

INDIANA UNIVERSITY
Request for a New Academic Program [Revision to BS in Criminal Justice]

Campus: Indiana University East

Proposed Type (minor, certificate, etc.) and Title of Program: Bachelor of Science in
Criminal Justice

Proposed Date of Implementation: Fall 2012

I. Why is the program needed? (Rationale)

This program is needed because of the June 30, 2011, expiration of a memorandum of understanding between the Indiana University East (IUE) Criminal Justice Program and the Indiana University School of Public and Environmental Affairs (SPEA). Due to the expiration of the memorandum, and in the spirit of mission differentiation for the regional campuses, the criminal justice faculty at IUE now wishes to create a Bachelor of Science in Criminal Justice (BSCJ) program designed to better accommodate the needs of IUE students and regional criminal justice agencies. (The Indiana Commission for Higher Education emphasizes that the regional campuses degree programs should consider the needs of local economies.)

The proposed BSCJ degree at IUE will replace the existing BSCJ degree that has, in the past, been affiliated with SPEA. This affiliation was the result of a previous “system-school” model for criminal justice which guided all of the Indiana University regional campuses’ criminal justice programs in matters of a common curriculum, academic requirements, and other purposes generally associated with the academic enterprise. In a March 2007 report entitled “Core Campus and System School Operations” Indiana University President Adam Herbert recommended that the designation “system school” end on June 30, 2008. The report, which was endorsed by the Indiana University Board of Trustees, proposed the following action:

For SPEA, Nursing, and Informatics, the present system school structure will be replaced by a set of agreements between each campus and each school. The agreements will be developed by the campus chancellors and the school deans, working with the school

faculty on that campus. These agreements should then be codified in memoranda of understanding that include transition steps, if needed. In particular, the memoranda should address changes, if any, proposed in the manner in which degrees are awarded, and the specifics of financial issues. There is no particular template for these agreements, and, in each case, the proposed relationship should allow the program to develop – or remain unchanged – based on its nature and history, as well as the needs of the campus, School and local constituencies. Written agreements should be in place by June 2008.

On July 1, 2008, as a result of this report and endorsement by the trustees, the criminal justice faculty at IUE and administrators at SPEA entered into a memorandum of understanding which specified the terms under which the IUE BSCJ program would continue to be affiliated with SPEA. As an affiliated program, IUE could continue to offer the SPEA curriculum previously approved, could continue to grant SPEA degrees to students who fulfill the necessary degree requirements, and could continue to use the SPEA name for purposes generally associated with the academic enterprise. It was also agreed that the terms of this memorandum of understanding, and the status of the IUE and SPEA-affiliated program, would be reviewed no later than June 30, 2011. In June 2011, upon review of the memorandum, the criminal justice faculty at IUE notified SPEA that it would not renew the memorandum of understanding and would instead create its own program model for the BSCJ degree designed to better serve the particular needs of IUE students and the needs of the local economies.

II. List major topics or curriculum of the program.

Curriculum

The proposed BSCJ degree curriculum contains a total of 120 credit hours, 45 of which are in the concentration or in closely related fields. The degree program consists of a common core of 36 credit hours. The remaining 9 credit hours may be chosen from a list of courses appropriate for criminal justice majors. The criminal justice program provides suggested courses of study, depending on the student's career objective. General Education and major requirements are listed below:

General Education (39 Credit Hours)

Composition, Communication and College Level Mathematics (12 credit hours)

- ENG-W131 Elementary Composition I (3)
- ENG-W231 Professional Writing Skills (3)
- SPCH-S121 Public Speaking (3)
- MATH-M110 Excursions in Mathematics (3)

Humanities and Fine Arts (9 credit hours)

- HIST-H105 American History I (3)
- HIST-H106 American History II (3)
- Additional course(s) from a discipline other than History (3)

Behavioral and Social Sciences (9 credit hours)

- POLS-Y304 American Constitutional Law I (3)
- POLS-Y305 American constitutional Law II (3)
- Additional course(s) from a discipline other than Political Science (3)

Natural Sciences and Mathematics (9 credit hours)

- MATH-K300 or PSY-K300 Statistical Techniques (3)
- Natural Science Course (3-5)
- At least one Natural Science course with Lab (3-5)

Additional Requirement (2 Credit Hours)

First Year Seminar

- UCOL-U100 First Year Seminar (2)
 - Students entering the program with less than 12 credit hours of transferable credit are required to complete the First Year Seminar.

