimology (3 credits)
- CRJS 3380 Community Corrections (3 credits)
- CRJS 4103 Criminal Justice Diversity and Ethics (3 credits)
- CRJS 4407 Global Perspectives in Victimology (3 credits)
- CRJS 4477 Restorative Justice (3 credits)
- CRJS 4480 Police and Community Relations (4 credits 3 credits)
- CRJS 4487 Offender Intervention Principles of Criminal Justice Supervision (3 credits)
- CRJS 4970 Internship (12 credits)
  See note above
- BIOL 3400 Fish and Wildlife Law and Administration (3 credits)
- CHEM 2210 Criminalistics (3 credits)
- CHEM 2270 Criminalistics Laboratory (1 credit)
- ENVR 4210 Environmental Law and Policy (3 credits)
- GWS 3850 Sex, Gender and Power: Theories and Practice (3 credits)
- PSY 2217 Abnormal Psychology (3 credits)
- PSY 3332 Counseling & Crisis Intervention (4 credits)
- SOC 2230 Race and Ethnic Relations (3 credits)
- SOC 3010 Social Theory (3 credits)
CLEAN COPY

Criminal Justice, B.S. major

Required Credits: 48
Required GPA: 2.25

Note: Internships are an elective within each of the areas of emphasis at the nine or the twelve credit option. Speak with a criminal justice advisor to explore internship possibilities and to determine if the nine or the twelve credits option is best for you.

I REQUIRED CORE COURSES

COMPLETE THE FOLLOWING COURSES:

- CRJS 1120 Criminal Justice and Society (3 credits)
- CRJS 3201 Research Methods and Statistics for Criminal Justice (3 credits)
- CRJS 3305 Judicial Process (3 credits)
- CRJS 3315 Criminology and Delinquency (3 credits)
- CRJS 3358 Criminal Law (3 credits)
- CRJS 4920 Directed Group Study (3 credits)

LAW ENFORCEMENT EMPHASIS

COMPLETE THE FOLLOWING COURSES: (21 credits)

- CRJS 3304 Police Process (3 credits)
- CRJS 3310 Emergency Management (3 credits)
- CRJS 3359 Criminal Investigation (3 credits)
- CRJS 3360 Criminal Procedure and Evidence (3 credits)
- CRJS 3377 Forensic Victimology (3 credits)
- CRJS 4103 Criminal Justice Diversity and Ethics (3 credits)
- CRJS 4480 Police and Community Relations (3 credits)

REQUIRED ELECTIVES

COMPLETE 9 SEMESTER CREDITS:

- CRJS 2221 Comparative Justice (3 credits)
- CRJS 2225 Criminal Justice and Juveniles (3 credits)
- CRJS 3306 Corrections and Penology (3 credits)
- CRJS 3307 Victimological Theory and Practice (3 credits)
- CRJS 3319 Topics In Criminal Justice (1-2 credits)
- CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
• CRJS 3355 Drugs and Criminal Justice (3 credits)
• CRJS 3356 Introduction to Homeland Security (3 credits)
• CRJS 3380 Community Corrections (3 credits)
• CRJS 4407 Global Perspectives in Victimology (3 credits)
• CRJS 4477 Restorative Justice (3 credits)
• CRJS 4487 Principles of Criminal Justice Supervision (3 credits)
• CRJS 4970 Internship (9 or 12 credits only)
• BIOL 3400 Fish and Wildlife Law and Administration (3 credits)
• CHEM 2210 Criminalistics (3 credits)
• CHEM 2270 Criminalistics Laboratory (1 credit)
• ENVR 4210 Environmental Law and Policy (3 credits)
• GWS 2600 Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)
• GWS 3850 Sex, Gender and Power: Theories and Practice (3 credits)
• INST 1107 Introduction to Turtle Island (3 credits)
• INST 3317 Tribal Government (3 credits)
• INST 4418 Federal Indian Law (3 credits)
• INST 4900 Social Justice (3 credits)
• PSY 2217 Abnormal Psychology (3 credits)
• PSY 3332 Counseling & Crisis Intervention (3 credits)
• SOC 2230 Race and Ethnic Relations (3 credits)
• SOC 3010 Social Theory (3 credits)
• SOWK 2210 Intercultural Communications (3 credits)

**CORRECTIONS EMPHASIS**

COMPLETE THE FOLLOWING COURSES: (15 credits)

