PROPOSAL FOR BACHELOR OF ARTS IN CRIMINAL JUSTICE

Prepared by
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Submitted by
Oakland University
Department of Sociology and Anthropology

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PROPOSAL APPROVAL

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Approval Date</th>
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<tbody>
<tr>
<td>Department of Sociology and Anthropology</td>
<td>September 14, 2011</td>
</tr>
<tr>
<td>CAS Committee on Instruction</td>
<td>October 28, 2011</td>
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ABSTRACT

The Oakland University Department of Sociology and Anthropology, a unit of the College of Arts and Sciences (CAS), seeks approval of a proposed Bachelor of Arts major in Criminal Justice. The new major expands upon the strengths of the existing concentration in criminal justice and is designed to meet the following four goals: (1) to provide OU students the opportunity for in-depth study of criminology and criminal justice (CCJ) in preparation for a career or continued graduate studies; (2) to utilize the interdisciplinary contributions of units of CAS and the School of Business Administration (SBA) that are relevant to the study of CCJ in the service of offering student a multi-faceted education; (3) to offer a distinctive undergraduate curriculum that is theoretically-grounded, empirically-rigorous, and policy-oriented (i.e., that draws upon the evidence-based and problem-solving traditions of the field to address complex questions of crime causation, control, and prevention); and (4) to create a program emphasizing the important and transferrable skills afforded by the liberal arts tradition in both the CAS and the major curriculum, including: critical thinking, written and verbal communication, research, and problem solving. As such, the criminal justice major at OU is a truly interdisciplinary program grounded in the theoretical, methodological and applied policy traditions of CCJ as well as those related disciplines that have contributed to its core knowledge (i.e., sociology, political science, public administration, law, philosophy, and psychology).

The major has three defining features that distinguish it from other criminal justice majors: 1) a required interdisciplinary component; 2) a required internship, and; 3) a required capstone course. It offers sufficient flexibility so students can tailor their program to specific career interests by selecting among six specializations: Law Enforcement, Courts, Corrections and Treatment, Juvenile Justice, Information Security and Assurance, and Homeland Security.

The major will draw upon its national partnerships with the Academy for Critical Incident Analysis (ACIA) at John Jay College of Criminal Justice in New York, and the Center for Homeland Defense and Security (CHDS) at the Naval Postgraduate School in Monterey, California and partnerships with local community colleges and criminal justice agencies to maintain a cutting edge curriculum that best serves our students.
TABLE OF CONTENTS

LIST OF TABLES .......................................................................................................................... 5

I. PROGRAM DESCRIPTION ........................................................................................................ 6
   A. PROGRAM GOALS .................................................................................................................. 6
   B. STATEMENT OF PHILOSOPHY ............................................................................................. 6
   C. DEFINING THE MAJOR ........................................................................................................ 6
       1. Required Interdisciplinary Component ........................................................................... 6
       2. Required Internship .......................................................................................................... 7
       3. Required Capstone Course ............................................................................................. 7

II. RATIONALE FOR THE PROGRAM .......................................................................................... 8
   A. CRIMINAL JUSTICE AND OU'S STRATEGIC PLAN .......................................................... 8
       1. National University ......................................................................................................... 8
       2. Professional Education .................................................................................................... 8
       3. Engaged Community Partnerships .................................................................................. 8
       4. Student-Centeredness ..................................................................................................... 9
       5. Growth ............................................................................................................................. 9
   B. CRIMINAL JUSTICE AND THE GOALS OF CAS ................................................................ 9
   C. CRIMINAL JUSTICE AND THE MISSION OF THE DEPARTMENT ..................................... 9
   D. STRATEGY FOR DEVELOPMENT OF THE CRIMINAL JUSTICE MAJOR ......................... 9
       1. National Professional Partnerships .................................................................................. 13
           a. Academy for Critical Incident Analysis ..................................................................... 13
           b. Center for Homeland Security and Defense (CHSD) ............................................. 14
       2. Local Professional and Community Partnerships ....................................................... 15
   E. EVIDENCE OF SUPPORT FOR THE CRIMINAL JUSTICE MAJOR ................................... 15
   F. CAREER OPPORTUNITIES FOR THE CRIMINAL JUSTICE MAJOR .................................. 16
   G. SOURCES OF EXPECTED STUDENTS ............................................................................... 18
   H. ADVICE AND CONSENT .................................................................................................... 18

III. SELF-STUDY .......................................................................................................................... 19
   A. CURRENT STATUS OF THE DEPARTMENT ....................................................................... 19
   B. FACULTY/STAFFING NEEDS .............................................................................................. 19
       1. Full and Part-Time Faculty ............................................................................................. 20
       2. Administrative Professional ......................................................................................... 21
   C. FACULTY QUALIFICATIONS .............................................................................................. 22
   D. LIBRARY REPORT ............................................................................................................... 22
   E. FACILITIES .......................................................................................................................... 22
   F. EQUIPMENT .......................................................................................................................... 23
   G. IMPACT ON MAJORS IN THE DEPARTMENT ..................................................................... 23

IV. PROGRAM PLAN .................................................................................................................... 24
   A. REQUIREMENTS FOR THE CRIMINAL JUSTICE MAJOR ................................................... 24
   B. REQUIREMENTS FOR THE CRIMINAL JUSTICE MINOR .................................................. 26
   C. RATIONALE AND DESCRIPTION OF REQUIRED, CORE, AND ELECTIVE COURSES .......... 26
       1. Required Courses .......................................................................................................... 26
       2. Core Courses ............................................................................................................... 27
       3. Elective Courses ............................................................................................................ 28
       4. Internship and Capstone Course ................................................................................... 29
       5. Specializations .............................................................................................................. 29
a. Information Security and Assurance ................................................................. 33
b. Homeland Security ......................................................................................... 35

C. COURSE DESCRIPTIONS .................................................................................. 36

D. SAMPLE FOUR-YEAR CURRICULUM FOR CRIMINAL JUSTICE MAJORS AND
TRANSFER CREDITS FOR COMMUNITY COLLEGE STUDENTS ......................... 39

E. RECRUITING, RETENTION, MONITORING, AND ADVISING STUDENTS .......... 39

F. PROGRAM EVALUATION AND ASSESSMENT ................................................. 40

V. COST ANALYSIS ................................................................................................ 41
   A. SBRC BUDGET FORMAT ............................................................................. 41
   B. SPACE REQUIREMENTS ............................................................................. 46
   C. EQUIPMENT REQUIREMENTS .................................................................... 46

VI. IMPLEMENTATION: FIVE YEAR PLAN ............................................................ 46
   A. PHASING IN THE PROGRAM ....................................................................... 46
      1. Curriculum ................................................................................................. 46
      2. Hiring ........................................................................................................ 46
   B. ANNUAL INCREASE IN LIBRARY HOLDINGS ............................................ 48
   C. EQUIPMENT AND SPACE .......................................................................... 48
   D. IMPLEMENTATION OF NEW INTERNAL PROCEDURES ......................... 48
   E. PREDICTED ENROLLMENT LEVELS ............................................................ 48
   F. STEADY STATE OF OPERATIONS OF THE PROGRAM ................................. 49

VII. APPENDICES ................................................................................................... 50
   A. ASSESSMENT DOCUMENTS
      1. Assessment Plan
      2. Course Paper Assessment Evaluation Criteria
      3. Senior Perception Questionnaire
      4. Criminal Justice Major Assessment Breakdown
   B. LIBRARY REPORT
   C. CORRESPONDENCE WITH COMMITTEES AND GOVERNANCE BODIES
   D. SUPPORT DOCUMENTS
      1. Internal (OU) Letters of Support
      2. External Letters of Support
      3. CAS Advising Worksheets
   E. FACULTY CURRICULUM VITAE
LIST OF TABLES

Table 1: Comparison Universities – Other Michigan Universities ........................................11
Table 2: Comparison Universities – Peer Institutions .........................................................12
Table 3: Sample Occupations, Median Salary, and Projected Growth for Criminal Justice Careers .................................................................................................................. 17
Table 4: Department Majors 2007-2011 ............................................................................. 19
Table 5: New Course Offerings ............................................................................................ 21
Table 6: Criminal Justice Major Breakdown ........................................................................ 24
Table 7: Criminal Justice and Interdisciplinary Electives ..................................................... 25
Table 8: Criminal Justice Major Specializations .................................................................. 32
Table 9: Information Security and Assurance Specialization Breakdown .......................... 33
Table 10: Homeland Security Specialization Breakdown ................................................... 35
Table 11: Sample Four-Year Curriculum for Criminal Justice Majors ............................... 39
Table 12: Criminal Justice Major Budget Spreadsheet ....................................................... 42
Table 13: Criminal Justice Major Fringe Benefit Spreadsheet .......................................... 44
Table 14: Criminal Justice Major Expenses Spreadsheet .................................................... 45
I. PROGRAM DESCRIPTION

The Oakland University Department of Sociology and Anthropology (hereafter, “the Department”), a unit of the College of Arts and Sciences (CAS), seeks approval of a proposed Bachelor of Arts major in Criminal Justice. The new major will be designated by the rubric “CJ” and is an expansion of the existing criminal justice concentration which is administratively housed in the Department.

A. PROGRAM GOALS
The new major is designed to meet the following four goals:

1.) To provide OU students the opportunity for in-depth study of criminology and criminal justice (CCJ) in preparation for a career or continued graduate studies;

2.) To utilize the interdisciplinary contributions of units of CAS and the School of Business Administration (SBA) that are relevant to the study of CCJ in the service of offering student a multi-faceted education;

3.) To offer a distinctive undergraduate curriculum that is theoretically-grounded, empirically-rigorous, and policy-oriented (i.e., that draws upon the evidence-based and problem-solving traditions of the field to address complex questions of crime causation, control, and prevention);

4.) To create a program emphasizing the important and transferrable skills afforded by the liberal arts tradition in both the CAS and the major curriculum, including: critical thinking, written and verbal communication, research, and problem solving.

B. STATEMENT OF PHILOSOPHY
The criminal justice major at OU is an interdisciplinary program grounded in the theoretical, methodological and applied policy traditions of CCJ as well as those related disciplines that have contributed to its core knowledge (i.e., sociology, political science, public administration, law, philosophy, and psychology).

C. DEFINING THE MAJOR
The criminal justice program at OU has three defining features: (1) a required interdisciplinary component, (2) a required internship, and (3) a required capstone course.

1. Required Interdisciplinary Component
First, perhaps the most unique feature of the OU criminal justice major is its required interdisciplinary component, which mirrors the interdisciplinary structure of the Department overall. Unlike most undergraduate criminal justice programs, the OU program requires students to take four elective courses: two within the department (“Criminal Justice Electives”) and two from outside the department (“Interdisciplinary Electives”). The purpose of the Interdisciplinary Electives is to ensure students’ exposure to a broad spectrum of disciplinary knowledge. This
interdisciplinary training is especially important for criminal justice majors given the complexity of both crime causation and crime-control policies.

Additionally, the two of the major’s six specializations are designed to be even more strongly interdisciplinary: Information Security and Assurance, and Homeland Security. In addition to being more demanding (i.e., requiring more credit hours), these two specializations require students to take several additional external courses in Political Science and Management Information Systems, among other departments (see §IV.B.5 – Specializations). We anticipate these two specializations in particular will provide a distinctive interdisciplinary niche for the OU criminal justice major. Moreover, the interdisciplinary preparation and skill-set provided to students in these specializations will make them highly marketable in these growing areas (see §II.F – Career Opportunities for the Criminal Justice Major).

2. Required Internship
Second, OU criminal justice majors will be required to complete an internship once they have reached junior academic standing. Internships will be coordinated by an Administrative Professional (see §VI.A.2 – Hiring), and will include a classroom component supervised by a full- or part-time faculty member. Further, requirements for the academic component of internships will be standardized to ensure uniformity in students’ classroom experiences. For example, one of the required written assignments will ask students to discuss ethical concerns identified during the course of their internship and describe how they relate to criminal justice ethics more broadly.