Major Requirements (45 credit hours):

Criminal Justice Required Courses (24 credit hours)

- CJUS-P100 Introduction to Criminal Justice (3)
- CJUS-P200 Theories of Crime and Deviance (3)
- CJUS-P295 CJ Data, Methods, and Resources (3)
- CJUS-P301 Police in Contemporary Society (3)
- CJUS-P302 Courts and Criminal Justice (3)
- CJUS-P303 Corrections and Criminal Justice (3)
- CJUS-P374 Substantive Criminal Law (3)
- CJUS-P470 Senior Seminar in Criminal Justice (3)*

Criminal Justice Elective Courses (9 credit hours)

Choose from:

- CJUS-P210 Service Learning Experience in Criminal Justice (1)
- CJUS-P300 Topics in Criminal Justice** (3)
- CJUS-P320 Criminal Investigation (3)
- CJUS-P330 Criminal Justice Ethics (3)
- CJUS-P372 Evidence (3)
- CJUS-P375 American Juvenile Justice System (3)
- CJUS-P376 Procedural Criminal Law (3)
- CJUS-P493 Seminar in Criminal Justice**
- CJUS-P410 Analysis of Crime and Public Policy (3)
- CJUS-P457 Seminar in White Collar Crime (3)
- CJUS-P481 Field Experience in Criminal Justice (3)
- CJUS-P496 Research Internship (1-3)

(Or other courses if approved by criminal justice faculty)

Public Affairs/Management/Social Work Requirements (12 credit hours)

- SWK-S141 Introduction to Social Work (3)
- SPEA-V170 Introduction to Public Affairs (3)
- SPEA-V372 Government Finance and Budgets (3)
- CJUS-P411 Criminal Justice Management (3)

General Electives

- Approximately 34 credit hours in order to bring the total number of credits to 120. (Students must meet IU East degree program, residency, and GPA requirements.)

*CJUS-P470 is a Senior Seminar in Criminal Justice. This course will provide a capstone experience to all criminal justice majors; it must be taken spring semester immediately preceding the student's anticipated graduation. This course will provide students an opportunity to synthesize all the aspects that have been learned throughout the degree program, and to explore applications and employment options. This course serves as the cumulative assessment point for the curriculum. During this course, students will complete a portfolio that showcases their understanding of the various areas of criminal justice and of their applications.

**CJUS-P300 and CJUS-P493 are topic courses that can be taken more than once.

NOTE: The primary change in the proposed program is in the course prefix and numbering system (See Appendix 1). Courses required for the major in the current curriculum are identified by the prefix "SPEA." Courses required for the major in the proposed curriculum will be identified by the prefix "CJUS." This change will ease previous confusion caused to students as they will now be able to search for criminal justice courses alphabetically in the C's (CJUS)

instead of the S's (SPEA). Other substantial changes in the major course offerings will include the addition of CJUS-P470 Senior Seminar in Criminal Justice as the capstone course for the criminal justice program (replacing SPEA-J439 Crime and Public Policy), CJUS-P411 Criminal Justice Management (replacing SPEA-V366 Managing Behavior in Public Organizations) and SWK-S141 Introduction to Social Work (replacing SPEA-V263 Public Management). Also, CJUS-P210 Service Learning Experience in Criminal Justice will be added to the list of criminal justice electives available to criminal justice majors.

Sample 4-year degree plan

First Year, Fall (14 - 15 cr. hrs.)