• CRJS 3306 Corrections and Penology (3 credits)
• CRJS 3380 Community Corrections (3 credits)
• CRJS 4487 Principles of Criminal Justice Supervision (3 credits)
• PSY 3367 Social Psychology (3 credits)
  or SOC 3230 Social Psychology (3 credits)
• PSY 4588 Multicultural Psychology (3 credits)
  or SOC 2230 Race and Ethnic Relations (3 credits)
  or SOWK 2110 Intercultural Communications (3 credits)

**REQUIRED ELECTIVES**

COMPLETE 15 SEMESTER CREDITS:

• CRJS 2221 Comparative Justice (3 credits)
• CRJS 2225 Criminal Justice and Juveniles (3 credits)
• CRJS 3304 Police Process (3 credits)
• CRJS 3307 Victimological Theory and Practice (3 credits)
• CRJS 3310 Introduction to Emergency Management (3 credits)
• CRJS 3319 Topics In Criminal Justice (1-2 credits)
• CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
• CRJS 3355 Drugs and Criminal Justice (3 credits)
• CRJS 3356 Introduction to Homeland Security (3 credits)
• CRJS 3359 Criminal Investigation (3 credits)
• CRJS 3360 Criminal Procedure and Evidence (3 credits)
• CRJS 3377 Forensic Victimology (3 credits)
• CRJS 4103 Criminal Justice Diversity and Ethics (3 credits)
• CRJS 4407 Global Perspectives in Victimology (3 credits)
• CRJS 4477 Restorative Justice (3 credits)
• CRJS 4480 Police and Community Relations (4 credits)
• CRJS 4970 Internship (9 or 12 credits only)
• BIOL 3400 Fish and Wildlife Law and Administration (3 credits)
• CHEM 2210 Criminalistics (3 credits)
• CHEM 2270 Criminalistics Laboratory (1 credit)
• ENVR 4210 Environmental Law and Policy (3 credits)
• GWS 2220 Women’s Issues (3 credits)
• GWS 2223 Men’s Issues (3 credits)
• GWS 2600 Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)
• GWS 3850 Sex, Gender and Power: Theories and Practice (3 credits)
• INST 1107 Introduction to Turtle Island (3 credits)
• INST 3317 Tribal Government (3 credits)
• INST 4418 Federal Indian Law (3 credits)
• INST 4900 Social Justice (3 credits)
• PSY 2217 Abnormal Psychology (3 credits)
• PSY 3332 Counseling & Crisis Intervention (3 credits)
• SOC 3010 Social Theory (3 credits)

**VICTIMOLOGY EMPHASIS**

**COMPLETE THE FOLLOWING COURSES:** (12 credits)

• CRJS 3307 Victimological Theory and Practice (3 credits)
• CRJS 3377 Forensic Victimology (3 credits)
• CRJS 4407 Global Perspectives in Victimology (3 credits)
• CRJS 4477 Restorative Justice (3 credits)

**REQUIRED EXTERNAL ELECTIVES:**

**COMPLETE 9 SEMESTER CREDITS:**

• GWS 2223 Men’s Issues (3 credits)
• GWS 2600 Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)
- INST 4900 Social Justice (3 credits)
- PSY 2217 Abnormal Psychology (4 credits)
- PSY 3332 Counseling and Crisis Interventions (4 credits)
- PSY 3367 Social Psychology (3 credits)
- SOC 1104 Society and Social Issues (3 credits)
- SOC 2200 Social Movements and Change (3 credits)
- SOC 2230 Race and Ethnic Relations (3 credits)
- SOC 2240 Men, Women, and Society: A Sociological Interpretation (3 credits)
- SOC 3090 Social and Ethical Issues in Health and Medicine (3 credits)
- SOC 3230 Social Psychology (3 credits)
- SOC 3300 Family and Society (3 credits)

REQUIRED ELECTIVES
COMPLETE 9 SEMESTER CREDITS:

- CRJS 2221 Comparative Justice (3 credits)
- CRJS 2225 Criminal Justice and Juveniles (3 credits)
- CRJS 3304 Police Process (3 credits)
- CRJS 3306 Corrections and Penology (3 credits)
- CRJS 3310 Introduction to Emergency Management (3 credits)
- CRJS 3319 Topics In Criminal Justice (1-2 credits)
- CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
- CRJS 3355 Drugs and Criminal Justice (3 credits)
- CRJS 3356 Introduction to Homeland Security (3 credits)
- CRJS 3359 Criminal Investigation (3 credits)
- CRJS 3360 Criminal Procedure and Evidence (3 credits)
- CRJS 3380 Community Corrections (3 credits)
- CRJS 4103 Criminal Justice Diversity and Ethics (3 credits)
- CRJS 4480 Police and Community Relations (3 credits)
- CRJS 4487 Principles of Criminal Justice Supervision (3 credits)
- CRJS 4970 Internship (9 or 12 credits only)
- BIOL 3400 Fish and Wildlife Law and Administration (3 credits)
- CHEM 2210 Criminalistics (3 credits)
- CHEM 2270 Criminalistics Laboratory (1 credit)
- ENVR 4210 Environmental Law and Policy (3 credits)
- GWS 3850 Sex, Gender and Power: Theories and Practice (3 credits)
- INST 1107 Introduction to Turtle Island (3 credits)
- INST 3317 Tribal Government (3 credits)
- INST 4418 Federal Indian Law (3 credits)
- INST 4900 Social Justice (3 credits)
- PSY 2217 Abnormal Psychology (3 credits)
- PSY 3332 Counseling & Crisis Intervention (3 credits)
- SOC 2230 Race and Ethnic Relations (3 credits)
- SOC 3010 Social Theory (3 credits)
TRIBAL JUSTICE EMPHASIS

COMPLETE THE FOLLOWING COURSES: (18 credits)

- CRJS 3304 Police Process (3 credits) (moved so sequential)
- CRJS 3306 Corrections and Penology (3 credits)
- INST 1107 Introduction to Indian Studies (3 credits)
- INST 3317 Tribal Government (3 credits)
- INST 4418 Federal Indian Law (3 credits)
- INST 4900 Social Justice (3 credits)

REQUIRED ELECTIVES
COMPLETE 12 SEMESTER CREDITS:

- CRJS 2221 Comparative Justice (3 credits)
- CRJS 2225 Criminal Justice and Juveniles (3 credits)
- CRJS 3307 Victimological Theory and Practice (3 credits)
- CRJS 3310 Introduction to Emergency Management (3 credits)
- CRJS 3319 Topics In Criminal Justice (1-2 credits)
- CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
- CRJS 3355 Drugs and Criminal Justice (3 credits)
- CRJS 3356 Introduction to Homeland Security (3 credits)
- CRJS 3359 Criminal Investigation (3 credits)
- CRJS 3360 Criminal Procedure and Evidence (3 credits)
- CRJS 3377 Forensic Victimology (3 credits)
- CRJS 3380 Community Corrections (3 credits)
- CRJS 4103 Criminal Justice Diversity and Ethics (3 credits)
- CRJS 4407 Global Perspectives in Victimology (3 credits)
- CRJS 4477 Restorative Justice (3 credits)
- CRJS 4480 Police and Community Relations (3 credits)
- CRJS 4487 Principles of Criminal Justice Supervision (3 credits)
- CRJS 4970 Internship (9 or 12 credits only)
- BIOL 3400 Fish and Wildlife Law and Administration (3 credits)
- CHEM 2210 Criminalistics (3 credits)
- CHEM 2270 Criminalistics Laboratory (1 credit)
- ENVR 4210 Environmental Law and Policy (3 credits)
- GWS 3850 Sex, Gender and Power: Theories and Practice (3 credits)
- PSY 2217 Abnormal Psychology (3 credits)
- PSY 3332 Counseling & Crisis Intervention (3 credits)
- SOC 2230 Race and Ethnic Relations (3 credits)
- SOC 3010 Social Theory (3 credits)
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified: Criminal Justice minor

List all proposed change(s):

1. Drop all 4 credit courses to 3 credits
2. Change title of CRJS 3306 Correctional Process to CRJS 3306 Corrections and Penology

Reason(s) for the change(s):
As part of curricular overhaul.

Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:
The course’s home department/program was notified of the addition or dropping of their course(s) on ________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

______  No comments were received from other programs or departments within one week of the notification.

______  Comments were received within one week of the notification, and are attached.

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

Alert: Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
Criminal Justice minor

Required Credits: 25 21
Required GPA: 2.00

REQUIRED COURSES

COMPLETE THE FOLLOWING COURSES:

- CRJS 1120 Criminal Justice and Society (4 credits 3 credits)
- CRJS 3304 Police Process (4 credits 3 credits)
- CRJS 3305 Judicial Process (4 credits 3 credits)
- CRJS 3306 Corrections and Penology (4 credits 3 credits)

REQUIRED ELECTIVES

SELECT 9 ADDITIONAL ELECTIVE CREDITS IN CRJS COURSES AT THE 3000 LEVEL OR HIGHER
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

_Elizabeth Hagensen / Assistant Professor / 01.27.16 ________________________________
Proposer / Title / Date

_Elizabeth Hagensen / Department Chair / 01.27.16 ________________________________
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and
approved by the department's faculty."--IFO/MnSCU Master Agreement

Michael Herbert / Professor / 01.27.16
Department Faculty / Title / Date

Jan Heuer / Assistant Professor / 01.27.16
Department Faculty / Title / Date

Stacie Jergenson / Assistant Professor / 01.27.16
Department Faculty / Title / Date

Yongsok Kim / Assistant Professor / 01.27.16
Department Faculty / Title / Date

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in
to the Curriculum Proposal Progress Grid.

_Troy Gilbertson / Dean of College of Health Sciences and Human Ecology / 01.28.16
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum
Coordinator. If approved, packet goes to Academic Affairs Office.
From: Marsha Driscoll  
Sent: Wednesday, September 30, 2015 4:22 PM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>  
Subject: Undergraduate Program Description

Elizabeth,  
I have attached the most concise description of the psychology major. You will notice a long list of courses from outside our major that we accept to fulfill 4 credits of our required 49 credits. We like this model, and it offers some flexibility for a variety of double majors or minors. We would be happy to consider including CJ credits among our required elective credits if you think there might be a good fit in this direction.

I also mentioned to you that we have a double listed INST/PSY research methods class that John Gonzalez is teaching. It specifically overlaps the two areas, since it is research methods for indigenous people. Perhaps we could consider making Criminal psychology a dual listing, since it clearly overlaps both areas.

In the meantime, know that we are very open to including students from other majors into our classes. There are certainly a lot of areas of overlap.

Let’s keep the conversation going.

MD

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Psychology Major, B.A. / B. S.

Required Core Courses

- Introductory Psychology (PSY 1100), 4 credits
- Abnormal Psychology (PSY 2217), 4 credits
- Learning and Cognition (PSY 2227), 4 credits
- Lifespan Development (PSY 2237), 4 credits
- Basic Statistics for Research (PSY 3401), 4 credits
- Research Methods (PSY 3402), 4 credits

Subtotal 24 Credits

Required Electives

The Psychology major at BSU provides students with unique opportunities to prepare for work in applied psychology and the human services at the Bachelor’s level. The major also offers unique opportunities for students to prepare for graduate programs leading to Master’s and Doctoral degrees in various fields of psychological practice and science. Many students choose the major to complete a general liberal arts degree or to prepare for work in fields other than psychology.
Students should choose electives in the major that best match their interests and career goals. In consultation with their advisor, students should select 25 credits of elective courses as follows.

**Set 1: 4000 Level Electives**

Select a minimum of 9 credits of Psychology courses at the 4000 level.

These credits may include a maximum of 3 credits from Research Lab (PSY 4447). Credits from Pre-internship Seminar (PSY 4870) and Internship in Psychology (PSY 4970) may not be included.

**Set 2: General Electives**

Select a minimum of 16 additional credits of Psychology courses at any level.

These credits may include Pre-internship Seminar (PSY 4870) and up to 6 credits of Internship in Psychology (PSY 4970). Internships require senior standing, completion of all relevant coursework and consent of an advisor.

Additional credits from Research Lab (PSY 4447) may also be included. An overall maximum of 6 credits from Research Lab can be used to fulfill the 25 elective credit requirement of the major (Set 1 and Set 2).

General Elective credits may also include selected courses from outside the Department of Psychology. In consultation with their advisor, students may include up to four credits from one of the following courses from outside the department.