Internships are particularly crucial for criminal justice students. Popular media depictions of the criminal justice system – and of criminal justice careers especially – are greatly exaggerated, distorted, and inaccurate. While these depictions often prompt student interest in criminal justice careers, they also promote unrealistic ideas about what such work is like. Therefore, it is imperative that students receive actual work experience in the criminal justice system so that they may make more informed decisions about the type of career they wish to pursue. By requiring an internship for students, the OU criminal justice major prioritizes experiential and applied learning.

3. Required Capstone Course
Third, OU criminal justice majors will be required to complete a capstone course when they have reached senior academic standing and have completed their core Criminal Justice courses. This capstone course offers seniors the opportunity to systematically marshal knowledge gained from their coursework and internship experience in order to link theory, research, and policy to address a complex criminal justice issue.

To that end, capstone students will complete a semester-long independent research project about a criminal justice problem of their choosing. The goal of this research project is for students to demonstrate their ability to link theoretical knowledge and empirical evidence about a key criminal justice question in order to inform and improve public policy. This research project will culminate in a written paper of approximately twenty pages, as well as an oral presentation of the findings. Additionally, to further demonstrate the policy focus of the capstone course, students
will be required to condense the results of their research project into a brief policy paper for legislators and policy makers.

II. RATIONALE FOR THE PROGRAM

A. CRIMINAL JUSTICE AND OU’S STRATEGIC PLAN
The university’s principal objective, as articulated in the OU 2020 strategic plan, is to create “student experiences linking theory and research with community engagement to produce graduates whose critical thinking skills and problem-solving spirit make them highly valued in the workplace and society.” The OU criminal justice program integrates each of these elements throughout the major experience. Students will be exposed to important theoretical and methodological foundations through required theory, methods, and statistics classes. The major courses are not training-based, or “how to” classes, but rather are research- and policy-based explorations of important CCJ issues. Moreover, the three defining features of the major (required interdisciplinary component, required internship, and required capstone course) are intended to strengthen students’ critical thinking and problem-solving skills, while the internship in particular will ensure students’ engagement with criminal justice agencies in local communities.

The proposed major will also contribute to the strategic plan in the following ways:

1. National University
The criminal justice major will continue enhancing Oakland’s reputation as “a destination school known for its distinctive undergraduate experience.” Students will have a combined classroom- and community-based experience that will be distinctive in its focus on integrating theory and research with policy and practice. Our current partnerships with the Academy of Critical Incident Analysis (ACIA) at John Jay College of Criminal Justice in New York City and the University and the Center for Homeland Defense and Security (CHDS) at the Naval Postgraduate School in Monterey, California, are two examples of how the major will bring additional national visibility and recognition to Oakland University (see §II.D.1 – National Partnerships).

2. Professional Education
The criminal justice major will prepare students for entry-level positions at the federal, state and local levels of the criminal justice system, as well as for continued graduate studies. This preparation will be grounded in the liberal arts tradition through the university general education and college exploratory requirements, in addition to the strong interdisciplinary focus of the major.

3. Engaged Community Partnerships
The criminal justice major will build upon existing relationships the Department has with local law enforcement, judicial, correctional agencies, and businesses agencies. These partnerships will enhance the student learning experience through internships while providing a valuable resource to our partners. Additionally, the major will utilize an advisory board consisting of local practitioners, employers and educators, and program alumni from the public and private sectors to assist the Department with program development and community engagement.
4. Student-Centeredness
The criminal justice major will benefit students through its three defining features: required interdisciplinary courses that broaden students’ knowledge base, a required internship experience that exposes students to the real-world problems of practitioners, and a required capstone course that has a strong research policy focus. Through these defining features, students will learn to “think critically and creatively, communicate effectively, manage and use information technology, and interact well with others.”

5. Growth
The criminal justice major will contribute to Oakland’s future growth both on the main campus and in Macomb County through its established presence at the Anton-Frankel Center in Mt. Clemens. Further, the university is geographically well-positioned in the metropolitan Detroit area to draw students from Oakland, Macomb, Wayne and St. Clair counties seeking a criminal justice major.

B. CRIMINAL JUSTICE AND THE GOALS OF CAS
The CAS principal objective, as articulated in the Unit Goals section of the OU 2020 Strategic Plan, is to provide “students with multiple opportunities to develop distinctive individualized academic and cultural experiences, serving as a foundation for professional goals, civic engagement, creative problem-solving, and entrepreneurial impulses.” The criminal justice major contributes to this objective by providing students a program that is grounded in the liberal arts tradition with a focus on serving the community’s need for well-educated professionals in the field of criminal justice.

Further, the criminal justice program aligns with the CAS goal of expanding applied research in the social sciences. Students will be exposed to the importance of applied research in the service of understanding, formulating, and implementing policy in criminal justice agencies and at the legislative levels. Program faculty engage in applied research on a wide array of criminal justice issues. The program’s interdisciplinary focus and requirements also fulfills the CAS goal of expanding interdisciplinary studies.

C. CRIMINAL JUSTICE AND THE MISSION OF THE DEPARTMENT
The criminal justice major will expand the Department’s offerings in the field of CCJ, which has roots in the sociology. In this sense, the major is consistent with the Department’s mission to “generate and disseminate knowledge in the two major social science disciplines [sociology and anthropology] and the social work program administratively housed within it.” By building upon an existing concentration, we are enriching our core offerings both in the service of criminal justice majors and of sociology or social work majors looking to incorporate criminal justice courses into their program. The major also will allow faculty members who study CCJ issues to integrate their research with teaching – a central focus of the Department’s mission statement. Finally, as discussed, the major will enhance the department’s “outreach efforts in local, state, and national venues.”

D. STRATEGY FOR DEVELOPMENT OF THE CRIMINAL JUSTICE MAJOR
The criminal justice major will simultaneously resemble and differentiate itself from the majors at comparison universities (i.e., other Michigan universities and OU’s peer institutions). First, the
major will be a BA degree, as is the case with several comparison universities including Eastern Michigan, Grand Valley State, Michigan State, University of Detroit-Mercy, University of Akron, Cleveland State, and others (see Tables 1 and 2). Second, the core, required, and elective courses in the program are in line with those of comparison universities. Perusing the programs of other universities using the links in Tables 1 and 2, it is evident that most comparison programs have a similar structure to the OU major, and offer courses in theory, statistics and research methods, policy, and the “big four” topical areas of policing, courts, corrections, and juvenile justice. Additionally, many comparison universities offer similar electives to the ones in the proposed OU major. Finally, four of the six specializations (law enforcement, courts, corrections and treatment, and juvenile justice) are traditional substantive areas in the field. These align our program with other criminal justice majors across the country.

Where the OU criminal justice major distinguishes itself is in three defining features: a required interdisciplinary component, a required internship, and a required capstone course (see §I.C – Defining the Major). First, OU’s major is uniquely interdisciplinary. Though a few comparison universities have programs that are technically interdisciplinary because they allow courses in outside departments to count as electives (or, less frequently, because they include external research methods or statistics courses), only two comparison universities (Eastern Michigan and Cleveland State) require students to take elective courses in outside departments. Second, while many comparison universities offer internships to their students as part of a criminal justice major, only four comparison universities (Ferris State, Akron, Indiana State, and University of Massachusetts-Boston) require internships. Third, only seven comparison universities (Ferris State, Grand Valley State, University of Detroit-Mercy, Western Michigan, Cleveland State, University of Massachusetts-Boston, and University of Missouri-St. Louis) require a capstone course for graduating students. However, it is unclear how many of these emphasize the focal points of the proposed capstone course at OU.
Table 1. Comparison Universities – Other Michigan Universities

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<tr>
<th>Michigan University</th>
<th>Department</th>
<th>Credit Hrs</th>
<th>Concentration</th>
<th>Minor</th>
<th>B.S.</th>
<th>B.A.</th>
<th>Capstone</th>
<th>Internship</th>
<th>Inter-disc</th>
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<td>Central Michigan</td>
<td>Soc, Anthro, &amp; SW</td>
<td>42</td>
<td>Yes</td>
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<td>No</td>
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<tr>
<td>Eastern Michigan</td>
<td>Soc, Anthro, &amp; Criminology</td>
<td>N/A</td>
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<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<td>Concentrations: Legal Studies, Law Enforcement, Corrections, Criminal Justice Administration</td>
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<td>Ferris State</td>
<td>Criminal Justice</td>
<td>N/A</td>
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<td>No</td>
<td>Concentrations: Generalist, Corrections, Law Enforcement</td>
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<td>30</td>
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<td>Yes</td>
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<td>Yes (NR)</td>
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<td>Lake Superior State</td>
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<td>Northern Michigan</td>
<td>Criminal Justice</td>
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<td>Yes</td>
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<td>Concentrations: Corrections, Criminal Courts, Criminalology, Generalist, Policing, Security</td>
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<td>Saginaw Valley</td>
<td>Criminal Justice</td>
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<td>Yes</td>
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<td>U of D -Mercy</td>
<td>Criminal Justice</td>
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<td>No</td>
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<td>Yes (NR)</td>
<td>Yes</td>
<td>Support courses in Psy, Soc, PS ELECTIVE COURSE IN SECURITY</td>
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<td>U of M - Dearborn</td>
<td>College of Arts &amp; Sciences</td>
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<td>No</td>
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<td>Yes</td>
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<td>U of M - Flint</td>
<td>Soc, Anthro, &amp; Criminal Justice</td>
<td>33</td>
<td>No</td>
<td>Yes*</td>
<td>Yes</td>
<td>No</td>
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<td>Minor in Corrections offered in SW Department</td>
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<td>Wayne State</td>
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<td>40</td>
<td>No</td>
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<td>Yes (NR)</td>
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<td>Western Michigan</td>
<td>Sociology</td>
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<td>No</td>
<td>Yes</td>
<td>Yes (NR)</td>
<td>Yes</td>
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Table 2. Comparison Universities – Peer Institutions

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<tr>
<th>Peer Institution</th>
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<th>Credit Hrs</th>
<th>Concentration</th>
<th>Minor</th>
<th>B.S.</th>
<th>B.A.</th>
<th>Capstone</th>
<th>Internship</th>
<th>Inter-disc</th>
<th>Additional Information</th>
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<tr>
<td>U of Akron</td>
<td>Political Science</td>
<td>30</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>N/A</td>
<td>Yes (R)</td>
<td>Yes</td>
<td>BA in Political Science/Criminal Justice</td>
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<tr>
<td>Cleveland State</td>
<td>Sociology &amp; Criminology</td>
<td>38</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes (NR)</td>
<td>Yes</td>
<td></td>
<td>Required capstone. Interdisciplinary program very similar to OU’s.</td>
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<td>Indiana State</td>
<td>Criminology &amp; Criminal Justice</td>
<td>39</td>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes (R)</td>
<td>No</td>
<td></td>
<td>Certificates: Corrections, Law Enforcement, Private Security &amp; Loss Prevention</td>
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<td>U Mass - Boston</td>
<td>Sociology</td>
<td>39</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (R)</td>
<td>No</td>
<td>Required internship and capstone. Also required: either drugs/alcohol or mental health.</td>
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<td>U Missouri - St. Louis</td>
<td>Criminology &amp; Criminal Justice</td>
<td>36</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes (NR)</td>
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<td>Yes (NR)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Wichita State</td>
<td>Community Affairs</td>
<td>36</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Wright State</td>
<td>Interdisciplinary</td>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>N/A</td>
<td>Yes (NR)</td>
<td>Yes</td>
<td>Program not tied to a particular department</td>
</tr>
</tbody>
</table>

R = Required; NR = Not Required
1. National Professional Partnerships
Planning for the major involved identifying important academic and professional partnerships to inform and help shape the OU criminal justice major. Two of the most important of these partnerships are with prestigious U.S. academic institutions: (1) the Academy for Critical Incident Analysis (ACIA) at John Jay College of Criminal Justice in New York, and (2) the University and Agency Partner Initiative (UAPI) at the Naval Postgraduate School Center for Homeland Defense and Security (CHDS) in Monterey, California. Both of these partners have important and interrelated connections to homeland security efforts in the United States. Indeed, these partnerships evolved from the development of the Homeland Security and Information Security and Assurance specializations. We believe ongoing partnerships with these agencies, described below, will help strengthen our major curriculum; provide faculty with national networking, and research opportunities; offer students and faculty alike valuable resources; and ensure that the OU criminal justice program remains on the cutting edge of the field.

a. Academy for Critical Incident Analysis
The mission of the ACIA at John Jay College of Criminal Justice in New York is “to promote and disseminate scholarly research relating to the emergence, management and consequences of critical incidents. ACIA sponsors scholarship and research, hosts conferences and symposiums, and maintains research archives of incident records. ACIA also supports the development and dissemination of course curricula and supporting media for the teaching of critical incident analysis.” A critical incident is defined as “a relatively brief occurrence involving injury, loss, conflict, discovery or change of significant proportion, usually unscripted and unanticipated, with the potential to alter existing societal norms.” Examples of critical incidents include natural disasters (e.g., Hurricane Katrina), disasters due to human error, negligence or complicity (e.g., 2010 Gulf oil spill), or intentional acts of violence or terrorism (e.g., Virginia Tech school shooting).