UCOL-U101 – First Year Seminar (2)
ENG-W131 – Elementary Composition (3)
CJUS-P100 – Introduction to Criminal Justice (3)
SPEA-V170 – Introduction to Public Affairs (3)
CSCI-A110 – Introduction to Computers (3) or INFO-I101 Introduction to Informatics (4)

First Year, Spring (15 cr. hrs.)

ENG-W231 – Professional Writing Skills (3)
SPCH-S121 – Public Speaking (3)
CJUS-P200 – Theories of Crime and Deviance (3)
General Education Distribution Course – Behavioral and Social Science (3)
Criminal Justice Elective (3)

Second Year, Fall (15 cr. hrs.)

HIST-H105 – American History I (3)
MATH-M110 – Excursions in Mathematics (3)
CJUS-P295 – Criminal Justice Data, Methods, and Resources (3)
SWK-S141 – Introduction to Social Work (3)
Criminal Justice Elective (3)

Second Year, Spring (15 cr. hrs.)

HIST-H106 – American History II (3)
MATH-K300 or PSY-K300 – Statistical Techniques (3)
General Education Distribution Course – Natural Science (3)
Criminal Justice Elective (3)
General Elective/Minor Course (3)

Third Year, Fall (15 - 17 cr. hrs.)

CJUS-P301 – Police in Contemporary Society (3)
CJUS-P302 – Courts and Criminal Justice (3)
CJUS-P303 – Corrections in Criminal Justice (3)
General Education Distribution Course – Natural Science with Lab (3-5)
General Elective/Minor Course (3)

Third Year, Spring (15 cr. hrs.)

SPEA-V372 – Government Finance and Budgets (3)
CJUS-P374 – Substantive Criminal Law (3)
General Education Distribution Course – Humanities and Fine Arts (3)
Criminal Justice Elective (3)
General Elective/Minor Course (3)

Fourth Year, Fall (15 cr. hrs.)

CJUS-P411 – Criminal Justice Management (3)
POLS-Y304 – Constitutional Law I (3)
General or Criminal Justice Elective (3)
General Elective/Minor Course (3)
General Elective/Minor Course (3)

Fourth Year, Spring (13-15 cr. hrs.)

CJUS-P470 – Senior Seminar in Criminal Justice (3)
POLS-Y305 – Constitutional Law II (3)
Criminal Justice Elective (3)
General Elective/Minor Course (3)
General Elective (1-3)

III. List the major student outcomes (or set of performance-based standards) for the proposed program.

The Criminal Justice faculty has identified several learning outcomes for the proposed BSCJ degree. These include:

- 1. Have an understanding of the history of the criminal justice system and its individual components.**
- 2. Have an understanding of the influence of various academic fields on criminality, criminal justice practice and policy, and to develop an appreciation for the interdisciplinary nature of criminal justice study.**

- 3. Have a basic understanding and overview of the basic processes of police-courts-and corrections and understanding of the interconnections of the three agencies. This includes an understanding of:**
 - a. The role of discretion in criminal justice decision making
 - b. Ethical dilemmas created by discretionary decision making and possible solutions
 - c. The relationship between class, race, ethnicity, gender, and crime and criminal law
 - d. The influence of the humanities, social sciences, and natural sciences on theories of criminal behavior and criminal law
 - e. The difference between media portrayal of the criminal justice system, public perceptions and reality
 - f. The effect and extent of white-collar crime

- 4. Have a detailed knowledge of policing that includes:**
 - a. The history of policing
 - b. Police patrol
 - c. Problem-oriented policing
 - d. Community policing
 - e. Specialized roles in policing, including criminal investigation
 - f. Legal responsibilities of police officers
 - g. Issues involving use of force
 - h. Issues involving police and women and minorities
 - i. Police professionalism and ethical responsibilities of the police