*Note: Asterisked (*) courses have prerequisites not included in the major.*

- Biology 1110 Human Biology (4 credits)
- Biology 1211 Introductory Biology I (4 credits)
- Biology 3150 Animal Behavior (3 credits)
- Indian Studies 1107 Introduction to Indian Studies (3 credits)
- Indian Studies 2202 American Indians: 1887 to the Present (3 credits)
- Nursing 3457 Sexual Abuse (2 credits)
- Philosophy 2220 Ethics (3 credits)
- Philosophy 2230 Logic (3 credits)
- Philosophy 3410 Philosophy of Science (3 credits)
- Social Work 2030 Chemical Dependency Theories & Assessment (3 credits)
- Social Work/Sociology 3030 Family Violence (3 credits)
- Social Work 3830 Gerontology: Social Work Perspectives (2 credits)
- *Sociology 3000 Qualitative Research Methods (3 credits)*
- *Sociology 2230 Ethnic and Minority Group Relations (3 credits)*
- Women Studies 2220 Women’s Issues (3 credits)
Subtotal  

25 credits

Total Semester Credits Required for Major  

49 Credits

Note: A total of 40 credits or more at or above the 3000 level are required for a B.A. or B.S. degree. To complete this requirement, students will need to complete coursework at this level beyond that required by the Psychology Major.

The Psychology major is designed to allow students to tailor their course work to their career goals and interests through the selection of appropriate electives at the 3000 and 4000 level in their junior and senior years. These electives are generally selected after a student has satisfied the lower level course requirements for the major.

**Applied Psychology/Human Services Elective Focus.** Students wanting to pursue careers in applied psychology and the human services with a Bachelor’s Degree should choose electives in the major that will prepare them for work in the field. These courses include PSY 3337 Group Processes, PSY 3347 Psychological Measurement, PSY 4328 Behavioral and Cognitive Intervention, PSY 4332 Counseling and Crisis Intervention, PSY 4408 Human Service Program Management, PSY 4870 Pre-Internship Seminar, and PSY 4970 Internship in Psychology.

**Graduate School Preparation Elective Focus.** Students wanting to pursue careers as professional psychologists should choose electives in the major that will prepare them for Master’s and Doctoral degree programs in the field. These elective courses include PSY 3347 Psychological Measurement, PSY 3437 Cognitive Psychology, PSY 4403 Advanced Statistics and Research Design, PSY 4447 Research Laboratory, PSY 4459 Psychophysiology and Perception, PSY 4487 History and Systems of Psychology, and other courses related to particular fields of interest in clinical, counseling, industrial and experimental psychology.
From: Carla Norris-Raynbird  
Sent: Friday, December 11, 2015 11:32 AM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>; Marsha Driscoll <MDriscoll@bemidjistate.edu>; Vivian Delgado <VDelgado@bemidjistate.edu>; Susan Rickers <SRickers@bemidjistate.edu>; Randall Ludeman <RLudeman@bemidjistate.edu>  
Cc: Stacie Jergenson <SJergenson@bemidjistate.edu>  
Subject: Re: Track C Draft

I am so glad you are developing victimology - it is a big emphasis area in the UK and Canada....really needed here.

Just a couple things to tweak:

1. Family Violence SOWK 3030 is not cross listed with Sociology. There is no Soc 3030.

2. WSGS curriculum changes are already in the works and will go into effect Academic year 2016-17. All course prefixes will be changed to GWS. So you should reflect that change on your curriculum documents. There is an introductory course being instituted which will be the pre-req to upper division GWS courses.

Thanks Elizabeth!

Dr. Carla Norris-Raynbird, Sociology Chair  
Women’s Studies/Gender Studies Director  
Bemidji State University  
1500 Birchmont Dr Bldg #23  
Bemidji, MN 56601  
218-755 2828

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* Individualization * Learner * Intellection * Strategic * Achiever
Hi All!

As you all know, CJ is overhauling the curriculum and major. We are taking intentional steps to include non-CJ courses as part of both our required courses and our electives. I’m hoping to meet/discuss with each of you courses you offer. We can do this via email/phone/in-person. Suggestions? We appreciate your support through this!

We are developing and new emphasis w/in the program: victimology. Please see attached proposal for the new emphasis. Dr. Stacie Jergenson is the go-to person for this track. She is CC’d on this email.

