After evaluation of the Criminal Justice degree and review of the Academy of Criminal Justice Sciences standards for an undergraduate program, the Bachelor of Science in Criminal Justice core classes have been modified based on this evaluation. CJUS 441 Criminal Justice Internship was eliminated from the core required courses and into the elective area. CJUS 190 Criminal Law, a new course, replaces CJus 441. CJUS 340 Criminal Procedures, was modified to CJUS 340 Criminal Procedures and the Courts to allow for a more in-depth understanding of our legal system. At the request of psychology faculty to strengthen their program, PSYC 330 Research Methods is solely for PSYC majors, and CJUS 330 Research Methods becomes the core research methods class for CJUS students. EDUC 365 Child Abuse and Neglect Detection was added to the list of elective classes.

**Agenda Item 1: Revision of Criminal Justice Major Core classes**

**New 2012-2013 Criminal Justice Major Core classes**

CJus 110 Survey of Criminal Justice  
CJus 190 Criminal Law  
CJus 220 Introduction to Corrections  
CJus 230 Policing  
CJus 308 Community-Based Corrections  
CJus 330 Research Methods  
CJus 340 Criminal Procedures & the Courts  
CJus 360 Criminology  
CJus 385 Victimization  
CJus 410 Juvenile Delinquency  
CJus 495 Seminar in Criminal Justice (Senior Competency Course)

*Prerequisites:*

CMIS 101 Information Systems Concepts and Applications  
PSYC 121 Introduction to Psychology  
SOC 201 Principles of Sociology

**Former 2011-2012 Criminal Justice Major Core classes**

CJus 110 Survey of Criminal Justice  
CJus 220 Introduction to Corrections  
CJus 230 Policing  
CJus 308 Community-Based Corrections  
PSYC 330 Research Methods  
CJus 340 Criminal Procedures  
CJus 360 Criminology  
CJus 385 Victimization  
CJus 410 Juvenile Delinquency  
CJus 441 Criminal Justice Internship  
CJus 495 Seminar in Criminal Justice (Senior Competency Course)

*Prerequisites:*

CMIS 101 Information Systems Concepts and Applications  
PSYC 121 Introduction to Psychology  
SOC 201 Principles of Sociology
**Agenda Item 2:** Addition of Criminal Justice-Law & Society Option; Faculty proposed the addition of an option in Law and Society which focuses on the ethical, legal, political and social environment of government.

Criminal Justice faculty, in consultation with Dr. Patrick Fortney and Dr. Sara Crook, have added an option area in Law and Society to better serve our students who are interested in roles with the court system.

**2012-2013 Law and Society Option**

**Students will select 8 of the following classes**

- BUS 251 Legal Environment & Contract Law
- BUS 252 Commercial Law
- BUS 353 Organizational Ethics
- BUS 493 Leadership of Teams and Organizations
- PSCI 201 American National Government
- PSCI 202 State and Local Government
- PSCI 426 American Constitutional Law
- PSCI 427 Public Administration
- SOC 300 Contemporary Social Problems
- CJUS 441 Internship

**Agenda Item 3:** Revision of CJUS 340 Criminal Procedures to CJUS 340 Criminal Procedures and the Courts, addition of courses and syllabi proposal for CJUS 190 Criminal Law and CJUS 330 Research Methods.

CJUS 340 Criminal Procedures modified to CJUS 340 Criminal Procedures and the Courts
CJUS 190 Criminal Law – new course syllabus and proposal
CJUS 330 Research Methods- new course syllabus and proposal due to PSYC 330 splitting into CJUS 330 and PSYC 330

**Agenda Item 4:** Removal and addition of classes to the Criminal Justice Administration elective area.

As students have consistently requested enrollment in EDUC 365 Child Abuse Neglect and Detection and SOWK 410 Addictions, these are being added to the elective area of Justice Administration. BUS 496 Organizational Leadership, which is the capstone course for the BAS degree, is being replaced with BUS 493, Leadership of Teams and Organizations, which takes a more active learning and engagement approach to the topic of leadership. CJUS 441 internship is moved from the core to the elective area of the Justice Administration area. CMIS 360 Cyber security is added to the elective area.

**Modification of Criminal Justice Administration elective option**

Select eight (8) of the following courses: 24

- Bus 251 Legal Environment and Contract Law
- Bus 301 Organizational Communications
- Bus 313 Loss Prevention
- Bus 373 Organizational Behavior
- Bus 380 Human Resources Management
- Bus 381 Employee Training and Development
- Bus 414 Supervisory Skills and Practices
- Bus 493 Leadership of Organizations and Teams
- CJUS 441 Internship
- CJUS 442 Criminal Justice Internship
- CJUS 450 Criminalistics
- CJUS 455 Organization and Administration of Justice
- CJUS 490 Comparative Justice and Human Services Systems
- CJUS 491 International Field Experience
- CMIS 300 Information Systems Management
CMIS 360 Cybersecurity
CMIS 410 Web Page Development and Programming
CMIS 420 Database Development and Programming
EDUC 365 Child Abuse Neglect and Detection
HP 300 Analysis of Evil I
HP 300 Analysis of Evil II
Psyc 420 Social Influence, Compliance & Obedience
Soc 255 Diversity of Issues in the United States
SoWk 410 Addictions* (PLADC class)

**Agenda Item 5: Addition of classes to the Criminal Justice Counseling elective area.**

As students, especially distance education learners, have consistently requested taking CJUS 450 Criminalistics, it is being added to the elective area of the Justice Counseling Area. CMIS 360 Cybersecurity is also being added to the elective area. CJUS 441 Internship is added to the Justice Counseling elective area as it no longer in the Criminal Justice core.