Critical incident analysis (CIA) is the multi-disciplinary study of the institutional and situational processes that shape both the short- and long-term response and recovery of victims and communities to critical incidents. CIA examines the role of political, bureaucratic, and media actors in the shaping and implementation of policy and practices that directly impact the immediate and long-term recovery of victims and trust relationships in the affected community. The role and training of first responders such as police, fire, medical, and mental health personnel is an important component of CIA. However, CIA is not about directly providing training to first-responders, but rather is a framework for understanding the similarities and differences among types of critical incidents so that key actors at all levels of responsibility can develop a better understanding of them. Further, improved understanding should lead to more effective processes, changes in policy and response, and training for future critical incidents.

CIA dovetails nicely with the goals of the OU criminal justice major in that it emphasizes the need for research, critical thinking skills, and an openness to multi-disciplinary approaches. The CIA framework draws upon theoretical and research traditions in sociology (e.g., collective behavior, disaster research, and community sociology), criminal justice (victimology, terrorism studies, environmental justice), and social work (post-traumatic stress disorder) that make this connection a logical and easy one for the Department to embrace. Outside the Department, the focus of ACIA is easily connected with disciplinary interests in psychology, political science/public administration, history, communications and journalism to name a few.
Toward this end, as part of our partnership with ACIA, we have committed to offering a dedicated course – CJ 380 Critical Incident Analysis – in our curriculum. This course draws upon the successful experiences of John Jay faculty who have offered the course. Among other benefits, our partnership will allow faculty and students access to the data repositories on critical incidents located at John Jay, as well as to distance learning opportunities through ACIA. This course is ideal for our major because it does not duplicate first-responder training courses typically offered at the community college level. Rather, it assesses and integrates emergency training and response as one set of factors in the CIA framework.

Another positive aspect of this partnership is that it offers faculty members access to conferences and invitation-only workshops sponsored and funded by ACIA. Already, three OU faculty members (Lisa Dalton, Diane Hartmus and Jay Meehan) have been funded to attend ACIA workshops at John Jay. These three faculty members also created a Critical Incident Faculty Learning Community at OU, which has already sponsored an on-campus workshop with Frank Ochberg, M.D., and Elizabeth Kirby, Ph.D. – two of the originators of the CIA concept.

For these reasons, the partnership with ACIA is an integral part of the criminal justice major. This partnership has already paid dividends with faculty, and we anticipate a similar or greater benefit for criminal justice majors.

b. Center for Homeland Security and Defense (CHSD)
The Naval Postgraduate School Center for Homeland Defense and Security (CHSD) sponsors the University and Agency Partnership Initiative (UAPI), which “brings together institutions nationwide dedicated to advancing homeland security education…to increase the number and diversity of students receiving homeland security education, accelerate the establishment of high-quality academic programs, and provide opportunities for collaboration that create an intellectual multiplier effect that furthers the study of homeland security.”

Department faculty members met with Steve Recca, Deputy Director of the UIPA, to discuss our new major curriculum and specifically our Homeland Security and Information Security and Assurance specializations. From these discussions, we are confident that our specialization stands out from other undergraduate Homeland Security programs due to its intensive research and policy focus, and its emphasis on developing students’ critical thinking and problem-solving skills. On the basis of our discussions with Mr. Recca, and his review of Department faculty interests and qualifications, Oakland University is now an official partner of the Naval Postgraduate School CHSD.

Importantly, this partnership allows OU faculty access to the extensive digital library at the Naval Postgraduate School, access to course content offered by member institutions, and access to faculty development seminars and other events offered by the CHSD. Participation in this partnership also provides important educational and networking opportunities for our faculty with teaching and research interests in this area. For example, in August 2011 the Department sponsored Professor Dan Kennedy to attend a week-long, CHSD-funded faculty development seminar in Monterey, CA. Professor Kennedy will be teaching SOC 395 Special Topics: Terrorism and Homeland Security in Fall 2011 (which will become an elective offering in the
major), and will be teaching CJ 346 Profiling and Threat Assessment and CJ 341 Cybercrime and Information Assurance in Summer 2012 and the 2012-13 academic year.

2. Local Professional and Community Partnerships
The OU criminal justice major also will build upon local and professional partnerships developed through the existing concentration. In the past twenty-five years, concentration students have been placed in internships in local criminal justice and social service agencies. A number of our students have continued working in the criminal justice system as a result of these internship experiences, and they in turn, assist the program by accepting new interns. The new criminal justice major will significantly increase OU’s presence in these agencies and surrounding communities. While the Department will be dependent on these agencies to provide quality internships, these agencies also will benefit from the assistance quality interns from the OU criminal justice program can provide.

Additionally, faculty have conducted research – often with the assistance of concentration students – with local police departments (e.g., community-based policing in Auburn Hills and Warren, Michigan), courts (e.g., developing the Oakland County Community Corrections plan), and social service agencies (e.g., working with HAVEN on sexual assault program research). The new major, especially with its research and policy focus, will further strengthen these relationships as we recruit new faculty whose expertise in criminal justice can serve the research needs of the local system while simultaneously advancing the professional development of the Department faculty.

We have developed 2+2 programs with Oakland Community College and Macomb Community College – partnerships that will only strengthen with the addition of a criminal justice major at OU. Students in these Associates degree programs will benefit from having a baccalaureate degree in criminal justice nearby. Indeed, the ability to take criminal justice courses of all levels will increase the likelihood that students will remain at OU to complete their four-year degree. There is little redundancy in our respective programs, so we will not be competing with our community college partners for students. Instead we will cooperate with them to allow associates degree students a seamless transition to a bachelor degree program in criminal justice.

E. EVIDENCE OF SUPPORT FOR THE CRIMINAL JUSTICE MAJOR
There has always been a very strong interest in expanding the existing criminal justice concentration into a full-fledged major. First, the concentration – an interdisciplinary minor – has since 1987 typically had approximately 100 students. Data from the CAS advising office indicate 75 new students enrolled in the concentration during the 2010-2011 academic year alone. Second, given the popularity and success of the concentration program, students routinely ask faculty why OU does not have a major that would offer them a more in-depth exploration of CCJ. As noted in Table 1, many of Michigan’s other universities and OU’s peer institutions offer a criminal justice major.

Each year, the Admissions Office regularly receives inquiries from students interested in a major in criminal justice (see Appendix D: Support Documents). In addition, the advising offices at both the University and College levels also routinely field questions from students about a criminal justice major. While the concentration does serve a portion of the student population, it
is not clear how many students either pass up attending OU, or leave prematurely, in order to pursue a criminal justice degree elsewhere. In short, there is a demonstrated student appetite for a criminal justice major at OU.

Finally, OU is geographically well-situated to develop a criminal justice program. Currently there is no four-year criminal justice program in Oakland, Macomb, or St. Clair counties. Coupled with the strong ties to criminal justice and social service agencies in these areas the Department has already developed, the opportunity to develop a criminal justice major at OU is timely.

F. CAREER OPPORTUNITIES FOR THE CRIMINAL JUSTICE MAJOR
Students with a B.A. in criminal justice can enter into a variety of entry-level jobs at the federal, state, and local levels. Criminal justice career opportunities exist in the public sectors of law enforcement, judicial, and corrections agencies; in non-profit, treatment-based programs like halfway houses and drug-treatment facilities; and in the burgeoning private sector through jobs in retail loss prevention and information security and assurance).

According to the Bureau of Labor Statistics Occupational Outlook, between 2008 and 2018, students with a BA in criminal justice can enter occupations where growth is either average or faster than average for all occupations in the country (see Table 3). Of significance, students in the Information Security and Assurance specialization have very favorable prospects in the job market, as that sector is growing at a rate “much faster” than average.

While these data also indicate that criminal justice jobs in Michigan will grow at a slower rate than the national average, as the state moves through its expected economic recovery, jobs in these areas will likely parallel the national average. Further, a number of jobs in this field, particularly at the federal level, typically require students to leave their home state regardless of their residence (e.g., Homeland Security, Border Patrol, Drug Enforcement Administration, U.S. Marshals, U.S. Air Marshals).
Table 3. Sample Occupations, Median Salary, and Projected Growth for Criminal Justice Careers

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Median Salary</th>
<th>Projected Growth 2008-18</th>
<th>National</th>
<th>Michigan</th>
<th>National Comparison to All Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police and sheriff patrol officers</td>
<td>53,210</td>
<td>10%</td>
<td>4%</td>
<td>4%</td>
<td>as fast as the average</td>
</tr>
<tr>
<td>Criminal investigator/special agent</td>
<td>62,110</td>
<td>19%</td>
<td>9%</td>
<td>9%</td>
<td>faster than average</td>
</tr>
<tr>
<td>Immigration/customs inspector</td>
<td>62,110</td>
<td>16%</td>
<td>9%</td>
<td>9%</td>
<td>faster than average</td>
</tr>
<tr>
<td>Intelligence analyst</td>
<td>62,110</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
<td>faster than average</td>
</tr>
<tr>
<td>Fish and game warden</td>
<td>48,800</td>
<td>10%</td>
<td>n/a</td>
<td>n/a</td>
<td>as fast as the average</td>
</tr>
<tr>
<td>Transit and railway police officer</td>
<td>50,940</td>
<td>6%</td>
<td>n/a</td>
<td>n/a</td>
<td>slower than average</td>
</tr>
<tr>
<td>Security guard</td>
<td>23,460</td>
<td>14%</td>
<td>8%</td>
<td>8%</td>
<td>faster than average</td>
</tr>
<tr>
<td>Gaming surveillance officer/investigator</td>
<td>28,850</td>
<td>12%</td>
<td>15%</td>
<td>15%</td>
<td>as fast as the average</td>
</tr>
<tr>
<td>Correctional officer</td>
<td>38,380</td>
<td>9%</td>
<td>-1%</td>
<td>-1%</td>
<td>as fast as the average</td>
</tr>
<tr>
<td>Probation officer and correctional treatment specialist</td>
<td>45,910</td>
<td>19%</td>
<td>10%</td>
<td>10%</td>
<td>faster than average</td>
</tr>
<tr>
<td>Loss prevention specialist</td>
<td>29,420</td>
<td>19%</td>
<td>8%</td>
<td>8%</td>
<td>faster than average</td>
</tr>
<tr>
<td>Loss prevention manager</td>
<td>92,600</td>
<td>10%</td>
<td>4%</td>
<td>4%</td>
<td>as fast as the average</td>
</tr>
<tr>
<td>Security management specialist</td>
<td>60,610</td>
<td>10%</td>
<td>6%</td>
<td>6%</td>
<td>as fast as the average</td>
</tr>
<tr>
<td>Computer security specialist</td>
<td>67,610</td>
<td>20%</td>
<td>17%</td>
<td>17%</td>
<td>much faster than average</td>
</tr>
<tr>
<td>Network systems/data analyst</td>
<td>73,250</td>
<td>20%</td>
<td>17%</td>
<td>17%</td>
<td>much faster than average</td>
</tr>
</tbody>
</table>

G. SOURCES OF EXPECTED STUDENTS
As described above, many prospective high school and transfer students inquire about a criminal justice major at OU, and there currently is no four-year criminal justice major offered in Oakland, Macomb, or St. Clair Counties. Further, with OU’s continued commitment to recruitment in Wayne County and other counties and regions of the State, we anticipate the criminal justice program at OU to be particularly attractive to entering freshman, transfer students, and non-traditional students.