- 5. Have a detailed knowledge of the United States courts that includes:**
 - a. The history of the courts
 - b. An understanding of the origin and nature of criminal law
 - c. The structure and organizational processes of the courts, federal and state
 - d. Role of United States trial and appellate courts, federal and state
 - e. Role of the prosecutor
 - f. Role of the defense attorney
 - g. Role of the judge
 - h. Role of the jury
 - i. Ethical responsibilities if court actors

- 6. Have a practical knowledge of the rules of evidence in a criminal court that includes:**
 - a. The ability to differentiate between factual material which will be admissible in court and that which is worthless for that purpose
 - b. The ability to know what evidence collection procedures might make evidence inadmissible
 - c. An understanding of issues concerning: admissibility, judicial notice, presumptions, inferences, and the burden of proof

- 7. Have a detailed knowledge of the law: substantive, procedural, and constitutional, including:**
 - a. The United States governmental structure as provided for by the constitution.
 - b. The authority of the judicial, legislative, and executive branches of the United States government and the division of power between the nation and the states
 - c. Constitutional rights of all United States citizens
 - d. Equal protection of the law – including race, gender, and economic discrimination
 - e. Understanding the development, limitations, and application of substantive criminal law, including the elements and definition of, and punishments for, various crimes
 - f. Understanding procedural criminal law from the initiation of police activity through sentencing and into the correctional process
 - g. Understanding the restraints placed on governmental conduct by the 4th, 5th, 6th, and 14th Amendments to the United States Constitution
 - h. How to brief a case

- 8. Have a detailed knowledge of the United States correctional system, including:**
 - a. Rationales for correction: Retribution, Deterrence, Incapacitation, Rehabilitation
 - b. History of corrections
 - c. The correctional process
 - d. The correctional client
 - e. Correctional sentencing
 - f. Jails and Prisons
 - g. Intermediate sanctions
 - h. Probation and Parole
 - i. Community corrections
 - j. Institutional corrections
 - k. The death penalty
 - l. Restorative justice
 - m. Ethical responsibilities of correctional personnel

- 9. Have a detailed knowledge of the juvenile justice system, including:**
 - a. History of the juvenile justice system
 - b. Nature and extent of delinquency
 - c. Theoretical perspectives of delinquency
 - d. The structure of the juvenile court
 - e. Juvenile corrections
 - f. Delinquency prevention
 - g. Ethical responsibilities of juvenile system actors

10. Have a detailed knowledge of criminological theory and the theoretical foundations of criminal justice policies used to interpret the cause and extent of crime.

- a. Able to compare and contrast the primary theoretical frameworks used in criminology and criminal justice:
 - i. Rational Choice perspective and Deterrence Theory
 - ii. Trait Theory – Biological and Psychological
 - iii. Social Structure Theory
 - iv. Social Process Theory
 - v. Conflict Theory
 - vi. Developmental Theories
- b. Have an understanding of the difference between crime and deviance.

11. Have a detailed knowledge of criminal victimization and criminal justice system victimization services.

- a. Nature and extent of victimization
- b. Theories of victimization
- c. Ecology of victimization
- d. Harm done by victimization – physical, emotional and financial
- e. Victim service programs

12. Have a detailed knowledge of public policy and its relationship to crime and victimization.

- a. Be able to understand and analyze public policy, including why governments pursue certain policies and what are the consequences of these policies
- b. Have an understanding of relationship between public policy and crime
- c. Have an understanding of the role of government and law in criminal justice practice and policy
- d. Have an understanding of why some criminal justice policies work and why some do not
- e. Have knowledge of recent public policy efforts instituted to reduce crime and victimization

13. Have a detailed knowledge of how to conduct research and read research articles.

- a. Learn an appreciation for the scientific method and for scientific analysis in criminal justice
- b. Learn how crime is measured and how to assess the quality (validity and reliability) of research
- c. Learn the various research designs used in the field and analyze the strengths and weaknesses of each design
- d. Acquire the skills necessary to formulate a research question and think about ways to study and analyze it
- e. Describe the scientific method and the steps of empirical research
- f. Differential between qualitative and quantitative research
- g. Compare major research designs and understand their strengths and weaknesses
- h. Define basic statistical terms and concepts of measurement, sampling, and data collection

- 14. Have participated in an internship experience or other forms of experiential learning.**
 - a. Criminal justice internship in criminal justice or social agencies.
 - b. Participate in class field trips to various criminal justice agencies.
 - c. Be exposed to guest speakers in the classroom from various criminal justice agencies.