Select eight (8) of the following courses: 24
CJus 441 Criminal Justice Internship
CJus 442 Criminal Justice Internship
CJus 450 Criminalistics
CJus 490 Comparative Justice and Human Services Systems
CJus 491 International Field Experience
CMIS 300 Information Systems Management
CMIS 360 Cybersecurity
CMIS 410 Web Page Development and Programming
CMIS 420 Database Development and Programming
Educ 365 Child Abuse and Neglect Detection
Educ 533 Classroom Management and Leadership
Educ 570 Attachment and the Defiant School Child
HP 300 Analysis of Evil I
HP 300 Analysis of Evil II
Psyc 250 Human Growth and Development*
Psyc 420 Social Influence, Compliance & Obedience
Psyc 450 Abnormal Psychology
Soc 255 Diversity Issues in the United States
Soc 300 Contemporary Social Problems
Soc 322 The World’s Religions
Soc 340 The Family
SoWk 300 Professional Ethics*
SoWk 310 Techniques of Counseling*
SoWk 320 Assessment, Evaluation, and Casework Management*
SoWk 330 Diversity Issues in Counseling*
SoWk 390 Group Work*
SoWk 410 Addictions*
SoWk 420 Medical and Treatment Issues in Chemical Dependency*
SoWk 430 Field Work Practicum
SpEd 300 Inclusionary Practices for Special Education
SpEd 540 Behavior Management

**Total for Justice Counseling Option 57**

1- Denotes graduate course and permission needed to enroll through graduate studies
*
* Denotes PLADC course.
PROGRAM PROPOSAL FORM

Directions: Please type. Complete each blank and attach a course syllabus with topical outline. Complete only items 1-3 and 11-16 when proposing a course deletion.

☐ New Program
☒ Modified Program
☐ Deleted Program

1. Name of Originator: Kelly Amsussen, Vijay Sharma

2. School: School of Professional Studies

3. Program Name and Title: Criminal Justice – Justice Administration and Justice Counseling

4. New Program Name and Title: Criminal Justice with options in Justice Administration, Justice Counseling and Law and Society

5. Program Description/Modification: As a broad-based liberal arts program of study, the Criminal Justice curriculum is designed to offer students an interdisciplinary approach to the study of people, their interactions with one another, and the result of these interactions – culture. Contemporary and historical perspectives are taken, with particular emphasis on people’s impact on society and society’s response. The programs in this department foster the pursuit of free inquiry with students by exposing them to the scientific method, quantitative and qualitative research approaches, and the results of others’ research efforts.

6. Credit Hours: n/a
7. Grading System: n/a
8. May course be repeated for additional credit? n/a

9. Prerequisites: Prerequisites for courses are designated within the program.

10. Special Features: none

11. Term changes will first be offered: 2012 Fall

12. City relevant catalog pages for Catalog 120, 126, 142

13. Rationale for proposal: Faculty conducted an eighteen month extensive review of the criminal justice program, capstone results, faculty and student input, and the desired standards of an undergraduate program according to the Academy of Criminal Justice Science. An option area of Criminal Justice -Law and Society was added to the existing Criminal Justice Administration and Criminal Justice Counseling option areas. This option includes business law and ethics classes and political science classes after discussion with Dr. Crook and Dean Patrick Fortney of Arts and Sciences. Additional courses were added in each of the option areas of Justice Administration and Justice Counseling to provide students an opportunity for broader studies. The CJUS 441 Internship option was moved to programming electives and CJUS 190 Criminal Law replaced it in the major core.

14. How does this new/modified/deleted program expectation affect existing programs, courses, and/or recourses? The Dean of Arts and Sciences has been made aware of a possible gain in enrollments in PSCI classes.

15. Describe when and how the impact of this proposal will be assessed. The capstone course results, results of student end of course surveys, exit surveys, alumni surveys and feedback from students who graduated with a criminal justice degree will be analyzed to determine the effect of these changes.

16. What are the limitations (if any) to offering this new/modified program at other sites other than the Peru campus? All courses are offered online and on campus.

Senate Sponsor: ________________________ Date: 12-1-11

School Dean: ________________________ Date: ________________________

☐ Route to Teacher Education Committee: N/A Approved/Denied Date: ________________________

(IF course is applicable to teacher education program)

☐ Route to Academics and Curriculum Committee: Approved/Denied Date: ________________________

Faculty Senate - 1st reading ________________________ Date: ________________________

Faculty Senate - 2nd reading ________________________ Approved/Denied Date: ________________________

Copies to: Sponsoring Faculty Senate Member, Dean

Peru State College, Approved 2008
**January Evaluation**

- Signature: 
- Completed by: 
- Date: 

**February Evaluation**

- Signature: 
- Completed by: 
- Date: 

**Criminal Justice Law & Society Requirements**

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<td>LAW 101</td>
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**Required Program Pre-requisites:**

- Minor: Criminal Justice (32)
- Soc 495 Seminar in Criminal Justice (3)
- 100 Criminal Law & Ethics (3)
- 110 Survey of Criminal Justice (3)

---

**Annual Review 2012-2013 Degree Year**

- School of Professional Studies
- Criminal Justice - Law & Society Option

**Academic Progress Sheet**
<table>
<thead>
<tr>
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**Criminal Justice Core Requirements**

- 301 Principles of Sociology
- 321 Introduction to Psychology
- 310 Introduction to Criminal Justice
- 330 Introduction to Criminal Justice
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**Electives**

- 301 Principles of Sociology
- 321 Introduction to Psychology
- 330 Introduction to Criminal Justice
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**Total Criminal Justice Administration Requirements**

- 301 Principles of Sociology
- 321 Introduction to Psychology
- 330 Introduction to Criminal Justice
- 340 Criminal Justice Interview
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### TOTAL CRIMINAL JUSTICE REQUIREMENTS

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Course Proposal Form

Directions: Please type. Complete each blank and attach course syllabi in current PSC format. Complete only items 1-6 and 12-15 when proposing a course deletion.