Having a criminal justice major will provide OU admissions an important recruitment tool for high school seniors. Currently, area students must go elsewhere to receive a four-year criminal justice degree. We are confident that a criminal justice major will allow OU to effectively compete for that pool of freshman students who are currently moving away from the tri-county area to attend obtain a criminal justice degree.

In addition to serving Oakland County, we expect to enroll a considerable number of students from Macomb County, where OU has a distinctive presence in Mt. Clemens. Of note, courses in the criminal justice concentration currently being offered in Mt. Clemens are well-enrolled in Fall 2011. Efforts to identify and develop internships in Macomb County have indicated that the criminal justice community is excited about a criminal justice major at Oakland University (see Appendix D: Support Documents). When the major is established, we will offer major courses both on the main campus and at the Anton Frankel Center in Mt. Clemens to facilitate enrollment of students from Macomb and St. Clair counties.

We also anticipate receiving students from community college programs in Oakland and Macomb counties that offer two-year criminal justice degrees and are home to state-certified police academies. OU currently has 2+2 agreements with these colleges, where students obtain an associates degree in criminal justice from the community college, then transfer to OU to obtain a BA in sociology with a specialization in criminal justice. However, few students take advantage of this program, as evidenced by major enrollment data where enrollment in the criminal justice specialization has not been robust (see §III.A – Current Status of the Department). In general, 2+2 students do not take advantage of this arrangement because they want to obtain a criminal justice rather than a sociology degree.

H. ADVICE AND CONSENT
Full-time faculty in the Department have been involved and/or consulted throughout the development of this new major. This part of the process has been especially beneficial as the major will entail faculty in each of our disciplines. The department officially approved the major in September 2011.
III. SELF-STUDY

A. CURRENT STATUS OF THE DEPARTMENT

The Department of Sociology and Anthropology houses three majors: Sociology, Anthropology and Social Work. Table 4 indicates that in 2011 the department had 529 majors.

### Table 4. Department Majors 2007-2011

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>Winter 2007</th>
<th>Winter 2008</th>
<th>Winter 2009</th>
<th>Winter 2010</th>
<th>Winter 2011</th>
<th>Five Year % Change</th>
<th>One Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology/Sociology</td>
<td>19</td>
<td>18</td>
<td>16</td>
<td>19</td>
<td>23</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Anthropology (BA)</td>
<td>36</td>
<td>49</td>
<td>49</td>
<td>49</td>
<td>53</td>
<td>47%</td>
<td>8%</td>
</tr>
<tr>
<td>Sociology (BA)</td>
<td>154</td>
<td>110</td>
<td>121</td>
<td>141</td>
<td>181</td>
<td>18%</td>
<td>28%</td>
</tr>
<tr>
<td>Sociology spec. in CJ</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>-33%</td>
<td>-33%</td>
</tr>
<tr>
<td>Pre-Social Work</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>-9%</td>
<td>3%</td>
</tr>
<tr>
<td>Social Work (BSW)</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>-33%</td>
<td>-33%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>215</strong></td>
<td><strong>252</strong></td>
<td><strong>324</strong></td>
<td><strong>409</strong></td>
<td><strong>529</strong></td>
<td><strong>146%</strong></td>
<td><strong>29%</strong></td>
</tr>
</tbody>
</table>

Source: OIRA Data

According to OIRA data, over the past five years (Winter 2007-2011), total majors in the Department’s three programs have increased 146%. In the past year alone (Winter 2010-2011), total majors increased 29%, with the bulk of that increase attributable to the social work major. Sociology also has experienced a 28% increase in its majors (n=181) during 2010-2011, continuing a trend of steady growth since Winter 2008 when sociology majors reached an all-time low of 110.

OIRA does not officially track concentrations, which are interdisciplinary minors. However, criminal justice is one of the largest, if not the largest, concentration in CAS. The concentration has been housed in the Department since its inception in the 1970s, with the exception of a brief period (2003-2004) when it was housed in the Political Science. In 1987, its current director, Professor Jay Meehan, came to Oakland University and was appointed director of the concentration. At that time, using department records, three students were enrolled in the concentration. Since that time, on average the concentration has enrolled between 100-125 students during any given academic year, as measured by student advising records maintained by the Department.

We intend to maintain the concentration in its current structure as an interdisciplinary minor alongside the new major with one significant difference: the concentration will no longer require an internship. This decision is based upon the fact that internship placements are in high demand and should be reserved for students with major status only.

B. FACULTY/STAFFING NEEDS

We anticipate several staff needs with the new criminal justice major which will be phased in over the first five years of the program. Specifically the major will require: 1) hiring three new tenure-track faculty in the department whose specific specialization or training is in the field of
CCJ to fill existing gaps in our criminal justice offerings; 2) hiring two new tenure-track faculty member with a specialization in methods and statistics with substantive research areas in one of our specializations; and 3) hiring an administrative professional responsible for developing and coordinating field internship placements for students and conducting major advising in coordination with the CAS advising office.

Below we provide an assessment of current staffing and discuss the need for new staffing.

1. Full and Part-Time Faculty
Currently the criminal justice concentration utilizes three full-time faculty (Jay Meehan, Ray Liedka, and Amanda Burgess-Proctor), one special lecturer (Cedrick Heraux) and two part-time lecturers (Missy Gould and Daniel Kennedy).

Of the faculty, the majority (Meehan, Liedka, Burgess-Proctor, Heraux, and Kennedy) have taught a standard Introduction to Criminal Justice course in addition to a variety of specialty classes. Professor Meehan has taught: Police and Society, Juvenile Delinquency, Corrective and Rehabilitative Institutions, Research and Policy Evaluation, and special topics courses on the surveillance society, race and criminal justice, and white collar crime. Professor Liedka teaches: Juvenile Delinquency, Corrective and Rehabilitative Institutions, Research Methods, and statistics. Professor Burgess-Proctor teaches: Alcohol, Drugs and Society, Criminological Theory, Women, Crime and Justice, Career Criminals, and Race/Ethnicity and Crime. This year, social work professor Scott Smith is teaching for the first time a two-course sequence on Substance Abuse Theory and Practice under the Department’s special topics rubric. These two classes target social work and sociology majors and criminal justice concentrators who are interested in learning about substance abuse treatment. In 2012-13, social work professor Lisa Dalton, whose research specialization is post-traumatic stress, will be teaching Critical Incident Analysis.

We are very fortunate to have an excellent group of part-time faculty. Professor Heraux, a Ph.D. graduate from the Michigan State University School of Criminal Justice, teaches classes on delinquency (SOC 323), policing (SOC 327), and career criminals (SOC 395). Professor Gould has a Juris Doctor from CUNY School of Law and an LL.M from Oxford University. She has taught a Special Topics course titled Law and the Changing Family (SOC 395), and is teaching two concentration courses in the political science rubric this year: Constitutional Law (PS 340) and Judicial Process (PS 342).

This next academic year, we are delighted to have Professor Emeritus Daniel Kennedy, former Chair of Criminal Justice at the University of Detroit-Mercy join our faculty and also help in the development of our Homeland Security specialization. Professor Kennedy is a forensic criminologist whose teaching and research interests are in the area of profiling and terrorism.

While there is a sufficient base of faculty within the department to offer a concentration, the demands of a major will be much greater on Department faculty. First, the capstone requirement will demand significant time from faculty members. Additionally, the new major will regularly offer the following new courses requiring faculty to teach them:
Table 5. New Course Offerings

<table>
<thead>
<tr>
<th>New Course</th>
<th>Program Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminological Theory*</td>
<td>Required course</td>
</tr>
<tr>
<td>Criminal Law and the Criminal Court</td>
<td>Core course</td>
</tr>
<tr>
<td>The Juvenile Justice System</td>
<td>Core course</td>
</tr>
<tr>
<td>Criminal Careers &amp; Criminal Careers*</td>
<td>CJ elective</td>
</tr>
<tr>
<td>Women, Crime and Justice*</td>
<td>CJ elective</td>
</tr>
<tr>
<td>Race/Ethnicity, Crime and Justice*</td>
<td>CJ elective</td>
</tr>
<tr>
<td>The Surveillance Society*</td>
<td>CJ elective</td>
</tr>
<tr>
<td>White Collar Crime/Organizational Deviance*</td>
<td>CJ elective</td>
</tr>
<tr>
<td>Cybercrime &amp; Information Assurance</td>
<td>CJ elective</td>
</tr>
<tr>
<td>Critical Incident Analysis</td>
<td>CJ elective</td>
</tr>
<tr>
<td>Profiling and Threat Assessment</td>
<td>CJ elective</td>
</tr>
<tr>
<td>Terrorism and Homeland Security*</td>
<td>CJ elective</td>
</tr>
</tbody>
</table>

* indicates courses that have been successfully offered under the Special Topics rubric in Sociology and counted for criminal justice concentration credit.

Full and part-time faculty from other departments also teach courses currently offered in the concentration that will be offered as elective offerings in the new criminal justice major: political science (Hartmus, Zingo, Lees, Gould), psychology (Jackson and Kozak), and philosophy (Rigstad and Navin). How the new major would impact these and other departments offering interdisciplinary elective courses is less clear because students will choose electives on the basis of specific career interests or specializations. For example, the Homeland Security specialization encourages students to take elective international relations courses currently offered by the political science, history, and philosophy departments. Further, the number of elective course opportunities we have chosen are offered regularly and is rather large, which will spread out demand for these classes by other departments. However, in the early years of the major, we will monitor student course selection and work with departments to better understand, and respond to, these patterns.

Due to the significant increase in major enrollment in social work and sociology, the demand for SOC 202 Research Methods and SOC 203 Statistics has increased. In response, the Department has used our positions in sociology to recruit tenure-track professors with expertise in research methods and statistics. We expect the new criminal justice major to experience rapid growth, and based upon “lessons learned” from our social work program, we are prepared for a new interdisciplinary major in criminal justice by building into the program two new faculty hires who specialize in research methods and statistics. These faculty lines are critical to our ability to meet the objective of a major that is research- and policy-based.

2. Administrative Professional
Based upon our department experience building a successfully accredited BSW major, we have budgeted a line item for a full-time administrative professional who will be responsible for developing and coordinating field internship placements for students, and conducting major advising in coordination with the CAS advising office.
The development of new (and maintenance of existing) internship sites requires significant time and effort. Internship placements require intensive university-agency cooperation, more lead time, and coordination as students typically need to undergo more extensive background checks when they are placed in law enforcement or court agencies. Further, trouble shooting, particularly early on in internship placements, can entail considerable time and resolution of issues is often highly dependent on the trust and confidence the agency has with the university.

The use of an AP frees faculty from the intensive administrative work of developing and monitoring field placement sites and curricular advising and allows them to focus on their own professional development. This hybrid model (field placement/advising) has been very successful in our social work program, and we have every reason to believe that it can be duplicated with the criminal justice major.

C. FACULTY QUALIFICATIONS
Appendix E: Faculty Curriculum Vitae provides the curriculum vitae of each full- and part-time faculty member who will teach criminal justice courses. Our faculty bring a mix of theoretical and methodological strengths to the program in addition to substantive specializations in the field of criminology and criminal justice.

D. LIBRARY REPORT
Appendix B: Library Report contains the report prepared by Shawn Lombardo. The report indicates proposed increases in library resources to support the new major, and recommends a slight increase in our budget line allocated for library holdings from $10,000 per year to an average of $12,643 per year.

E. FACILITIES
The new major will primarily require standard classroom space for courses. With the new construction occurring on campus, there will be new classrooms available to the registrar for scheduling. Nonetheless, classroom space on campus will be at a premium. However, we will also be offering major courses at the Anton-Frankel Center in Mount Clemens, establishing our concentration presence there this 2011-12 academic year. Offering classes in Mt. Clemens will lessen the demand for on-campus space.

The Department has an established record of offering major classes in early morning and evening slots in addition to prime time slots. This blend of class offerings has allowed students who are either part-time students or who work full-time during the day to successfully complete their degrees. Also, the department has historically offered a blend of required and elective courses in the summer terms with great success. The Department will continue these practices for the new criminal justice major.