- 15. Be able to exercise critical thinking in solving criminal justice problems, challenges, and opportunities.**
 - a. Criminal justice students will attain the values, knowledge, and tool necessary to become well-cultivated critical thinkers, creative problem solvers and informed decision makers.

- 16. Be able to write professional reports.**
 - a. Students will acquire the skills needed to communicate in a variety of forms including written, verbal, and technological.
 - b. Students will learn to appreciate the importance of communicative practice in the field of criminal justice and the role of good communication skills for their professional practices as criminal justice workers.

- 17. Have the ability to solve mathematical and statistical problems.**
 - a. Students will learn how to apply the skills, values and methods of well-cultivated critical thinking, including the ability to acquire, interpret, evaluate, communicate and analyze relevant information, quantitative and qualitative data and empirical evidence.
 - b. Students will learn to appreciate the importance of mathematics in the field of criminal justice and the role of good mathematic skills for their professional practice as criminal justice workers.

- 18. Have the values and skills required of professionals in our increasingly global world. This includes respect for diversity, an appreciation of the global and local forces shaping human experience, and an understanding of the ethical dimensions of criminal justice practice, policy and research.**
 - a. Develop respect for diversity through an understanding of the impact of gender, race and social class for criminal justice practice and policy.

- 19. Have an understanding of ethics and policy implications of modern criminal justice practices.**

- 20. The seven IUE learning objectives are listed below. They will be addressed in the core courses required for the BSCJ.**

The primary goal of the criminal justice program is to prepare students for their role as criminal justice professionals by providing them the knowledge and tools needed to engage with the problems of the criminal justice system and the needs of society in ways consistent with the democratic traditions of law, social well-being, and individual rights.

The criminal justice curriculum is designed to achieve these and the following goals in accordance with the following IUE undergraduate learning objectives:

Breadth and Depth of Knowledge:

IU East Learning Objective 1: Educated persons should be exposed to a broad variety of academic fields traditionally known as the liberal arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of diversity of ideas and creative expression.

IU East Learning Objective 2: Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for focused personal and professional development.

Criminal justice graduates will acquire an understanding of the origin and nature of criminal law, the history of the criminal justice system and its individual components, the theoretical frameworks used to interpret the causes and extent of crime and the ethical and policy implications of modern criminal justice practices. Criminal justice graduates will also attain an awareness of the influence of various academic fields on the understanding of criminality, criminal justice practice and policy and develop an appreciation for the interdisciplinary nature of criminal justice study.

Clear and Effective Communication:

IU East Learning Objective 3: Educated persons should be able to express themselves clearly, completely and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking and technology.

Graduates will acquire the skills needed to communicate in a variety of forms including written, public speaking and the use of communicative technologies. Students will learn to appreciate the importance of communicative practice in the field of criminal justice and the role of good communication skills for their professional practice as criminal justice workers.

Critical Thinking and Problem Solving:

IU East Learning Objective 4: Educated persons should be able to relate computational skills to all fields so that they are able to think with numbers. At a minimum, students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.

IU East Learning Objective 5: Educated persons should have the ability to develop informed opinions; to comprehend, formulate, and critically evaluate ideas; and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity.

Criminal justice graduates will attain the values, knowledge and tools necessary to become well- cultivated critical thinkers, creative problem solvers and informed decision makers. Students will learn how to apply the skills, values and methods of well-cultivated critical thinking, including the ability to acquire, interpret, evaluate, communicate and analyze relevant information, quantitative and qualitative data and empirical evidence.