Check one: X New Course
              □ Modified Course
              □ Deleted Course

1. Name of Faculty Sponsor: Vijay Sharma, Kelly Asmussen
   Date: 11-29-2011

2. School: Professional Studies

3. Course Number and Title:

4. New Course Number and Title: CJUS 190 Criminal Law

5. Course Description/Modification:

6. Credit Hours: 3

7. Grading System: 8. May Course be taken for additional Credit? No

9. Prerequisites: none

10. Special Features: none

11. Term Course will first be offered/deleted: 2013 Spring

12. Cite relevant catalog pages for catalog 2011 - 2012: 120,126,142

13. Rationale for Proposal: Faculty conducted an eighteen month review of the criminal justice program, capstone results, faculty and student input, and the desired standards of an undergraduate criminal justice program by the Academy of Criminal Justice Sciences. Faculty suggested the addition of a course which would focus on criminal law early in the student’s academic program to allow for a better understanding of application of law to the various contexts presented in other courses.

4. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget?
   (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.) This course will replace CJUS 441 internship, which will move the elective option area of the criminal justice program.

15. Describe any necessary modification to the current assessment program.
   (e.g. capstone rubric changes, live-text impact, etc) This capstone course comprehensive examination will be revised to add a more in depth section of assessment on knowledge of criminal law.

16. What are the limitations (if any) to offering this new/modified course at other sites other than the Peru campus? None

17. Is this course being proposed as a general studies option? If yes, answer question 18 on next page.
   □ Yes X No

Senate Sponsor: [Signature] Date: 12-1-11

School Dean: [Signature] Date: 

□ Route to Teacher Education Committee: N/A Approved/Denied Date: 
   (If course is applicable to teacher education program)

□ Route to Academics and Curriculum Committee: Approved/Denied Date: 

Faculty Senate - 1st reading
Faculty Senate - 2nd reading Approved/Denied Date: 

Copies to: Sponsoring Faculty Senate Member, Dean

Peru State College, Approved 2008
Peru State College  
CJUS 190 CRIMINAL LAW  
Syllabus – Spring 2013

Instructor: Dr. Vijay Sharma  
Office Location: TJ Majors 234  
Office Hours: MTWTh – 10:00-12:00, 1:00-2:00  
Office Telephone: (402) 872 - 2397  
Email Address: vsharma@peru.edu  
Course Meets: On Campus


Required Software: Microsoft Word

Course Description & Objectives

This course will focus on the concepts of substantive criminal law as they pertain to elements of criminal acts. Special focus will be assigned to basic legal concepts such as assigning punishment, voluntary criminal acts and omissions, explaining the nexus between mens rea and actus reus. Topics will also include theories of causation, homicide, theft, affirmative defenses and attempt crimes. Further, contemporary criminal law issues confronting law enforcement officials from crime prevention to court appearance are considered. Special attention will also be given to evidentiary standards relating to rules of relevancy, character evidence and hearsay.

When students complete this course, they should be able to:

1) Write and communicate in a scholarly fashion.
2) Demonstrate an understanding of the methodological frameworks of substantive criminal law and how to apply the principles to issues, problem areas, or policies.
3) Develop critical thinking and problem-solving skills through collaborative discussions and demonstrate those skills in weekly discussions, a research paper, group presentation and a final exam.
4) Research and evaluate a position regarding an issue, problem area, or policy and effectively defend their position using research-based information.
5) Demonstrate a need for the understanding the history of American and British common law and trace its developments in modern law.
6) Analyze, evaluate, and interpret alternative positions of thought regarding issues, problem areas, and policies.
7) Analyze issues, problem areas, and policies that impact law enforcement, corrections, and judicial systems.
8) Design and present effective oral presentations utilizing current technologies.

At the beginning of the course, we will discuss how these objectives fit into the College’s and School’s mission and goals.

These objectives fit nicely with the School of Professional Studies objectives, as this class is designed to help students communicate clearly, be a critical thinker, and develop the capacity for intellectual change. Students will learn how society has evolved in dealing with substantive
criminal law issues including the current practical application on the law to the criminal justice system.

Expectations & Instructional Approach

Classes will include exams, quizzes, in-class presentation, case analysis, and other educational materials as deemed necessary will be utilized in this course. The class experience will be elevated by lively discussion. Some discussion will make use of the "Socratic method."

Assessment and Grading

Grading: Your final grade is based upon the accumulated scores of the exams, quizzes, writing assignments, and the practical exercises and role-playing. Students must successfully complete all elements of this course to pass the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Possible Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>600 points</td>
<td>100%</td>
</tr>
<tr>
<td>B+</td>
<td>549 points</td>
<td>90-100</td>
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<td>B</td>
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<td>488 points</td>
<td>80-84</td>
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<tr>
<td>C</td>
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<td>75-79</td>
</tr>
<tr>
<td>D+</td>
<td>427 points</td>
<td>70-74</td>
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<tr>
<td>D</td>
<td>396.5 points</td>
<td>65-69</td>
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Class Attendance and Participation:

- Attendance and participation are vital to the learning experience. Consequently, I expect you to be at each class having read the material and ready to participate in the day's discussions and exercises. Please be in class on time. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material.

Weekly Case Briefs (100 points):

- Students will be assigned a new case brief to have completed by Thursday of each week. There will be 10 case briefs assigned in total. Each brief is worth 10 points of your final grade.
- A case brief is a summary of a case. It is typically no longer than one page in length. A case brief has 6 components:
  1. Facts – Summarize the relevant facts of the case
  2. Procedural Posture – Cite the process the case took through the courts in reaching the court hearing the case.
  3. Issue – What is the legal question the court is attempting to answer with this case.
  4. Rule – The answer to the issue and the new law established as a result.
  5. Reasoning – What is the court’s rationale in coming to its decision.
  6. Holding – What happens next to this case, is the lower court Affirmed, Reversed, Reversed and remanded?
Research Paper (100 points):
- Students must complete one research paper over a topic relating to the progression of a specific body of law. The paper must draw upon the case law and theories related to criminal justice and demonstrate its practical application in the field of criminal law. The research paper must follow the APA format. The paper is due in week 14.