The one class that requires a dedicated classroom is SOC 203 Statistics. The department currently shares the computer lab in Varner Hall with the Department of Political Science. While the classroom has limited space (24 seats), scheduling of the room has not reached capacity (i.e., there are time slots that are not utilized). In addition, there will be a computer lab in Mt. Clemens with a capacity of 25 seats to offset pressure placed on our main campus computer lab.
F. EQUIPMENT
Our equipment costs for the new major are rather modest. Monies will be needed to support the existing department copy machine and for faculty computers requiring additional computational capabilities.

G. IMPACT ON MAJORS IN THE DEPARTMENT
The criminal justice major is expected to have an impact on the sociology major in that approximately 75% of the current criminal justice concentrators are sociology majors. However, given the new CAS exploratory requirement which requires students to take at least three courses outside their major rubric, we anticipate that many criminal justice majors will double major in sociology and criminal justice. This double major will be facilitated by the fact that both majors require the same methods and statistics sequence.

Outside the department, it is also anticipated that a number of political science and psychology majors may choose to double major due to the flexibility created by the CAS exploratory requirement. Agreements to avoid duplicating the methods and statistics sequence between departments would only enhance this probability.

Shannon Esselink, CAS Director of Advising Services, has created examples of what a double major with criminal justice would look like for each of these majors (see Appendix D: Support Documents). A double major with either sociology, political science, or psychology should be very attractive to students by providing them increased flexibility upon graduation.
IV. PROGRAM PLAN

A. REQUIREMENTS FOR THE CRIMINAL JUSTICE MAJOR
The following table offers a breakdown of the requirements for the criminal justice major at OU:

Table 6. Criminal Justice Major Breakdown

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take all 4 (16 credits)</td>
</tr>
<tr>
<td>CJ 100  Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CJ 200  Criminological Theory</td>
</tr>
<tr>
<td>SOC 202  Introduction to Methods of Social Research</td>
</tr>
<tr>
<td>SOC 203  Social Statistics with Computer Applications</td>
</tr>
</tbody>
</table>

| Core Courses (Prerequisites: CJ 100 and CJ 200) |
| Select 2 of 4 (8 credits) |
| CJ 220  The Juvenile Justice System |
| CJ 240  Police & Society |
| CJ 260  Criminal Law & the Criminal Court |
| CJ 280  Corrective & Rehabilitative Institutions |

| Elective Courses (Prerequisite for CJ Electives: CJ 100 and 200) |
| Select 4 total – 2 from each category (16 credits) |
| Criminal Justice Electives (see list next page) |
| Interdisciplinary Electives (see list next page) |

| Internship (Prerequisites: CJ 100, CJ 200, 2 core CJ courses, junior status) |
| 4 credits |
| CJ 430  Criminal Justice Internship |

| Capstone (Prerequisites: CJ 100, CJ 200, 2 core CJ courses, senior status) |
| 4 credits |
| CJ 490  Capstone: Criminal Justice Policy Analysis (formerly SOC 420) |
| CJ 495  Special Topics: Capstone Level |

Total: 48 credits

The following table lists all of the criminal justice and interdisciplinary elective courses:
Table 7. Criminal Justice and Interdisciplinary Electives

<table>
<thead>
<tr>
<th>Criminal Justice Electives (Select 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ/SOC 300 Alcohol, Drugs &amp; Society</td>
</tr>
<tr>
<td>CJ 220 The Juvenile Justice System*</td>
</tr>
<tr>
<td>CJ 240 Police &amp; Society*</td>
</tr>
<tr>
<td>CJ 260 Criminal Law &amp; the Courts*</td>
</tr>
<tr>
<td>CJ 280 Corrective &amp; Rehabilitative Institutions*</td>
</tr>
<tr>
<td>CJ/WGS 330 Women, Crime &amp; Justice</td>
</tr>
<tr>
<td>CJ 332 Race/Ethnicity, Crime &amp; Justice</td>
</tr>
<tr>
<td>CJ 340 White-Collar Crime</td>
</tr>
<tr>
<td>CJ 341 Cybercrime and Information Assurance</td>
</tr>
<tr>
<td>CJ 342 The Surveillance Society</td>
</tr>
<tr>
<td>CJ 346 Profiling and Threat Assessment</td>
</tr>
<tr>
<td>CJ 348 Terrorism and Homeland Security</td>
</tr>
<tr>
<td>CJ 350 Juvenile Delinquency (formerly SOC 323)</td>
</tr>
<tr>
<td>CJ 360 Criminal Careers &amp; Career Criminals</td>
</tr>
<tr>
<td>CJ 380 Critical Incident Analysis</td>
</tr>
<tr>
<td>CJ 395 Special Topics: Criminal Justice Elective</td>
</tr>
<tr>
<td>CJ 480 Independent Study &amp; Research</td>
</tr>
<tr>
<td>CJ 497 Apprentice College Teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interdisciplinary Electives (Select 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AN/SOC 320 Law &amp; Society</td>
</tr>
<tr>
<td>AN/SOC 331 Race &amp; Ethnic Relations</td>
</tr>
<tr>
<td>HST 301 History of American Cities</td>
</tr>
<tr>
<td>HST 304 History of American Industrial Economy &amp; Cities</td>
</tr>
<tr>
<td>HST 318 History of Civil Rights Movement</td>
</tr>
<tr>
<td>HST 356 Modern Middle East</td>
</tr>
<tr>
<td>HST 357 Arab-Israeli Conflict</td>
</tr>
<tr>
<td>HST/WGS 361 History of American Families</td>
</tr>
<tr>
<td>HST 392 Working Detroit</td>
</tr>
<tr>
<td>PHL 311 Philosophy of International Relations</td>
</tr>
<tr>
<td>PHL 319 Philosophy of Law</td>
</tr>
<tr>
<td>PHL 320 Global Justice</td>
</tr>
<tr>
<td>PHL 321 Political Philosophy</td>
</tr>
<tr>
<td>MIS --- Privacy</td>
</tr>
<tr>
<td>PS 241 Law and Politics</td>
</tr>
<tr>
<td>PS 314 International Politics: Theory and Practice</td>
</tr>
<tr>
<td>PS 340 Constitutional Law</td>
</tr>
<tr>
<td>PS 341 Civil Rights &amp; Civil Liberties</td>
</tr>
<tr>
<td>PS 342 The Judicial Process</td>
</tr>
<tr>
<td>PS 360 International Terrorism: Causes, Consequences, and Responses</td>
</tr>
<tr>
<td>PS 413 International Law</td>
</tr>
<tr>
<td>PSY 321 Child Development</td>
</tr>
<tr>
<td>PSY 322 Adolescence &amp; Youth</td>
</tr>
<tr>
<td>PSY 341 Intro to Psychopathology</td>
</tr>
</tbody>
</table>
*Core classes may be taken as electives but may not double count (i.e., may not to simultaneously fulfill core and elective credit requirements)

<table>
<thead>
<tr>
<th>PSY 343</th>
<th>Psychopathology of Childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC/WGS 207</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Sociology of Mental Illness</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Social Stratification</td>
</tr>
<tr>
<td>SOC/SW 315</td>
<td>Social Welfare Policy</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Family &amp; Community Processes</td>
</tr>
<tr>
<td>SOC/WGS 336</td>
<td>Sociology of Gender</td>
</tr>
<tr>
<td>SOC 345</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>SOC 346</td>
<td>Communities</td>
</tr>
<tr>
<td>SW 395</td>
<td>Substance Abuse Theory &amp; Practice I</td>
</tr>
<tr>
<td>SW 395</td>
<td>Substance Abuse Theory &amp; Practice II</td>
</tr>
</tbody>
</table>

B. REQUIREMENTS FOR THE CRIMINAL JUSTICE MINOR

The criminal justice minor will consist of a minimum of 20 credits:

1. CJ 100 Introduction to Criminal Justice
2. CJ 200 Criminological Theory
3. CJ XXX core course
4. CJ XXX CJ elective
5. CJ XXX CJ elective

The minor will not have an internship requirement. The criminal justice concentration, which is an interdisciplinary minor, will no longer be offered. Students currently enrolled in the concentration will complete the requirements that were in effect when they first enrolled.

C. RATIONALE AND DESCRIPTION OF REQUIRED, CORE, AND ELECTIVE COURSES

1. Required Courses

All students will be required to take two foundational courses, CJ 100 Introduction to Criminal Justice and CJ 200 Criminological Theory, as well as SOC 202 Research Methods and SOC 203 Social Statistics with Computer Applications. CJ 100 and CJ 200 replace the currently-required concentration class, SOC 240 Sociology of Crime and Punishment, with the expansion necessary for a major. The theoretical and methodological orientation of these required courses is supplemented with more practical applications in the core and elective criminal justice courses.

**CJ 100 Introduction to Criminology and Criminal Justice** introduces students to the field of CCJ and the criminal justice system generally. Topics covered in this course include: the three major elements of the criminal justice system (i.e., law enforcement, courts, and corrections), the history and evolution of the field of CCJ, the measurement of crime, and policy issues affecting the criminal justice system (e.g., mass incarceration, war on drugs, racial and gender inequities, capital punishment etc.). The focus will be on the U.S. criminal justice system, with some comparative/global perspectives provided to offer context. CJ 100
will be the first course in the major sequence and is a pre-requisite for other required, core, and elective classes (with the exception of the SOC 202/203 methods/statistics sequence).

**CJ 200 Criminological Theory** exposes students to the different theories of crime that will serve as the foundational knowledge as they progress through the program. It is necessary for students to have a strong grasp of theories of crime causation in order to understand more in-depth issues in the study of crime and delinquency. Students will draw from their theoretical framework in every subsequent major course they take. CJ 200 is a prerequisite for other required, core, and elective classes (with the exception of the SOC 202/203 methods/statistics sequence).

**SOC 202 Introduction to Methods of Social Research** emphasizes a systemic understanding of the methodological paradigms utilized in social science research, and a basic understanding of the entire research process including measurement and conceptualization, research design, and data collection and analysis. It includes content on both qualitative and quantitative methods, historical research, and ethics and social research. Students are required to read and understand studies and to demonstrate knowledge on various research methods including descriptive and experimental designs, correlational studies, comparative studies and survey research. Students complete a series of exercises that require them to explore and critique the literature, create operational terms for variables, describe sampling procedures and describe various design procedures. This course also exposes students to research protections for human subjects, and ethical concerns and considerations in conducting research.

**SOC 203 Social Statistics with Computer Applications** is focused on experiential learning in a microcomputer lab using the SPSS statistical software. After completing the course, students are expected to demonstrate a systematic understanding of the logic behind descriptive and inferential statistics, and a solid understanding of the SPSS statistical software. This level of comprehension and skill acquisition is both foundational and supportive of the research methods class with which it is paired.

### 2. Core Courses

Students will select two of the following four core courses as a second requirement: CJ 220 The Juvenile Justice System, CJ 240 Police and Society, CJ 260 Criminal Law and the Criminal Court Process, and CJ 280 Corrective and Rehabilitative Institutions. These four courses cover the three major elements of the adult criminal justice system (law enforcement, courts and corrections) and the separate juvenile justice system. Two of these core courses – Police and Society and Corrective and Rehabilitative Institutions – already exist in our concentration curriculum. These courses will be renumbered within the criminal justice rubric.

Conceptually described, law enforcement constitutes the front end of the criminal justice system which identifies and apprehends offenders; the courts constitute the middle part of the process which adjudicates responsibility and sentences offenders; and corrections constitutes the back end of the system responsible for implementing sentences (i.e., prison, jail, probation etc.). While students receive an introduction to these topics in CJ 100, the core courses provide a more
in-depth focus, allowing students the option to select which of the two best fits their career interests.

**CJ 220 The Juvenile Justice System** is a course solely dedicated to understanding the juvenile justice system. It is an important core area owing largely to the fact that juveniles are processed through a distinctly different system than adults, one that is governed by different rules and procedures and has a philosophical and practical commitment to treatment and rehabilitation. In many criminal justice programs, two separate courses on juveniles are offered: one focusing on juvenile delinquency (e.g., youth offending, gangs, etc.) and another focusing on the processing of youthful offenders through the juvenile justice system. At present in the criminal justice concentration, selected aspects of both courses are covered in SOC 323 Juvenile Delinquency; however, this has proven to be a considerable challenge because there is sufficient content to warrant two separate courses. As a result, CJ 220 is being created to focus specifically on the juvenile justice system and is included as one of the core course options. In the major, CJ 323 Juvenile Delinquency will remain in the curriculum as a criminal justice elective.