Professional Conduct and Global Citizenship:

IU East Learning Objective 6: Educated persons should develop the skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.

IU East Learning Objective 7: Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus be able to make discriminating moral and ethical choices.

Graduates will attain the values and skills required of professionals in our increasingly global world. This includes respect for diversity, an appreciation of the global and local forces shaping human experience, and an understanding of the ethical dimensions of criminal justice practice, policy and research.

B. Criminal Justice Program-Level Learning Objectives:

In addition the IUE campus learning objectives, the criminal justice faculty has identified eight program learning objectives (PLO). Graduates of the criminal justice program will be able to:

1. Identify and define common criminal justice terms and concepts.
2. Describe the history, organization and function of each component of the criminal justice system including: policing, courts, corrections, and the juvenile justice system.
3. Evaluate the role of government and law in criminal justice practice and policy.
4. Compare and contrast the primary theoretical frameworks used in criminology and criminal justice.

5. Apply the skills, values and methods of well-cultivated critical thinking, including the ability to acquire, interpret, evaluate, communicate and analyze relevant information, data and empirical evidence.
6. Exhibit an understanding of the ethical considerations of criminal justice theory, practice and policy.
7. Develop respect for diversity through an understanding of the impact of gender, race and social class for criminal justice practice and policy.
8. Communicate clearly, concisely and coherently in oral, written and other creative forms.

C. Required Major Courses and Program-Level Learning Objectives:

	CJUS P100	CJUS P200	CJUS P295	CJUS P301	CJUS P302	CJUS P303	CJUS P374	CJUS P470
PLO 1	x	x	x				x	
PLO 2	x			x	x	x		
PLO 3	x						x	x
PLO 4		x	x	x	x	x		x
PLO 5			x	x	x	x		x
PLO 6		x	x	x	x	x		x
PLO 7		x		x	x	x		x
PLO 8		x	x	x	x	x		x

IV. Explain how student outcomes will be assessed (course-embedded assessment, graduate follow-up, employer survey, standardized tests, etc.).

The criminal justice faculty will utilize the following assessment tools for a pilot evaluation of the degree program. This plan is developed with the understanding that adjustments may need to be made after its full implementation. Each of the assessment tools is designed to evaluate the criminal justice degree learning objectives and to further faculty understanding of the strengths and weakness of the overall program and individual courses.

Concepts Exam

Criminal justice faculty will implement the use of a concepts exam. The exam will consist of a series of multiple-choice and true-false questions designed to objectively capture a student's ability to identify and define major concepts/ideas utilized in the study and practice of criminal justice. Utilizing a pre- and post-test design, the exam will be administered in the introduction (CJUS-P100) and capstone (CJUS-P470) courses to measure changes in student understanding and knowledge of the concepts/ideas presented in criminal justice courses.

Concepts Measures

During the summer term all tenure-track faculty will discuss and collect items for inclusion into the concept exam. Items from all core classes will be included in the exam.

Student Portfolios

Criminal justice faculty will begin collecting written assignments for inclusion into student portfolios. Student portfolios will consist of:

- CJUS-P295: Final research proposal paper
- One 300 level core course: Either minute papers, essay exam responses, or other papers as appropriate
- One elective course (either 200 or 300 level): Either minute papers, essay exam responses, or other papers as appropriate
- CJUS-P470: Final research paper and presentation

Student Portfolio Measures

Student portfolios will be graded according to a rubric designed to measure students' critical thinking, analytical/problem solving and communication skills. The rubric will be adapted to also include assessment of students' knowledge of ethical and diversity issues as applicable depending on course/paper topics.

Exit Surveys

All CJUS-P470 instructors will be required to administer and collect an exit survey. The exit survey will be designed to gather student input about the ability of the program to meet the learning objectives of individual courses and the overall program.

Exit Survey Measures

All full-time faculty will discuss and collect items for inclusion into the exit survey. Questions will include measures of student assessment of the program, specific courses, specific learning objectives and pedagogical strengths, weaknesses and concerns.