Exams (400 points):
- There shall be four exams worth 100 points each. The final exam is cumulative. The exams cover the information in the course textbook and all information presented in class. Students are expected to be present for exams during the arranged time.

Late Assignment Policy:
- Late coursework is generally unacceptable in this course. All work shall be submitted by the noted times and dates within the syllabus. Please begin your course early in the week to avoid problems with submission of materials.

College’s Incomplete Coursework Policy

To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

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Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base...
and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend for two semesters students found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

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Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

| COURSE CHANGES AND SCHEDULE: The instructor reserves the right to make changes in the course, and any changes will be communicated to students in advance. |
|---|---|
| **Week** | **Topic** |
| 1 | Chapter 1  
Nature & Limits of Criminal Law |
| 2 | Chapter 2  
Constitutional Limits  
**Case Brief 1 Due** |
| 3 | Chapter 3  
General Principles of Criminal Liability – Actus Reus |
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 4    | Chapter 4  
General Principles – Mens Rea, Concurrence and Causation  
**Case Brief 3 Due**  
Research Topic Due |
| 5    | Exam: Chapters 1-4 & covered material  
**Case Brief 4 Due** |
| 6    | Chapter 5  
Parties to crime and vicarious liability  
**Research Outline Due** |
| 7    | Chapter 6  
Inchoate Offenses – Attempt, Conspiracy and Solicitation  
**Case Brief 5 Due** |
| 8    | Chapter 7  
Defenses to Criminal Liability – Justifications  
**Case Brief 6 Due** |
| 9    | MID TERM BREAK  
**Case Brief 7 Due** |
| 10   | Chapter 8  
Defenses to Criminal Liability – Excuses  
**Rough Draft Due with References attached** |
| 11   | Exam: Chapters 5-8 & covered material |
| 12   | Chapter 9  
Crimes against Persons – Criminal Homicide  
**Case Brief 8 Due** |
| 13   | Chapter 10 Crimes against persons – Criminal  
Sexual Conduct, Bodily Injury, Personal Restraint  
**Case Brief 9 Due** |
| 14   | Exam: Chapters 9-10 & covered material |
| 15   | Chapter 11 Crimes against Property  
Chapter 12 Crimes against Public Order and Morals  
**Case Brief 10 Due** |
| 16   | Chapter 13 Crimes against the State  
**Research Paper Due** |
| 17   | Final Exam – Cumulative |

**Research Paper Information**

All students are required to complete a research paper related to a topic regarding criminal law. I would recommend you browse through your course text, choose a topic that interests you, research it, and reflect upon that topic using critical thinking while addressing past and present aspects of that topic.

The paper should be 7 written pages, including a reference page and a title page for a total of 9 pages. Double spacing, one inch margins, 12 point Times Roman or Arial font, and proper spelling, grammar, punctuation and APA format on all references and in text citations should be used. The paper is worth 100 points.
Points will be deducted (20 points per page) for excessively long or excessively short papers.

You will be required to submit your topic, outline, rough draft and final paper using separate assignment links. Points are awarded for these submissions. Late submissions shall be reviewed, but receive no points. No two students may research the same topic. This is a first come, first serve selection of topics according to when you submit your topics via the respective assignment link. I will notify you if someone has already taken your topic and you will be required to submit a different one.

Please insure the format, spelling, grammar and punctuation are correct before submitting. Please see the guidelines under APA format for any questions you might have regarding formatting the paper for references. Email me at any time with questions. I am here to assist you in developing your writing skills. Please contact me if you have any questions regarding how to reference in text or use APA format in the reference section. You will need this for future classes and this is an opportune time to learn and understand this format.

Here is the format of the reflection paper I wish you to follow. You do not need to use the underlined headings in your paper. This is intended as a guide for you.

<table>
<thead>
<tr>
<th>Criminal Law Paper Explanation</th>
<th>Title/Pages in section</th>
</tr>
</thead>
<tbody>
<tr>
<td>All papers shall use 12 point font, double spacing, and APA format. Please use the provided template for your paper.</td>
<td>Introduction</td>
</tr>
<tr>
<td>Select a specific PROBLEM – Students shall select a substantive area within criminal law, and clearly describe how their topic has evolved to its modern place in the criminal justice system. The paper should take the shape of a formal APA research paper. Students should clearly describe whether the problem is theoretical or practical (applied) in nature. An in depth description of the problem should include, at a minimum, case law attempting to deal with your issue including who, what, why, where, when and how the specific problem originated within the criminal justice system and how it continues within the criminal justice system.</td>
<td>1 page</td>
</tr>
<tr>
<td>LITERATURE REVIEW- Students are expected to read and review historical and recent research on their problem when developing a literature review. Students should find 15-20 sources within the reference section of their paper. Research sources may only include books, peer reviewed publications, government publications and professional trade journals. I would highly recommend using LexisNexis for case law searches. Also, I would suggest using EBSCO, NCJRS, BJA, VERA, ONDCP, OJJDP, FirstGov, and other credible websites. Any online sources other than these do require the student to contact the instructor so the credibility of the website can be assessed.</td>
<td>2-3 pages</td>
</tr>
<tr>
<td>CRITICAL REFLECTION- Using critical thinking and reflection skills, provide an explanation of how the problem under investigation, your position, and alternative positions might affect criminal justice system; police, courts and corrections. Provide an explanation of how the problem under investigation, your position, and alternative positions could also affect the federal, state and local government(s).</td>
<td>1-2 pages</td>
</tr>
<tr>
<td>CONCLUSION – Use a detailed final description which ties the problem, theory, literature review, position and alternative positions together into a clear statement which addresses the overall problem.</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>

15 points

15 points
Here is how I will score your papers.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is submitted by due date via assignment link. Late submissions receive no points.</td>
<td>2.5</td>
</tr>
<tr>
<td>Outline is submitted by due date via assignment link. Late submissions receive no points.</td>
<td>2.5</td>
</tr>
<tr>
<td>Rough Draft is submitted by due date via assignment link. Late submissions receive no points.</td>
<td>5</td>
</tr>
<tr>
<td>Final Reflection paper is submitted by due date via assignment link. Late submissions receive a minimum of 25% and possibly no points (will not be accepted).</td>
<td>Late papers may not be accepted and a minimum will receive a 25% deduction of total score.</td>
</tr>
<tr>
<td>Actual Paper – See point allotment in Paper Explanation</td>
<td>90</td>
</tr>
<tr>
<td>Deductions for Papers excessively long or short</td>
<td>20 points per page</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100</td>
</tr>
</tbody>
</table>
Course Proposal Form

Directions: Please type. Complete each blank and attach course syllabi in current PSC format. Complete only items 1-6 and 12-15 when proposing a course deletion.