That means our major will look this this:
Emphasis A: Law Enforcement
Emphasis B: Corrections
Emphasis C: Victimology
Emphasis D: Tribal Justice

I’m not sure who will be around since we’re into finals and coming up on the winter break. You can provide guidance/thoughts/comments via email or we can meet as a group. While we’ve done our homework on these courses, we did so through the BSU online catalog. We know this don’t always match up, so we’re we needing the more specific info on:
- Yes we may or no we may not include those courses in the major
- Potential issues with ability to offer or issues with capacity
- Rotation of the course if you know it (spring, fall and how often)
- Limitations (prerequ’s, must be major/minor)
- If there are issues with capacity
- Other info we should know

Dr. Elizabeth Hagensen
Chair, Criminal Justice Department
Bemidji State University
218-755-2841

Dr. Stacie A. Jergenson
Assistant Professor
Bemidji State University
Criminal Justice Department
From: Susan Rickers  
Sent: Wednesday, January 20, 2016 3:28 PM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>  
Subject: RE: CRJS courses, credit change from 4 to 3 credits

Hi Beth,  
Thanks for this heads up. It doesn’t create any issues for us, but good to know.  

Sue

From: Elizabeth Hagensen  
Sent: Tuesday, January 19, 2016 9:28 AM  
To: Susan Rickers <SRickers@bemidjistate.edu>; Kenneth Traxler <KTraxler@bemidjistate.edu>; Sandra Kranz <SKranz@bemidjistate.edu>  
Subject: CRJS courses, credit change from 4 to 3 credits

Hi All! You received this email because your program requires one or more of the following currently 4-credit criminal justice courses.

CRJS 1120 CJ & Society (ACCT, CHEM)  
CRJS 3201 Criminal Justice Research Methods and Statistics (SOWK)  
CRJS 3358 Criminal Law (ACCT, CHEM)  
CRJS 3359 Criminal Investigations (CHEM)

As part of the curricular overhaul, the Criminal Justice department is dropping all of our 4-credit courses down to 3-credit courses. This may affect the total credit requirement for your majors/minors. Please contact me if you have questions.

Dr. Elizabeth Hagensen  
Chair, Criminal Justice Department  
Bemidji State University  
Bemidji, MN  
218-755-2841  
Ehagensen@bemidjistate.edu
From: Michael Murray  
Sent: Monday, December 14, 2015 2:58 PM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>  
Subject: Re: BIO and ENVR courses as CJ electives

Hello, yes Environmental Law and Policy would be great for a CJ major. There is no specific advising requirements for this course. It is offered regularly.

Best, Mike

Michael J. Murray, Ph.D.  
Associate Professor of Economics  
Chair, Environmental Studies and Economics  
Bemidji State University  
Bemidji MN 56601  
mmurray@bemidjistate.edu  
218-755-2910

From: Elizabeth Hagensen  
Sent: Monday, December 14, 2015 1:30 PM  
To: Elizabeth Rave; Michael Murray  
Subject: BIO and ENVR courses as CJ electives

Hi Dr. Rave and Dr. Murray!

We are re-doing our CJ curriculum. We are taking intentional steps toward creative a more interdisciplinary type program.

That said, two courses in your area(s) have been identified by CJ faculty as potential electives.

BIOL 3400 Fish and Wildlife Law and Administration  
ENVR 4210 Environmental Law and Policy

These two were identified as being particularly beneficial since the most popular type of policing our students are looking for is Conservation Officer.

Questions for you:
1. Yes/no; may be list those two courses as electives in the CJ major?
2. If yes, anything we should advise the students?
3. Other courses you feel may be appropriate as CJ electives?

On a side note: any talk over there on doing a conservation enforcement minor/certificate of some sort?

Dr. Elizabeth Hagensen
From: Elizabeth Rave  
Sent: Monday, January 11, 2016 2:10 PM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>  
Subject: RE: BIO and ENVR courses as CJ electives

Elizabeth,

I’m finally getting around to responding. Regarding BIOL 3400 Fish and Wildlife Law and Administration, Brian Hiller (who teaches the course) thinks it’s fine to list the course in your major. Students should be advised that it may only be offered on campus once every couple of years, but will be online every summer. It also has a prerequisite of General Ecology (it’s helpful to have but as Brian said, we can’t really enforce it). Hope this helps.

Elizabeth Rave, Ph.D.  
Professor of Biology  
Bemidji State University  
Bemidji, MN 56601  
(218) 755-2785

From: Elizabeth Hagensen  
Sent: Monday, December 14, 2015 1:30 PM  
To: Elizabeth Rave <ERave@bemidjistate.edu>; Michael Murray <MMurray@bemidjistate.edu>  
Subject: BIO and ENVR courses as CJ electives

Hi Dr. Rave and Dr. Murray!