**CJ 240 Police and Society** examines the history and role of the police in modern society. Special attention will be given to analyzing the police subculture and the problems inherent in the control of the citizenry and the police. The course examines the dynamics of police-citizen encounters, handling special populations (e.g., the mentally ill, juvenile gangs), the police as a paramilitary bureaucracy, the impact of information and surveillance technologies on the police organization and the public, and police deviance (e.g., corruption, abuse of power, brutality, discrimination).

**CJ 260 Criminal Law and the Criminal Court** covers the role and scope of both the criminal law and the criminal court in the United States. This course will examine how criminal law has defined certain behaviors as deviant/criminal over time, and well as the application of the criminal law in criminal trials and sentencing. In addition, it will highlight constitutional issues related to crime, including fourth amendment (search and seizure) and sixth amendment trial rights, among others.

**CJ 280 Corrective and Rehabilitative Institutions** examines issues including: correctional theories and practice; historical development of the penitentiary; correctional law; institutional administration and organization; life in prison; correctional alternatives; problems facing correctional practice today; public attitudes and opinion toward punishment and prisons; mass incarceration and prisoner re-entry, and other topics the drive contemporary discourse on crime and justice policy in the U.S.

3. Elective Courses
Electives courses are designed to allow students to develop more focused interests in specific areas of study. Students will take four total elective courses: two within the criminal justice major and two from another major within the college. The exception to this is the information security and assurance specialization which requires courses from SBA. The rationale for requiring a combination of internal and external electives comes from the commitment to interdisciplinary learning – a defining feature of the Criminal Justice major at OU. As CCJ draws
upon a broad spectrum of disciplinary traditions (including psychology, sociology, political science, economics, public administration, and others), it is important that criminal justice majors experience similarly diverse disciplinary training.

In identifying the criminal justice electives, we drew upon existing courses already taught in the department (e.g., Women, Crime, & Justice and Alcohol, Drugs, & Society) as well as other electives commonly offered in other criminal justice programs (e.g., White-Collar Crime and Cybercrime and Information Assurance). The goal is to offer a series of criminal justice elective courses that will satisfy students’ developing specialized interests.

In identifying the interdisciplinary electives, we identified existing courses in other related that offered curricula having a high degree of relevance to criminal justice issues. The goal is to offer a series of elective courses that will both broaden students’ perspectives and deepen their multifaceted understanding of criminal justice issues. For example, students interested in issues of drug offending in contemporary urban centers would benefit greatly from understanding the rise and fall of American industrial centers as presented in HST 301 History of American Cities.

4. Internship and Capstone Course
The required internship and capstone course provides students with twin benefits as they near the final stages of their program: (1) practical, experiential knowledge to expose them to the realities of a career in criminal justice, and (2) empirically-derived expertise on a pressing criminal justice issue with a strong policy focus.

First, the internship is important for students to gain practical experience working in actual facilities (jails, courtrooms, police departments, shelters, etc.) so that they can develop more realistic ideas about criminal justice careers. While students are the internship, supervision of this placement will occur through registering for CJ 430 Internship in Criminal Justice.

Second, the capstone course requires students to hone their knowledge of pressing criminal justice issues and develop expertise in this area by conducting a semester-long, independent research project culminating in a research paper. This research project will include a policy analysis and/or problem-solving component that details the practical applications of the chosen topic. Students will be required to present a short 10-15 minute summary of their project in the classroom or other approved fora (e.g., Meeting of the Minds, professional conferences) and a 1-2 page executive summary of the findings with policy implications will be required. Ideally, students will select a topic for their capstone course that reflects their career aspirations and/or primary topical interests.

5. Specializations
The major program offers sufficient flexibility so students can tailor their degree program to specific career interests by selecting among six specializations. A specialization focuses the student’s academic interest in a specific area of criminal justice where career pathways exist. The specializations are:
• Law Enforcement
• Courts
• Corrections and Treatment
• Juvenile Justice
• Information Security and Assurance
• Homeland Security

For students who have a broad interest in the criminal justice system and choose not to have a specialization, it is recommended that they follow a generalist focus consisting of all four core classes, two of which count as core courses and two of which count as CJ electives, in addition to the selection of interdisciplinary electives of their choice.

Table 8 lists the specializations and identifies “menus” or program plans that contain suggested courses for core, CJ elective, and interdisciplinary electives. The Law Enforcement, Courts, Corrections and Treatment, and Juvenile Justice specializations are standard and traditional in most Criminal Justice major programs. Students who have career interests in these areas would choose the appropriate specialization. It is important to remember that our program’s focus on research and policy analysis across the curriculum, combined with a required internship and capstone course, distinguishes even these traditional specializations from our competitors.

Information Security and Assurance and Homeland Security are newer and emerging areas in the criminal justice field, particularly in the aftermath of 9/11. The ability to understand and effectively use emerging information technologies is a prerequisite to most positions whether in law enforcement, the courts or corrections areas. The need for information specialists is growing at the local, state, and especially at the federal level as criminal justice workers are also expected to be information managers (see § II.F – Career Opportunities for the Criminal Justice Major). Crime detection and apprehension has changed dramatically as the nature of crime itself has shifted to the use of information technologies for committing property offenses such as identify theft and fraud, or interpersonal crimes such as cyber-stalking and cyber-bullying. The explosive growth in closed circuit television (CCTV) also has altered how crime is detected, solved and prosecuted. The growth of surveillance technologies by the courts and correctional agencies, such as the use of electronic tethers and drug detection devices, reflect how different information technologies are deployed throughout the system to counter the risk posed by offenders and offer protection to society. The Information Security and Assurance specialization is designed to fuse the technical knowledge of information networks with knowledge of the criminal justice system and the development of critical thinking and research skills to produce graduates ready for the workforce or post baccalaureate degrees.

After 9/11, the focus on Homeland Security has affected all levels of the criminal justice system and indeed society at large. Threats posed by terrorists, whether foreign or home grown, have occupied a central focus of the U.S. and all Western nations. The security of borders, the expanding role of intelligence, military and law enforcement agencies in threat assessment, and the development of coordinated agency responses to critical incidents and emergencies are just some examples of how Homeland Security has permeated all levels of government. The growth of surveillance, and corresponding concerns about privacy, questions about the efficacy of
technologies, and profiling are among the many issues that have been raised in the pursuit of greater security for the homeland. The Homeland Security specialization will make students aware of these (and other) issues while preparing them for careers and/or post graduate study in this area.

These two specializations will constitute our niche identity among criminal justice programs in the state. Further, the programs will require more credits and be more tightly structured than the other four specializations. Therefore, a more detailed explication of these two specializations is provided.
Table 8. Criminal Justice Major Specializations

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Law Enforcement</th>
<th>Courts</th>
<th>Corrections &amp; Treatment</th>
<th>Juvenile Justice</th>
<th>Information Security &amp; Assurance</th>
<th>Homeland Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample CJ Electives</td>
<td>CJ 300 Alcohol &amp; Drugs</td>
<td>CJ 300 Alcohol &amp; Drugs</td>
<td>CJ 300 Alcohol &amp; Drugs</td>
<td>CJ 300 Alcohol &amp; Drugs</td>
<td>CJ 300 Alcohol &amp; Drugs</td>
<td>CJ 300 Alcohol &amp; Drugs</td>
</tr>
<tr>
<td>Sample ID Electives</td>
<td>HST 301 Am. Cities</td>
<td>PHL 319 Phil of Law</td>
<td>PHL 319 Phil of Law</td>
<td>PHL 319 Phil of Law</td>
<td>PHL 319 Phil of Law</td>
<td>PHL 319 Phil of Law</td>
</tr>
<tr>
<td>PS 340 Con Law</td>
<td>PHL 321 Political Phil</td>
<td>PHL 321 Political Phil</td>
<td>PHL 321 Political Phil</td>
<td>PHL 321 Political Phil</td>
<td>PHL 321 Political Phil</td>
<td>PHL 321 Political Phil</td>
</tr>
<tr>
<td>PS 341 Civil Rights/Lib</td>
<td>PS 340 Con Law</td>
<td>PS 341 Civil Rights/Lib</td>
<td>PS 340 Con Law</td>
<td>PS 340 Con Law</td>
<td>PS 340 Con Law</td>
<td>PS 340 Con Law</td>
</tr>
<tr>
<td>SOC 314 SW Policy</td>
<td>SOC 314 SW Policy</td>
<td>SOC 314 SW Policy</td>
<td>SOC 314 SW Policy</td>
<td>SOC 314 SW Policy</td>
<td>SOC 314 SW Policy</td>
<td>SOC 314 SW Policy</td>
</tr>
<tr>
<td>SOC 331 Race Relations</td>
<td>SOC 331 Race Relations</td>
<td>SOC 331 Race Relations</td>
<td>SOC 331 Race Relations</td>
<td>SOC 331 Race Relations</td>
<td>SOC 331 Race Relations</td>
<td>SOC 331 Race Relations</td>
</tr>
<tr>
<td>Career Options</td>
<td>Police Officer Federal Law Enforcement</td>
<td>Probation Officer Judge</td>
<td>Corrections Officer Parole Officer</td>
<td>Probation Officer Juvenile Court Referee</td>
<td>Computer security specialist</td>
<td>Border Patrol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bailiff</td>
<td>Case Manager</td>
<td>Case Manager</td>
<td>Network systems/data analyst</td>
<td>ICE Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attorney</td>
<td>Social Worker</td>
<td>Social Worker</td>
<td>Social Worker</td>
<td>International Law</td>
</tr>
</tbody>
</table>
a. Information Security and Assurance

The Information Security and Assurance specialization is an interdisciplinary program offered in cooperation with the Department of Decision and Information Sciences (DIS) in the School of Business Administration (SBA). The trends discussed above have created the need for information specialists and managers who are responsible for organizing, sorting, and protecting data on information networks. The specialization in Information Security and Assurance is designed to train students to understand the fundamentals of information management combined with the knowledge from the criminal justice field such as cybercrime, surveillance, and white collar crime.

This unique specialization requires criminal justice students to take courses that result in a minor in Management Information Systems (MIS). This specialization will prepare students for positions such as computer security specialist or network systems and data managers in different criminal justice organizations at the local, state and federal levels owing to the extensive information and technological developments in the field. By combining these two fields, students will be exposed to both the “information” side of security from the DIS perspective and the “operational” side of security from the Criminal Justice perspective.

Professor Mohammad Dadashzadeh, Chair of the Department of Decision and Information Sciences (DIS) in the School of Business of Administration has indicated that a new course, MIS 301 Survey of Management Information Systems, has been developed and approved for non-business majors interested in pursuing an MIS minor. This change will allow the CJ majors in the information security and assurance specialization to undertake the MIS minor without the numerous pre-requisites that are currently associated with MIS 300 – which to this point was required of both MIS majors and minors. This is a very positive development facilitating the offering of this specialization. Further, Professor Dadashzadeh indicated that his department is prepared to offer the sequence of courses for our students who will be taking MIS minor for the specialization (see Appendix D: Support Documents).