Check one:  
☐ New Course  
☒ Modified Course  
☐ Deleted Course

1. Name of Faculty Sponsor: Vijay Sharma, Kelly Asmussen  
Date: 11-29-2011

2. School: Professional Studies

3. Course Number and Title: CJUS 340 Criminal Procedures

4. New Course Number and Title: CJUS 340 Criminal Procedures and the Courts

5. Course Description/Modification: This course provides an overview of the structure and functions of the criminal court system in the United States, including county, state, federal, and specialized courts. The roles of court personnel, case flow management, a variety of issues confronting the court system, court standards as compared to actual functioning, and court reform measures are studied. Constitutional rules regarding evidence, search and seizure, interrogations and confessions, and suspect identification guidelines receive significant attention. Constitutional rights, remedies, post-trial appeal processes, and criminal procedure during times of crisis receive consideration.

6. Credit Hours: 3  
7. Grading System:  
8. May Course be taken for additional Credit? No

9. Prerequisites: none

10. Special Features: none

11. Term Course will first be offered/deleted: 2012 Fall

12. Cite relevant catalog pages for catalog 2011 - 2012: 120,126,142

13. Rationale for Proposal: Faculty conducted an eighteen-month review of the criminal justice program, capstone results, faculty and student input, and the desired standards for an undergraduate program of the Academy of Criminal Justice Sciences. CJUS 340 Criminal Procedures was expanded to include more information about criminal processes, criminal evidence, and the court system at all levels.

4. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget? (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.) None- modification of an existing course.

15. Describe any necessary modification to the current assessment program. (e.g. capstone rubric changes, live-text impact, etc) The capstone course comprehensive examination will be revised to add a more in-depth section of assessment on knowledge of criminal procedures, and more specifically, the court system.

16. What are the limitations (if any) to offering this new/modified course at other sites other than the Peru campus? None

17. Is this course being proposed as a general studies option? If yes, answer question 18 on next page.  
☐ Yes  
☒ No

Senate Sponsor:  
Date:  

School Dean:  
Date:  

☐ Route to Teacher Education Committee:  N/A  Approved/Denied  
Date:  

(IF course is applicable to teacher education program)

☐ Route to Academics and Curriculum Committee:  
Approved/Denied  
Date:  

Faculty Senate - 1st reading  
Approved/Denied  
Date:  

Faculty Senate - 2nd reading  
Approved/Denied  
Date:  

Copies to: Sponsoring Faculty Senate Member, Dean  
Peru State College, Approved 2008
<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Vijay Sharma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>TJ Majors 234</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>MTWTh – 10:00-12:00, 1:00-2:00</td>
</tr>
<tr>
<td>Office Telephone:</td>
<td>(402) 872 – 2397</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:vsharma@peru.edu">vsharma@peru.edu</a></td>
</tr>
<tr>
<td>Course Meets:</td>
<td>On Campus</td>
</tr>
<tr>
<td>Required Software:</td>
<td>Microsoft Word</td>
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</table>

### Course Description & Objectives

This course provides an overview of the structure and functions of the criminal court system in the United States, including county, state, federal, and specialized courts. The roles of court personnel, case flow management, a variety of issues confronting the court system, court standards as compared to actual functioning, and court reform measures are studied. Constitutional rules regarding search and seizure, interrogations and confessions, and suspect identification guidelines receive significant attention. Constitutional rights, remedies, post-trial appeal processes, and criminal procedure during times of crisis receive consideration.

### Course Objectives:

1. To learn the structure and function of the criminal courts system: county, state, federal, juvenile, and specialized courts.
2. Understand criminal procedures and processes in the judicial system during pretrial, trial, conviction and post-conviction phases.
3. To learn the roles of court personnel at various levels: judge, prosecutor, defense attorney, clerk, court reporter, bailiff, jury, probation officer, and security personnel.
4. Understand the fundamental elements of criminal procedure and how it is reflected in the changing nature of law.
5. To learn case flow management practices and policies which facilitate case processing.
6. To learn how key issues identified by the court impact court productivity and efficiency.
7. To learn new court reforms proposed at each level of our judicial system.
8. To better understand the legal process by active learning and role playing in assigned exercises.
9. Provide a greater understanding of the structure of the judicial system in the United States.

At the beginning of the course, we will discuss how these objectives fit into the College’s and School’s mission and goals.
Expectations & Instructional Approach

Classes will include exams, in-class presentation, case analysis, and other educational materials as deemed necessary will be utilized in this course. The class experience will be elevated by lively discussion. Some discussion will make use of the "Socratic method." Handouts regarding criminal procedures will be provided and posted to a Blackboard shell by the instructor.

Assessment and Grading

Grading: Your final grade is based upon the accumulated scores of the exams, quizzes, writing assignments, and the practical exercises and role-playing. Students must successfully complete all elements of this course to pass the course.

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- Attendance and participation are vital to the learning experience. Consequently, I expect you to be at each class having read the material and ready to participate in the day's discussions and exercises. Please be in class on time. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material.