DATA COLLECTION AND RESPONSIBILITY

Concepts Exam

Concepts exam (pre-test): All CJUS-P100 instructors will be required to disseminate the pre-test concepts exam. This exam is to be administered during the first or second course meeting before instructors begin any substantive instruction in the course. The assessment coordinator is responsible for the collection and storage of pre-test exams. Data will be managed via data management software (excel, spss, etc.).

Concepts exam (post-test): All CJUS-P470 instructors will be required to disseminate the post-test concepts exam. This exam will be administered during the first or second course meeting before instructors begin any substantive instruction in the course. The assessment coordinator is responsible for the collection and storage of post-test exams. Data will be managed via data management software (excel, spss, etc.).

Concepts exam analysis: The assessment coordinator is responsible for the analysis of the pre- and post-test data. In the spring semester, the assessment coordinator will perform a statistical analysis comparing the pre- and post-test results to evaluate changes in pre- and post - test scores. The analysis will compare changes in overall test scores and individual item analysis.

Concepts exam evaluation: The assessment coordinator will present a statistical analysis of concept exam data to all criminal justice faculty for evaluation.

Student Portfolio

CJUS-P295: All CJUS-P295 instructors will be required to make copies of final paper assignments for student portfolios. The assessment coordinator is responsible for collection and storage of CJUS-P295 final paper assignments for inclusion into student portfolios.

300 level: All 300 level core course instructors will be required to collect and make copies of at least one (1) of the following: essay exam response, response paper, or final paper for their course. In the spring semester, the assessment coordinator will randomly collect one of the written assignments from one randomly selected 300 level core courses for inclusion into student portfolios.

Elective: All elective course instructors will be required to collect and make copies of at least one (1) of the following: essay exam response, response paper, or final paper in their course. In the spring semester, the assessment coordinator will randomly collect all student papers from one written assignment from one elective course for inclusion into student portfolios.

CJUS-P470: All CJUS-P470 instructors will be required to collect and make copies of final research paper assignments for student portfolios. The assessment coordinator is responsible for collection and storage of CJUS-P470 final assignments for inclusion in student portfolios.

Student portfolio analysis: The assessment coordinator is responsible for the collection and storage of all student portfolios. In the spring semester, the assessment coordinator will randomly select 25 percent of the portfolios for assessment purposes. Analysis of the portfolios will be divided among criminal justice faculty and analyzed according to the measurement rubric.

Exit Survey

All CJUS-P470 instructors will be required to administer and collect an exit survey. The survey will be administered the final day of the course.

Exit survey analysis: The assessment coordinator is responsible for collection and storage of exit surveys. In the spring semester, the assessment coordinator will present a statistical and qualitative analysis of the exit surveys to all criminal justice faculty for evaluation.

DISSEMINATION OF ASSESSMENT RESULTS

In the summer semester, the assessment coordinator will distribute a written assessment report to all criminal justice faculty and the annual assessment report to the Dean.

PROGRAM IMPROVEMENT

In the summer semester, all full-time criminal justice faculty will discuss the results of the assessment report to address the strengths and weakness of specific aspects of the program.

V. Describe the student population to be served.

This BSCJ degree is designed to accommodate the needs of most student clienteles, including: full-time students, part-time students, currently employed professionals, non-traditional students, as well as individuals preparing to re-enter the job market. In addition to courses offered in Richmond, Indiana, criminal justice faculty also offer courses at the Connersville Center in Connersville, Indiana, and in New Castle, Indiana, at the Danielson Center. Due to IUE's articulation agreements with Ivy Tech Community College and other community colleges, students may take their first two years of study elsewhere. The majority of the students for this degree program will be qualified high school graduates from East Central Indiana and West Central Ohio. Since some of the courses within this program will also be offered as part of the online BSCJ degree completion program, additional students from outside of the area will be served. The BSCJ program is ideal for students preparing for, or currently engaged in jobs in the criminal justice field. The program also serves students planning to attend graduate school for a master's degree, law school, or Ph.D. program in criminal justice.