This specialization requires between 60-62 credits depending upon elective class selection (see Table 9).
Table 9. Information Security and Assurance Specialization Breakdown

<table>
<thead>
<tr>
<th>Information Security and Assurance Specialization Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Four required CJ courses (CJ 100, CJ 200, SOC 202, SOC 203)</td>
<td>16</td>
</tr>
<tr>
<td>b) Two core CJ courses (CJ 327, CJ 328)</td>
<td>8</td>
</tr>
<tr>
<td>c) Six required MIS courses (3 credits each)</td>
<td>18</td>
</tr>
<tr>
<td>MIS 301 Survey of Management Information Systems</td>
<td></td>
</tr>
<tr>
<td>MIS 305 Information Technology Foundation</td>
<td></td>
</tr>
<tr>
<td>MIS 314 Data and Process Modeling</td>
<td></td>
</tr>
<tr>
<td>MIS 315 Systems Design</td>
<td></td>
</tr>
<tr>
<td>MIS 405 Networks</td>
<td></td>
</tr>
<tr>
<td>MIS 480 Information Systems Security Lab</td>
<td></td>
</tr>
<tr>
<td>d) Two CJ elective courses from the following:</td>
<td>8</td>
</tr>
<tr>
<td>CJ 340 White-Collar Crime</td>
<td></td>
</tr>
<tr>
<td>CJ 341 Cybercrime and Information Assurance</td>
<td></td>
</tr>
<tr>
<td>CJ 342 The Surveillance Society</td>
<td></td>
</tr>
<tr>
<td>CJ 346 Profiling and Threat Assessment</td>
<td></td>
</tr>
<tr>
<td>CJ 348 Terrorism and Homeland Security</td>
<td></td>
</tr>
<tr>
<td>e) One Interdisciplinary elective course from the following:</td>
<td></td>
</tr>
<tr>
<td>MIS 480 Privacy (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PS 340 Constitutional Law</td>
<td>3-4</td>
</tr>
<tr>
<td>PS 341 Civil Rights and Civil Liberties</td>
<td></td>
</tr>
<tr>
<td>PS 360 International Terrorism: Causes, Consequences &amp; Responses</td>
<td></td>
</tr>
<tr>
<td>PHL 320 Global Justice</td>
<td></td>
</tr>
<tr>
<td>f) Internship Course CJ 430</td>
<td>4</td>
</tr>
<tr>
<td>g) Capstone Course CJ 490</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60-62</td>
</tr>
</tbody>
</table>

MIS classes in the SBA are 3 credits each. Four of the MIS classes will be used to meet the CAS 12 credit exploratory requirement. In addition, students will be advised to take CSE 120 for the general education requirement and as a prerequisite for MIS 301. Students will move through a sequence of courses in MIS that will culminate in a course in the security network instructional laboratory in the SBA. In this environment, students learn how to detect and manage threats to networks and systems from viruses, spyware and other common threats to computer environments. Students are presented with simulated attacks and can hone their skills in a protected computer lab environment that is isolated from the internet and other internal Oakland University networks.

An equally important part of this specialization is the knowledge students will gain from the fields of CCJ, sociology and political science. In addition to the required and core courses in the major, students will select among electives that focus on cybercrime, the growth and development of the surveillance society, white collar crime and organizational crime or constitutional law. Students will also have the option of selecting a course on Privacy offered in the DIS department. We believe a graduate with this specialization will be very attractive to employers and to graduate programs.
b. Homeland Security

The Homeland Security specialization will total between 59-60 credits depending upon elective class selection (see Table 10).

<table>
<thead>
<tr>
<th>Homeland Security Specialization Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Four required CJ courses (CJ 100, CJ 200, SOC 202, SOC 203)</td>
<td>16</td>
</tr>
<tr>
<td>b) Two core CJ courses (CJ 327, CJ 328)</td>
<td>8</td>
</tr>
<tr>
<td>c) Four criminal justice electives from the following:</td>
<td>16</td>
</tr>
<tr>
<td>CJ/SOC 300 Alcohol, Drugs, &amp; Society</td>
<td></td>
</tr>
<tr>
<td>CJ 341 Cybercrime and Information Assurance</td>
<td></td>
</tr>
<tr>
<td>CJ 342 Surveillance Society</td>
<td></td>
</tr>
<tr>
<td>CJ 346 Profiling and Threat Assessment</td>
<td></td>
</tr>
<tr>
<td>CJ 348 Terrorism and Homeland Security</td>
<td></td>
</tr>
<tr>
<td>CJ 380 Critical Incident Analysis</td>
<td></td>
</tr>
<tr>
<td>d) Three interdisciplinary electives from the following:</td>
<td>11-12</td>
</tr>
<tr>
<td>PS 332 Politics of the Middle East &amp; North Africa</td>
<td></td>
</tr>
<tr>
<td>PS 334 Political Systems of Asia</td>
<td></td>
</tr>
<tr>
<td>PS 340 Constitutional Law</td>
<td></td>
</tr>
<tr>
<td>PS 341 Civil Rights and Civil Liberties</td>
<td></td>
</tr>
<tr>
<td>PS 314 International Politics: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>PS 360 International Terrorism: Causes, Consequences &amp; Responses</td>
<td></td>
</tr>
<tr>
<td>PS 413 International Law</td>
<td></td>
</tr>
<tr>
<td>HST 352 Nationalism in Modern Europe</td>
<td></td>
</tr>
<tr>
<td>HST 356 Modern Middle East</td>
<td></td>
</tr>
<tr>
<td>HST 357 Arab-Israeli Conflict</td>
<td></td>
</tr>
<tr>
<td>HST 382 Religion, Politics, &amp; American Culture</td>
<td></td>
</tr>
<tr>
<td>HST 359 Modern Iran and Iraq</td>
<td></td>
</tr>
<tr>
<td>PHL 311 Philosophy of International Relations</td>
<td></td>
</tr>
<tr>
<td>PHL 320 Global Justice</td>
<td></td>
</tr>
<tr>
<td>MIS --- Privacy (3 credits)</td>
<td></td>
</tr>
<tr>
<td>e) Internship Course CJ 430</td>
<td>4</td>
</tr>
<tr>
<td>f) Capstone Course CJ 490</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>59-60</strong></td>
</tr>
</tbody>
</table>

Unlike the standard 48 credit major in our program, this specialization will require four (rather than two) CJ electives and three (rather than two) Interdisciplinary electives that are relevant to Homeland Security. The goal behind increasing the number of electives is to assure the specialization exposes students to basic knowledge and concepts in the field combined with interdisciplinary courses that provide broader knowledge about substantive issues in world politics from the fields of international relations, history, and philosophy and their relationship to security.

Further, owing to the considerable role of religion in current world affairs and conflicts, students will be encouraged to also take courses such as REL 101 Introduction to Islam, REL 102 Introduction to Judaism or REL 150 World Religious Traditions for global perspective knowledge exploration in general education and REL 301 Religion in the Modern World which can count as knowledge application integration area.
C. COURSE DESCRIPTIONS

CJ 100 Introduction to Criminal Justice (formerly SOC 240)
An introduction to the study of crime and the system of criminal justice in the United States. Provides an overview of the production of crime statistics, types of offenses, the role of the police, courts and correctional agencies, and public policy. Also includes a comparison of street crime with white-collar crime.

CJ 200 Criminological Theory
An introduction to criminology, which is the study of crime, crime causation, and crime control strategies. Offers foundational knowledge about criminological theory essential for success in more advanced criminal justice courses. Topics include the origins of criminology in the United States and both classical and contemporary criminological theory.

CJ 220 The Juvenile Justice System
Overview of the juvenile justice system, including analysis of the procedures of the juvenile court, juvenile detention facilities, and issues related to the adjudication of juveniles including transfer to adult court and juvenile life without parole sentences. Prerequisite: CJ 100 and CJ 200.

CJ 240 Police & Society
Overview of police techniques and problems, of deviant citizen-police relations, and of social control in a field where power is high and visibility is relatively low. Topics include the defenses against corruption and the containment concept of police. Prerequisite: CJ 100 and CJ 200.

CJ 260 Criminal Law & the Criminal Court
Overview of the criminal law and sentencing within the U.S. criminal court. Some focus on Constitutional Law as it relates to the sentencing of criminal offenders will be addressed. Prerequisite: CJ 100 and CJ 200.

CJ 280 Corrective & Rehabilitative Institutions
Overview of prison and correctional systems in the United States. Includes reviews of the historical development of corrections and current issues in corrections, including sentencing practices, overcrowding, race relations, budget constraints, AIDS and substance abuse. Explores ways in which these problems are addressed by criminal justice practitioners. Prerequisite: CJ 100 and CJ 200.

CJ/SOC 300 Alcohol, Drugs, & Society
Overview of the sociology of substance use and abuse. Reviews sociological perspectives, social control of alcohol and drugs, descriptions of alcohol/drug behavior and treatment programs. Explores how substance abuse problems can be addressed by policy makers, lawmakers, health care professionals, and criminal justice officials. Prerequisite: CJ 100 (or SOC 100 or PSY 100 or SW 210).
CJ/WGS 331 Women, Crime, & Justice
Exploration of various issues related to women’s experiences with the criminal justice system as offenders, victims, and practitioners. Draws upon feminist criminological scholarship to examine: the historical place of women in the study of crime, explanations of men’s and women’s offending, the relationship between women’s victimization and offending behaviors, and the role of women in traditionally male-dominated criminal justice careers. Prerequisite: CJ 100 (or WGS 200).

CJ/SOC 332 Race/Ethnicity, Crime, & Justice
A socio-historical analysis of the effects of race and ethnicity on legitimate social opportunities, criminal behavior, victimization, and differential judicial processing. Analysis of the impact of assimilation and acculturation on criminal behavior, victimization, and criminal justice processes. Prerequisite: CJ 100 (or SOC 100).

CJ 340 White-Collar Crime
Overview of white-collar crime, corporate and organizational crime, and political crimes both by and against the state. Special attention will be paid the similarities and differences between white-collar and more conventional “street” crime. Prerequisite: CJ 100.

CJ 341 Cybercrime
Overview of computer crime from a criminal justice perspective. Also examines similar issues such as computer crime prevention, computer security, legal and social issues, and modern investigative methodologies. Prerequisite: CJ 100.

CJ 342 The Surveillance Society
Explores the development and significance of surveillance as a feature of modern society, how surveillance has changed over time with the development of new technologies, its presence in everyday life and different social institutions and contexts and the degree to which surveillance enhances social participation or social control in society. Prerequisite: CJ 100 (or SOC 100).

CJ 346 Profiling and Threat Assessment
An overview and critical examination of criminal profiling including crime scene profiling (inductive and deductive), psychological profiling, and offender profiling. Discusses ethnic, racial, and behavioral profiling, equivocal death analysis (psychological autopsy) and the geographical profiling of serial killers and rapists. Models of Threat Assessment are reviewed including applications to school shooters, management of stalking behavior and national security profiling of terrorist leaders and terrorist groups. Emphasis is on the empirical validity versus media sensationalism of profiling and threat assessment intelligence analysis. Prerequisite: CJ 100 (or SOC 100).

CJ 348 Terrorism and Homeland Security
Examines the threat of terrorism within U.S. borders and reviews those countermeasures employed to protect critical infrastructures and key resources. The application of rational choice theory and situational crime prevention approaches to anti-terror and counter-terror strategy and
tactics is explored through the study of homegrown terrorists, “lone wolves,” hit squads and shallow sleeper cells. Critically reviews the radicalization process and methods of terrorist target selection, suicide bombing and active shooter scenarios against “soft” targets such as shopping malls, sports events, and campuses. Discussion includes controversial topics such as jihadist ideologies, targeted killings, enhanced interrogation techniques, behavioral profiling, and biometric deception detection as well as Campbell Collaboration evaluations of the effectiveness of counterterrorism strategies. Prerequisite: CJ 100 (or SOC 100).

CJ 350 Juvenile Delinquency
Nature and types of juvenile delinquency, the relation of juvenile delinquency to the stress of adolescence and the specific social situation, methods of preventing delinquency or its recurrence. Prerequisite: CJ 100 (or SOC 100).

CJ 360 Criminal Careers & Career Criminals
Overview of types of juvenile and adult criminal careers. Examines patterns of offending and desistance across the life course, and the individual, cultural, and structural factors that influence motivations and opportunities for both offending and desistence. Prerequisite: CJ 100.

CJ 380 Critical Incident Analysis
Analysis of critical incidents-- relatively brief and usually traumatic occurrences involving injury, loss, conflict, discovery or change of significant proportion with the potential to alter existing societal norms or threaten the bonds of trust that bind communities. Examines the types of incidents (natural events, human error/accidents, intentional acts/terrorism, and the responses at the local, state, and national levels to understand similarities and differences among incidents. Prerequisite: CJ 100 (or SOC 100).

CJ 395 Special Topics: Elective in Criminal Justice
Course content to be determined by instructor. Prerequisite: CJ 100.

CJ 430 Criminal Justice Internship
Field placement and supervision of students in police, prison, and parole organizations or other public and private agencies. Prerequisite: required, core, and elective classes.

CJ 480 Independent Study & Research
Directed individual reading and research. Prerequisite: permission of instructor.