Mock Trial (390 points):
- Students must participate in three mock trials. Students will receive a factual scenario and must play the role of prosecutors or criminal defense attorneys. Each attorney must conduct a direct or cross examination and an opening or closing statement. The class will be split into teams and each team member is expected to participate in the trial. Each team will have ½ hour to present their case. Teams are expected to make evidentiary objections, introduce evidence and conduct questioning.

Exams (210 points):
- There shall be two exams worth 100 points each. The final exam is cumulative. The exams cover the information in the course textbook and all information presented in class. Students are expected to be present for exams during the arranged time.

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction/Overview/Exclusionary Rule <strong>Handout Trial materials</strong></td>
</tr>
<tr>
<td>2</td>
<td>Chapter 3: Searches and Seizures <strong>Assign Trial teams for Trial 1</strong></td>
</tr>
<tr>
<td>3</td>
<td>Chapter 4: Stop and Frisk Read Transcript on Blackboard: People v. Umeshkumar Patel</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 5: Probable Cause and Arrests <strong>Turn in Direct and Cross Examinations</strong></td>
</tr>
<tr>
<td>5</td>
<td>Review and Exam 1 (chapters 2-5) <strong>Turn in Opening and Closing</strong></td>
</tr>
<tr>
<td>6</td>
<td>Chapter 6: Searches and Seizures of Property <strong>Mock Trial 1</strong></td>
</tr>
<tr>
<td>7</td>
<td>Chapter 7: Inspections and Regulatory Searches <strong>Turn in Direct and Cross-examinations for Trial 2</strong></td>
</tr>
<tr>
<td>8</td>
<td>Chapter 8: Interrogations and Confessions <strong>Turn in Opening and Closing</strong></td>
</tr>
<tr>
<td>9</td>
<td>Chapter 15: Counterterrorism <strong>Practice Mock Trial 2</strong></td>
</tr>
<tr>
<td>10</td>
<td>Chapter 9: Eyewitness and Scientific</td>
</tr>
</tbody>
</table>
Identifications

Mock Trial 2

Chapter 12: Charging, Bail, and Right to Counsel

Turn in Direct and Cross Examinations

Chapter 13: Courtroom: Pretrial

Turn in Opening and Closing

Mock Trial 3

Chapter 13: Courtroom: Trial

Chapter 14: Sentencing and Appeals

Review Week

Final Exam Week

Trial Assignments Scoring: Part 1: Paper Scoring Rubric

<table>
<thead>
<tr>
<th>Points awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn in Direct Examination. Late submissions receive no points.</td>
</tr>
<tr>
<td>Turn in Cross Examination. Late submissions receive no points.</td>
</tr>
<tr>
<td>Turn in Opening Statement Late submissions receive no points.</td>
</tr>
<tr>
<td>Turn in Closing Argument Late submissions receive no points.</td>
</tr>
<tr>
<td>Total Points Possible</td>
</tr>
</tbody>
</table>

MOCK TRIAL (70 POINTS)

<table>
<thead>
<tr>
<th>Failing</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-F</td>
<td>1-D</td>
<td>2-C</td>
<td>3-B</td>
<td>4-A</td>
</tr>
<tr>
<td>Student fails to present basic facts and arguments of the case in a manner which an audience can understand.</td>
<td>Student provides information without direction which leads to audience confusion.</td>
<td>Student presents information in an orderly process which allows audience understanding.</td>
<td>Student presents information sequentially which allows audience reflection and understanding.</td>
<td>Student presents information creatively, logically and sequentially which creates an atmosphere of audience reflection, curiosity and feedback.</td>
</tr>
</tbody>
</table>

Oral communication skills

Inappropriate — student can not be heard, has difficulty speaking, and mispronounces words. Eye contact is nonexistent. Student reads off paper, notes or Power Point

Oral communication skills need improvement: student encounters difficulty through mispronunciation or loses place while completing presentation. Sporadic eye contact with audience. Student repeatedly looks at notes or Power

Oral communication skills are satisfactory: student speaks in a clear and understandable voice while exchanging eye contact with audience.

Good oral communication skills used: student speaks clearly, succinctly, and informatively while maintaining eye contact with audience.

Excellent oral communication skills used: student speaks clearly, succinctly, and informatively via voice inflection and articulation.
while speaking.  Point during Presentation.

It is expected students will appear well dressed (professional appearance) and groomed for their final trial.
Course Proposal Form

Directions: Please type. Complete each blank and attach course syllabi in current PSC format. Complete only items 1-6 and 12-15 when proposing a course deletion.

Check one:  
X New Course  
□ Modified Course  
□ Deleted Course

1. Name of Faculty Sponsor: Kelly Asmussen, Vijay Sharma  
Date: 11-29-2011

2. School: Professional Studies

3. Course Number and Title:

4. New Course Number and Title: CJUS 330 Research Methods

5. Course Description/Modification: This is an introductory course that concentrates on research methods and designs and statistical analysis procedures used in research projects. This course demonstrates how research methods are utilized in the criminal justice and criminology.

6. Credit Hours: 3  
7. Grading System: A-F  
8. May Course be taken for additional Credit? No

9. Prerequisites: CJUS 110, Math 240

10. Special Features: None

11. Term Course will first be offered/deleted: 2012 Fall

12. Cite relevant catalog pages for catalog 2011 - 2012: 117, 140

13. Rationale for Proposal: Subsequent to faculty review of the Psychology and Criminal Justice programs, it was decided to have separate section of Research Methods classes for each of the Criminal Justice and Psychology majors. This allows majors to focus on their specific academic areas.

14. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget? (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.) The course will be offered twice a year, once on line and once on campus by program specific faculty.

15. Describe any necessary modification to the current assessment program.  
(e.g. capstone rubric changes, live-text impact, etc) More specific criteria may be asked in the respective capstone course for each major.

16. What are the limitations (if any) to offering this new/modified course at other sites other than the Peru campus? None.