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Dr. Elizabeth Hagensen
Chair, Criminal Justice Department
Bemidji State University
Bemidji, MN
218-755-2841
Ehagensen@bemidjistate.edu

From: Sandra Kranz
Sent: Tuesday, January 19, 2016 2:32 PM
To: Robin Gullickson <RGullickson@bemidjistate.edu>; Elizabeth Hagensen <EHagensen@bemidjistate.edu>
Subject: RE: CRJS courses, credit change from 4 to 3 credits

Thanks – we’re fine with the change.

From: Robin Gullickson
Sent: Tuesday, January 19, 2016 12:44 PM
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>
Cc: Sandra Kranz <SKranz@bemidjistate.edu>
Subject: RE: CRJS courses, credit change from 4 to 3 credits

All good; I knew what you meant but wasn’t quick enough replying back.

The other program would not have to submit curricular paperwork.

If CRJS has a proposal that includes a credit change for a course from 4 credits to 3 credits, as part of the proposal you will need to send a notification to the chair for any program that also offers that course (i.e. Fraud) and that chair (Sandy) would then be allowed to email back with comments, concerns, etc. Those emails become part of the proposal.
Once the proposal has made it through the curriculum process any other programs affected would be updated as well. A Form 5 for that program would not need to be part of the CRJS proposal.

Robin

From: Elizabeth Hagensen  
Sent: Tuesday, January 19, 2016 12:26 PM  
To: Robin Gullickson <RGullickson@bemidjistate.edu>  
Cc: Sandra Kranz <SKranz@bemidjistate.edu>  
Subject: RE: CRJS courses, credit change from 4 to 3 credits

Hi Robin;

Well that email made no sense! Let me try again:

When we change the number of credits for a course, and the course is required in other programs outside of criminal justice, do the other programs also have to submit curricular change paperwork?

Phew. Feels like Monday.

Dr. Elizabeth Hagensen  
Chair, Criminal Justice Department  
Bemidji State University

From: Elizabeth Hagensen  
Sent: Tuesday, January 19, 2016 12:02 PM  
To: Robin Gullickson <RGullickson@bemidjistate.edu>  
Cc: Sandra Kranz <SKranz@bemidjistate.edu>  
Subject: RE: CRJS courses, credit change from 4 to 3 credits

Robin;

The last time we submitted paperwork for curricular changes that changed the number of credits for specific courses, affected programs were not required to submit paperwork. Is that still the case under this new process?

Dr. Elizabeth Hagensen  
Chair, Criminal Justice Department  
Bemidji State University
From: Sandra Kranz  
Sent: Tuesday, January 19, 2016 12:00 PM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>  
Subject: RE: CRJS courses, credit change from 4 to 3 credits

Elizabeth,  
When you make this change will it automatically reduce our Fraud Minor requirement by one or do we need to do curricular paperwork, too?

From: Elizabeth Hagensen  
Sent: Tuesday, January 19, 2016 9:28 AM  
To: Susan Rickers <SRickers@bemidjistate.edu>; Kenneth Traxler <KTraxler@bemidjistate.edu>; Sandra Kranz <SKranz@bemidjistate.edu>  
Subject: CRJS courses, credit change from 4 to 3 credits

Hi All! You received this email because your program requires one or more of the following currently 4-credit criminal justice courses.

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CRJS 3201 Criminal Justice Research Methods and Statistics (SOWK)  
CRJS 3358 Criminal Law (ACCT, CHEM)  
CRJS 3359 Criminal Investigations (CHEM)

As part of the curricular overhaul, the Criminal Justice department is dropping all of our 4-credit courses down to 3-credit courses. This may affect the total credit requirement for your majors/minors. Please contact me if you have questions.

Dr. Elizabeth Hagensen  
Chair, Criminal Justice Department  
Bemidji State University  
Bemidji, MN  
218-755-2841  
Ehagensen@bemidjistate.edu

From: Susan Rickers  
Sent: Wednesday, January 20, 2016 3:28 PM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>  
Subject: RE: CRJS courses, credit change from 4 to 3 credits

Hi Beth,  
Thanks for this heads up. It doesn’t create any issues for us, but good to know.