VI. How does the program complement the campus or department mission?

IUE's mission is to provide students of East Central Indiana and West Central Ohio with a broad range of baccalaureate and select masters programs. The BSCJ degree is part of a traditional group of liberal arts degrees. As such, the proposed degree complements Indiana University's mission statement, which considers itself as "grounded in the liberal arts." Finally, the Commission for Higher Education emphasizes that the regional campuses degree programs should consider the needs of local economies. The pressing need for qualified criminal justice professionals in IUE's immediate region, and the presence of several criminal justice agencies in

the extended region, make this degree attractive for students who wish to pursue a career in the area of criminal justice.

IUE's mission also identifies student success, lifetime educational opportunities, and educational, cultural, and economic well-being as the cornerstones of the institution. The mission states that IUE achieves student success "by challenging students to grow intellectually and interpersonally in a supportive and scholarly learning environment." The BSCJ supports all of these components. Faculty support student success through their direct involvement in the development, delivery, and assessment of courses. Additionally, faculty serve as advisors to the degree, develop extracurricular experiences within the discipline, and work with advanced students to conduct programs of research. This degree will open the possibility of lifetime educational opportunities because it will prepare students to pursue a graduate degree in criminal justice or related fields. The study of criminal justice also offers its majors the opportunity to better understand the diverse population as well as the social and cultural context of their communities. Students who receive this degree will contribute to the economic well-being of the region through their work in police-court-and correctional agencies, and more. As the workforce in East Central Indiana and West Central Ohio becomes more highly educated, potential employers will look to the region for university educated employees for their companies and agencies.

VII. Describe the relationship to existing programs within Indiana University.

Two other Indiana University regional campuses, Southeast and South Bend, have previously opted-out of the SPEA system-model and created their own degree programs in order to better suit their student populations. Both programs are similar to the program described in this document – using the CJUS-P course numbering system. The program directors of both campuses have been contacted by the IUE program director and they do not oppose the BSCJ program described in this document. All new courses contained in the proposed BSCJ degree program are currently on the Indiana University Master Course Inventory and will be presented to faculty senate as information items.

VIII. List and indicate the resources required to implement the proposed program.

Indicate sources, e.g. reallocation or any new resources such as personnel, library holdings, equipment, etc.

This degree program can be initiated with current faculty and adjuncts. Most of the courses for the program are already being offered as part of the BSCJ (but will require a prefix change from SPEA to CJUS, and some number changes). Existing library resources are adequate, and they include journals (in paper and electronic formats), references, and research databases.

IX. Describe any innovative features of the program (e.g. involvement with local or regional agencies, offices, etc., cooperative efforts with other institutions, etc.).

The proposed program is innovative in several respects. First, it is fully articulated with Ivy Tech Community College and other community colleges, making a criminal justice degree more readily accessible to citizens who reside in this region. Second, the inclusion of online course offerings and an online degree completion program is specifically designed for students who find it impractical or impossible to complete their degrees in the traditional on-campus classroom setting. Third, course offerings in Connorsville, Indiana, and a bachelor degree completion program offered at the Danielson Center in New Castle, Indiana, extends this degree's reach and accommodates the schedules of potential students who are balancing the demands of full-time employment and personal responsibilities. Fourth, the proposed BSCJ degree is noteworthy because of the assessment component incorporated into the capstone senior seminar. Fifth, this degree involves students in internships, field experiences, and service learning experiences. Sixth, the proposed BSCJ degree requires criminal justice majors to complete an Introduction to Social Work (SWK-S141) course which provides criminal justice graduates with a broad understanding of alternatives to arrest, sentencing, and correctional practices. Finally, this degree builds on its foundation as part of an interdisciplinary degree, emphasizing connections with other social sciences, natural science, business, and fine arts disciplines.