17. Is this course being proposed as a general studies option? If yes, answer question 18 on next page. 
□ Yes  
X No

Senate Sponsor: ________________________________  
Date: _______________

School Dean: ________________________________  
Date: _______________

□ Route to Teacher Education Committee: N/A Approved/Denied  
Date: _______________

(If course is applicable to teacher education program)

□ Route to Academics and Curriculum Committee: Approved/Denied  
Date: _______________

Faculty Senate - 1st reading ________________________________

Date: _______________

Faculty Senate - 2nd reading ________________________________ Approved/Denied

Date: _______________

Copies to: Sponsoring Faculty Senate Member, Dean

Peru State College, Approved 2008
PERU STATE COLLEGE
CJUS 330 – RESEARCH METHODS
SYLLABUS – FALL 2012

INSTRUCTOR: Dr. Kelly Asmussen   kasmussen@oakmail.peru.edu
OFFICE: TJM 308   (O) 402-872-2426   (H) 402-423-7857

COURSE MEETS: 11:00 – 12:15 MW   TJM 203

OFFICE HOURS: MW 10:00 – 11:00a.m. 12:30-2:00 p.m.
TH 11:00 – 1:00 p.m. By Appt. I am available for pre-arranged
appointments at times other than listed.

Criminology and Criminal Justice(4th ed) with SPSS 18.0. Sage

PREREQUISITES: CJUS 110 and Math 240

COURSE DESCRIPTION: This is an introductory course that concentrates on research
methods and designs and statistical analysis procedures used in research projects. This
course demonstrates how research methods are utilized in the criminal justice and
criminology.

COURSE OBJECTIVES: When you complete this course, you should be able to:

1. Learn the principle components of research design, including quantitative, qualitative,
and mixed methods designs and be able to employ various analysis methods.
2. Understand and utilize the scientific method.
3. Learn research strategies used to examine relationships between variables under
study.
4. Know ethical issues involved with research: in particular, guidelines focusing on the
use of human subjects and Institutional Review Board Procedures.
5. Utilize Library and online resources such as the National Criminal Justice Reference
Service (NCJRS) to locate professional journal articles.
6. Students will know how to use data analysis software, using existing databases.
7. Improve written communication skills through assignments based on current
literature.
9. Improve oral communication skills and interpersonal skills through conducting interviews.

9. Students will conduct an in-class research project utilizing skills learned in class.

These objectives fit nicely with the School of Professional Studies objectives, as this class is designed to help you: communicate clearly, be a critical thinker, and develop the capacity for intellectual change. This course challenges you to integrate and utilize the knowledge from several previous courses in order to see the broader implications to our CJUS and Psychology agencies and programs.

EXPLANATION OF INSTRUCTION:
Class lectures, discussion groups, lab exercises utilizing research software, overheads, and other educational materials deemed necessary will be utilized in this course.

ASSESSMENT AND GRADING:

CHAPTER QUIZZES:

At the end of each chapter is a Wadsworth web address listed under WEB RESOURCES. Follow the link to the companion book site at Wadsworth and take the chapter quizzes provided at no cost to you as practice. When you are in the website, on the left side, click on one of the following: Statistics Workshops, Research Methods Workshops, or Videos. Inside you will find a Tutorial Quiz for that chapter and many more review items to help you. They are useful and helpful to further explain and apply the concepts from the textbook. There are materials for each chapter! These activities are designed to help you be more successful; take advantage of them as they are FREE!

EXAMS: Approximately 350 POINTS
There will be four exams (4) throughout the semester. Each exam will cover smaller portions of information, and each will be equally weighted, non-cumulative exams. Understand that the exams build upon each other in terms of knowledge.

Taking tests at the designated time is required, not an optional decision on your part. The instructor reserves the right to determine whether or not you will have an opportunity to take a test at another time. DO NOT show up for a test, thinking you can take it at another time. This ensures the process of testing is equitable to everyone.

DAILY EXERCISES: Approximately 150 POINTS
Most of the assignments will be facilitated through the course shell. You will be responsible to access and submit the assignments as directed. There will be daily exercises assigned to help students develop the appropriate skills utilized in course assignments. These assignments are required to be completed and will be worth 5 – 25 points each. Computer software (SPSS) will be utilized for many exercises. Students will also be required to complete an interview based on qualitative research as part of the daily exercises. These exercises are vital to the learning experience as you will be utilizing statistical software to apply what you have learned in class. Therefore, it is vital that you attend each class session as the exercises build upon previous skills learned. I do not typically accept late assignments, unless you have been approved to submit.
RESEARCH ARTICLES: 30 POINTS EACH x 2 = 60 POINTS
Students will report the findings of 2 published research-based journal articles of their choice (however, I would suggest you use two articles you used in your literature review). To report your findings, follow the exact format below with each numbered item on a separate line:

Make sure you number and label each of the following sections for each article.
1) APA style Citation: Author(s) identified (year published). Title of article, Journal Identified by Name, Vol, pages. 2 points
2) Problem being studied is identified in the form of a sentence. 2 points
3) N = population under study  n = sample size identified 2 points
4) Independent and Dependent Variable(s) identified 3 points
5) Demographics of sample described 2 points
6) Statistical Analysis identified and briefly described for each one 2 points
7) Level(s) of significance used in study (.05, .01, .001) 2 points
8) Major findings: list them in a sentence format and numbered Example:
   1) Complete APA style citation of 1st article
   2) Problem: ……. 
   3) Population N = Sample size n =
   4) IV = (list each one)  DV = (list all) 
   5) Demographics: list them all
6) Stat Anal: (list each one – then briefly describe it
7) Level of Sign: (list each used)
8) Major Findings: number and list each on a separate line

LITERATURE REVIEW: 60 POINTS
Students will conduct a review of literature; we will discuss in class what topic will be appropriate. The review must contain a minimum of 5 references from professional journal sources; year 2000 or more recent. Typically, general on-line research articles are NOT VALID and should NOT BE USED! They do not follow the format of a professional journal article and omit important items you must identify, while summarizing other items without listing the whole article! The review must contain the following aspects of each article in a sentence formatting. I will explain more fully in class when you are working on this assignment.

author(s), year published
sample size & population identified
demographics – describe what the sample “looked like” – breakdown of age, m/f percent, etc.
type of statistical analysis used
major finding(s) summarized
References Section = Authors, (yr. published), Article title, & Journal  (You alphabetize the last name of the first author for the 5 articles in this section. You DO NOT alphabetize the authors within an article!)