Sue
From: Elizabeth Hagensen  
Sent: Tuesday, January 19, 2016 9:28 AM  
To: Susan Rickers <SRickers@bemidjistate.edu>; Kenneth Traxler <KTraxler@bemidjistate.edu>; Sandra Kranz <SKranz@bemidjistate.edu>  
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Dr. Elizabeth Hagensen  
Chair, Criminal Justice Department  
Bemidji State University  
Bemidji, MN  
218-755-2841  
Ehagensen@bemidjistate.edu

From: Vivian Delgado  
Sent: Wednesday, January 13, 2016 2:26 PM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>  
Subject: Re: Tribal Justice

Hi Elizabeth,

Thank you for your good work. At our last BSUFA meeting we voted on allowing students who are in their fourth year to be able to take classes at the 5000 level. I don't know if this ruling changes anything with the way you already have the Emphasis set up or not but it would allow students to remain at the undergraduate level and finish with a masters.

We are preparing to do this with Indigenous Studies Majors, who after their fourth year would go one more year to have Teacher's License/Master of Teacher's Degree. We are
able to do this because some of our courses overlap thus we are able to streamline the required courses.

Are we good, or do you want to meet? I have no problem with the way you have the Emphasis set up, still it might be good to talk.

Vivian

---

From: Elizabeth Hagensen  
Sent: Wednesday, January 13, 2016 2:03 PM  
To: Vivian Delgado  
Subject: Tribal Justice

Hi Vivian; please see attached proposed curricular overhaul for CJ. Emphasis D is tribal justice.

We have a few minor tweaks to the proposal; but as far as the CJ major is concerned, we have no further modifications to the Tribal Justice area.

Sending you to for your input. Is this acceptable? Any last changes? Suggestions?

We have started the paperwork and expect to have this to records by the end of the month for Fall 16 execution.

Once question came up; what if a student wants to the CJ-Tribal Justice and a double major or minor with you? How much overlap would there be? What would they need to complete the double major or minor with you?

Dr. Elizabeth Hagensen  
Chair, Criminal Justice Department  
Bemidji State University  
Bemidji, MN  
218-755-2841  
Ehagensen@bemidjistate.edu
Dr. Elizabeth Hagensen  
Chair, Criminal Justice Department  
Bemidji State University  
218-755-2841

From: Susan Rickers  
Sent: Tuesday, February 02, 2016 7:20 PM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>  
Subject: RE: CRJS courses, credit change from 4 to 3 credits

Thanks Elizabeth –  
Sue

From: Elizabeth Hagensen  
Sent: Tuesday, February 02, 2016 4:43 PM  
To: Susan Rickers <SRickers@bemidjistate.edu>  
Subject: RE: CRJS courses, credit change from 4 to 3 credits

SOWK students will be able to get into the class without the prereq, but with consent of the instructor.  
They are certainly encouraged to take the prereq, but not required to do so.

We’re doing this to funnel our CJ students through at least the intro before they take those courses—but did not want to negatively impact non-CJ students.

Dr. Elizabeth Hagensen  
Chair, Criminal Justice Department  
Bemidji State University  
218-755-2841

From: Susan Rickers  
Sent: Tuesday, February 02, 2016 4:41 PM  
To: Elizabeth Hagensen <EHagensen@bemidjistate.edu>  
Subject: RE: CRJS courses, credit change from 4 to 3 credits

Hi Elizabeth,  
Thanks for sending this info. If I’m reading this correctly, SOWK students wouldn’t need to necessarily take the prereq but could get the consent of the instructor? Or are you encouraging SOWK students to take the prereq?

Thanks,  
Sue

From: Elizabeth Hagensen  
Sent: Tuesday, February 02, 2016 9:33 AM  
To: Susan Rickers <SRickers@bemidjistate.edu>; Kenneth Traxler
Hi All!

CRJS 3201 Criminal Justice Research Methods and Statistics (SOWK)
CRJS 3358 Criminal Law (ACCT, CHEM)

For both of these courses we are changing the prerequisites from none to CRJS 1120 or consent of the instructor. This email is to notify the departments of the change. “Consent of the instructor” can be made via email, verbally or during the first class session. No forms or special authorization will be needed for a student to enroll; there will be no systemic “stop” in the registration system.

Dr. Elizabeth Hagensen
Chair, Criminal Justice Department
Bemidji State University
218-755-2841

From: Elizabeth Hagensen
Sent: Tuesday, January 19, 2016 9:28 AM
To: Susan Rickers <SRickers@bemidjistate.edu>; Kenneth Traxler <KTraxler@bemidjistate.edu>; Sandra Kranz <SKranz@bemidjistate.edu>
Subject: CRJS courses, credit change from 4 to 3 credits

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