You will develop an introductory paragraph to the literature review that provides the reader with “the question” you are investigating with your literature review. Give a visual introduction so the reader will know what they will read in your review. This is NOT done for each article; rather a general broad introduction.

At the end of your literature review, you should provide a summary of the articles findings. DO NOT go back and give all the findings; provide an overall synopsis of the findings, summarizing what you found in your own words!

A copy of each article will be turned in with the literature review. The literature review is due November 10, 2010. Each student will do an oral presentation of their literature review in class, wearing clothes appropriate for a conference presentation. More specific information will be given in class.

Evaluation Rubric – 10 points for each article – Bolded items are for full literature review only

<table>
<thead>
<tr>
<th>introductory paragraph</th>
<th>title, author, yr published</th>
<th>n = &amp; population N =</th>
<th>demo graphics</th>
<th>statistical analysis</th>
<th>summary of findings</th>
<th>references section – APA style</th>
<th>summary of articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

CLASS ATTENDANCE AND PARTICIPATION: 0 POINTS
Class attendance and participation in this class are vital to your learning experience. Therefore, I expect you to attend class having already read the materials and ready to participate in class discussions. Please come to class on time and ready to foster an environment conducive to learning. I encourage students to ask questions, seek out my help when you have questions, and help your classmates to understand the materials and assignments. I will take attendance and if you miss more than 6 class sessions, you will not pass this course. 5 points are deducted each class session you miss. It is essential that you attend each class session, as you will learn new skills to utilize with the statistical software to build upon previous knowledge necessary for class assignments. Missing class will complicate your ability to keep current with the skills you need and how to apply those skills.

FINAL GRADE:

Your final grade will be determined through:
Exams = approximately 350 points
Daily Exercises = 150 points
2 Research Articles = 60 points
Literature Review = 60 points
Daily Attendance = - 5 for each class missed

ACADEMIC INTEGRITY POLICY
In this class, you are encouraged to collaborate on most all assignments. However, when directed, students are expected to do their own work on assignments and exams. The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run database and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean. In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, you will be assigned a failing grade for the course. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

**NUSS CONFERENCE:** The NUSS Conference will be held in November. I will inform you of the date as soon as I know. The conference starts at noon on Thursday, a banquet Thursday night, and concludes at noon on Friday. This is a professional conference offered each fall semester to students attending colleges in Nebraska; sponsored by faculty. You will be offered extra credit points (25) to participate beyond just attending. There is a student paper competition (2 categories) and non-competitive posters of work in progress, class projects, internship panels, and roundtables. Several students have participated in these conference activities in the past with high levels of achievement. Your costs will be covered if you participate in one of the paper competitions.

**CELL PHONES** – No cell phones will be used during class sessions, unless prior authorization has been given (emergency, fire squad, IHSS Tracker, Probation, etc.). This includes text messages. Cell phones will be confiscated and given to the Dean of Professional Studies or VPAA if you are texting or using a cell phone during class. Cell phone use is extremely disruptive to the learning process. I will NOT give you warnings!
ON-LINE COURSEWORK - EMAILS, etc. – You are not authorized to be working during class on an On-Line course or sending/receiving emails, browsing, play games, etc.. You will be excused from class; your cooperation is expected.

INCOMPLETE COURSEWORK POLICY

To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding nondiscrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).
# TENATIVE COURSE SCHEDULE – Classroom – Fall 12

**COURSE CHANGES AND SCHEDULE:** The instructor reserves the right to make changes in the course, and any changes will be communicated to students in advance.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | Chapter 1  
Science, Society and Criminological Research  
Introduction, Syllabus, Textbook, SPSS, Class exercise  
Assignment: Cell Phone |
| 2    | Chapter 2  
The Process and Problems of Criminological Research  
Assignments: Journals to use, Library Search articles and journals (literature review focus), Identify 1 – 5 in 1 research article |
| 3    | Chapter 3  
Research Ethics and Philosophies  
Consent Forms, Ethical Considerations  
Exam 1 |
| 4    | Chapter 4  
Conceptualization and Measurement  
Operational Definition, Inter-rater reliability |
| 5    | Chapter 5  
Sampling  
Practice Frequency Distributions, Frequency Distributions (Ch. 6 SPSS Book), Bar Chart, Histogram, Line Graph & Pie Chart |
| 6    | Chapter 6  
Causation and Research Design |
| 7    | Exam 2  
1st Research Article due |
| 8    | Chapter 7  
Experimental Designs  
Mean, S.D. Variance, Plotting Mean & S.D. Scores |
| 9    | MID TERM BREAK |
| 10   | Chapter 8  
Survey Research  
Assignments: Developing question examples by question types  
Normal Curve, “z” scores, “z” scores normal curve |
| 11   | Chapter 9 Qualitative Methods and Analysis:  
Observing, Participating and Listening  
Asmussen & Creswell Case Study  
How to conduct a research interview |
| 12   | Correlational Statements  
Simple Regression Analysis  
Null Hypothesis, GPA Means  
Exam 3  
2nd Research Article due |
<table>
<thead>
<tr>
<th>13</th>
<th>Chapter 10 Analyzing Content: Historical, Secondary, and Content Analysis and Crime Mapping</th>
</tr>
</thead>
</table>
| 14  | Chapter 11 Evaluation and Policy Analysis  
Interview Discussions                          |
| 15  | Chapter 12 Quantitative Data Analysis  
_Literature Review Due_                          |
| 16  | Chapter 13 Reporting Research Results                           |
| 17  | Final Exam                                              |