CJ 490 Capstone: Criminal Justice Policy Analysis
Capstone seminar where students demonstrate their ability to link theoretical knowledge and empirical evidence about a key criminal justice question in order to inform and improve public policy. Prerequisite: required and core classes.

CJ 495 Special Topics: Capstone Level
Course content to be determined by instructor. Prerequisite: CJ 100, CJ 200, and core CJ classes.
CJ 497 Apprentice College Teaching
Supervised participation in teaching an undergraduate course in sociology, combined with readings and discussion of teaching objectives and methods appropriate for sociological presentation. May be taken only once for credit toward a major. Prerequisite: senior sociology major and permission of instructor.

D. SAMPLE FOUR-YEAR CURRICULUM FOR CRIMINAL JUSTICE MAJORS AND TRANSFER CREDITS FOR COMMUNITY COLLEGE STUDENTS

The table below shows a sample four-year curriculum for criminal justice majors:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Winter Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>CJ 100 (or winter)</td>
<td>CJ 100 (or fall)</td>
</tr>
<tr>
<td>Year 2</td>
<td>CJ 200 (or winter)</td>
<td>CJ 200 (or fall)</td>
</tr>
<tr>
<td></td>
<td>SOC 202 or CJ Core Course 1</td>
<td>SOC 203 or CJ Core Course 2</td>
</tr>
<tr>
<td>Year 3</td>
<td>Criminal Justice Elective 1</td>
<td>Criminal Justice Elective 2</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Elective 1</td>
<td>Interdisciplinary Elective 2</td>
</tr>
<tr>
<td>Year 4</td>
<td>Internship or Capstone</td>
<td>Capstone or Internship</td>
</tr>
</tbody>
</table>

In addition, we anticipate a number of students to pair their CJ major with another major in the college. For example, because the CJ major utilizes courses from other majors, students will be able to easily double-count classes for both majors. In addition, we anticipate that the new CAS exploratory requirement, which requires students to take 12 credits outside their major, will facilitate a double major for students. Three examples of double major possibilities for political science, psychology and sociology majors, prepared by Shannon Esselink, CAS Director of Advising Services, can be found in Appendix D: Support Documents.

When all courses for the new major are approved, we will systematically review classes from local community colleges and other four year universities to determine transfer equivalencies. In general, we anticipate that the 100 and 200 level courses in our program will have transfer equivalents, thus facilitating the transfer of students. However, a minimum of 50% of all classes for the major must be taken at Oakland University.

E. RECRUITING, RETENTION, MONITORING, AND ADVISING STUDENTS
We anticipate a high level of interest in the criminal justice major based upon inquiries made to the department, the admissions and advising offices at the university and college level, and from the local criminal justice community. In the short term we anticipate a certain number of new majors who will be recruited from the current criminal justice concentration. However, these students will not constitute the bulk of new majors.
We will work with the Communications and Marketing, Admissions, and the CAS and university advising offices to promote the new major through marketing efforts such as brochures, staff meetings with the program director, and a new web design added to the department’s current webpage. A concentrated effort by admissions is expected to increase the number of FTIACs who attend Oakland University to pursue a criminal justice degree.

Our current agreements with Oakland Community College and Macomb Community College will be reviewed and changed to facilitate the transition of students to the new major. We expect that more students will transfer from these two community colleges when the criminal justice major is in place. We will also reach out to other community colleges to recruit students (Wayne County, St. Clair County).

**F. PROGRAM EVALUATION AND ASSESSMENT**

Appendix A: Assessment Documents contains the assessment plan and instruments for the Criminal Justice major. Direct assessment will include rubric based evaluations of all capstone papers. An indirect measure will be an exit survey of graduating seniors after the completion of their capstone course.

Beginning with the first graduating class, the results of all assessments will be compiled biennially by the program’s assessment chair and shared with all criminal justice faculty as well as faculty in the Department of Sociology and Anthropology. The criminal justice faculty will review these results and recommend the appropriate program changes.
V. COST ANALYSIS

A. SBRC BUDGET FORMAT

The following pages contain the budget, fringe benefit, and expense spreadsheets for the Criminal Justice major (see Tables 12, 13, and 14).
Table 12. Criminal Justice Major Budget Spreadsheet

College of Arts and Sciences  
Program: Criminal Justice  
Program Inception: Fall FY12  
Five-Year Budget: FY12-FY16  
Fund: TBD  
Date: July 26, 2011

<table>
<thead>
<tr>
<th>Revenue Variables:</th>
<th>Acct.</th>
<th>FY12 Budget Year 1</th>
<th>FY13 Budget Year 2</th>
<th>FY14 Budget Year 3</th>
<th>FY15 Budget Year 4</th>
<th>FY16 Budget Year 5</th>
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</thead>
<tbody>
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<td>100</td>
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<td>Average credits per year per major</td>
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<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
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<td>Total Credit Hours</td>
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<td>4800</td>
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<td>3300</td>
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<td>Graduate</td>
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<td></td>
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</tr>
<tr>
<td>Total FYES</td>
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<td>160.00</td>
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<tr>
<td>Tuition Rate Per Credit Hour</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Undergraduate (lower)</td>
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<td>$331.25</td>
<td>$331.25</td>
<td>$331.25</td>
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<td>Undergraduate (upper)</td>
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<td>$362.00</td>
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<tr>
<td>Graduate</td>
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<td>$578.00</td>
<td>$578.00</td>
<td>$578.00</td>
<td>$578.00</td>
<td>$578.00</td>
</tr>
</tbody>
</table>

<p>| Revenue            |       |                   |                   |                   |                   |                   |
| Tuition            |       | $209,820           | $623,925           | $828,210           | $1,656,420         | $2,070,525         |
| Other              |       | $-                | $-                | $-                | $-                | $-                |</p>
<table>
<thead>
<tr>
<th>Total Revenue</th>
<th>$209,820</th>
<th>$623,925</th>
<th>$828,210</th>
<th>$1,656,420</th>
<th>$2,070,525</th>
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</thead>
</table>

**Compensation**

<table>
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<tr>
<th>Salaries/Wages</th>
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<th></th>
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<td>Faculty Inload Replacements</td>
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<td>$-</td>
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<tr>
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<td>Overtime</td>
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<td>Wages - General</td>
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<td>$540,465</td>
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**Operating Expenses**

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</table>

| Total Operating Expenses |          | $48,331 | $56,848 | $67,446 | $63,079 | $63,750 |
| Total Expenses         |          | $182,071 | $358,558 | $528,326 | $603,544 | $604,215 |
| Net                   |          | $27,749  | $265,367 | $299,884 | $1,052,876 | $1,466,310 |
| Ratio                 |          | 87%      | 57%      | 64%      | 36%      | 29%      |
Table 13. Criminal Justice Major Fringe Benefit Spreadsheet

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<th>3</th>
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Table 12: Criminal Justice Major Expenses Spreadsheet

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<th>Description</th>
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<th>Budget Year 2 Amount</th>
<th>Budget Year 3 Amount</th>
<th>Budget Year 4 Amount</th>
<th>Budget Year 5 Amount</th>
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</thead>
<tbody>
<tr>
<td>Program Director</td>
<td>Stipend Methods and stats</td>
<td>Faculty Overload</td>
<td>$10,000.000</td>
<td>$10,000.000</td>
<td>$10,000.000</td>
<td>$10,000.000</td>
<td>$10,000.000</td>
</tr>
<tr>
<td>Faculty Hire 1</td>
<td>specialization</td>
<td>Faculty Salaries</td>
<td>$55,000.000</td>
<td>$55,000.000</td>
<td>$55,000.000</td>
<td>$55,000.000</td>
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<td>Cyber Criminology methods and stats</td>
<td>Faculty Salaries</td>
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<td>$55,000.000</td>
<td>$55,000.000</td>
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<td>$55,000.000</td>
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<td>Juvenile justice Homeland security methods</td>
<td>Faculty Salaries</td>
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<td>Faculty Salaries</td>
<td>$55,000.000</td>
<td>$55,000.000</td>
<td>$55,000.000</td>
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<td>Part-time Faculty</td>
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<td>$10,000.000</td>
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<tr>
<td>Office operations</td>
<td>Standard supplies and services for office operations including computers and technology.</td>
<td>Supplies and Services</td>
<td>$15,000.000</td>
<td>$15,000.000</td>
<td>$15,000.000</td>
<td>$15,000.000</td>
<td>$15,000.000</td>
</tr>
<tr>
<td>Publicity and student recruitment</td>
<td>Needed to establish program Above and beyond contract travel. Program will have relationships with institutions in New York and California. Factored at $5,000 per year for each faculty member.</td>
<td>Supplies and Services</td>
<td>$5,000.000</td>
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<tr>
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<td>Per proposal from Library.</td>
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<td>$10,000.000</td>
<td>$10,000.000</td>
<td>$10,000.000</td>
<td>$10,000.000</td>
</tr>
</tbody>
</table>
B. SPACE REQUIREMENTS
The new major requires standard classroom space for lecture and discussion. Classes will be offered both on campus and at the AFC in Mt. Clemens thus minimizing demand for classroom space on campus. The one required lab class (SOC 203) utilizes an already existing computer lab in Varner Hall. In addition, the program will utilize an already existing computer lab space to offer this course at the AFC in Mt. Clemens.

Faculty will be housed in the department located on the fifth floor of Varner Hall.

C. EQUIPMENT REQUIREMENTS
There are no major equipment requirements associated with the new major.

VI. IMPLEMENTATION: FIVE YEAR PLAN

A. PHASING IN THE PROGRAM
The Criminal Justice major can begin in Fall 2012. The majority of the courses in the new major curriculum already exist as course offerings (or have been offered under special topics rubric) in the criminal justice concentration. However, as the program is projected to grow, we will require more faculty to offer enough sections of classes, and to cover the internship and capstone experience. Phasing in the program is discussed in terms of curriculum and the hiring of faculty and staff.

1. Curriculum
For the new required and core courses proposed, and the majority of CJ elective offerings, there are full-time faculty who have taught these courses or qualified part-time faculty available to teach most of these classes in the first year given the number of majors we expect to serve. The exceptions are CJ 341 Cybercrime and Information Assurance, CJ 346 Profiling and Threat Assessment, and CJ 348 Terrorism and Homeland Security. In year one, we propose to hire a visiting faculty member to teach these courses and to develop additional courses in this area to support that specialization.

Our plan is to offer all required and core classes, a diverse selection of criminal justice elective courses, and a section of the internship and capstone in year one with the existing combination of full- and part-time faculty. In year two, we will provide additional elective course offerings to balance these options for students. As new faculty are hired to cover different areas of expertise, we also expect new courses to be developed for the curriculum and integrated into an elective rotation.

2. Hiring
The phasing in of staff and faculty will occur over the first four years of the program assuming the program meets its target major enrollment each year. By year four, five faculty will be hired in the new major to supplement the three current full time faculty (Ray Liedka, Jay Meehan, and Amanda Burgess-Proctor).

In its first year, the program will utilize a blend of current full- and part-time faculty who can cover courses for the major. Within five years, our goal is to have a full-time, tenure-track
faculty member attached to each specialization to maintain the research and teaching focus of that specialization. These faculty will also cover a capstone and/or internship class through a rotation process. As more sections of classes are required, we will utilize part-time faculty as needed.

Finally, it is imperative that the recruitment for these positions occur early enough in the academic hiring season to ensure high-quality candidates. Specifically, job ads must be circulated in advance of the American Society of Criminology annual meeting, which occurs in November each year. The ASC annual meeting is an important recruitment event, and is one at which OU has historically not had a presence. With the new major, however, OU will need to have a strong presence at this meeting (i.e., be in a position to conduct on-site interviews and meet with potential candidates) in order to be competitive in national searches to recruit top candidates to bolster the new major.

Year 1:
1) Administrative Assistant: Beginning immediately in year 1 we will hire an administrative assistant to develop and coordinate new internships sites to accommodate majors, advise majors and to assist in program development.

Year 2:
1) Tenure-Track Professor who can teach methods and statistics and support one of the major specializations. As the number of majors grows, we will require faculty who can support the offerings of the research methods/statistics (SOC 202/203) along with the current sociology faculty in the department who teach these classes (Heidi Lyons, Dennis Condron, Ray Liedka). This hire will rotate into the research methods/statistics sequence and offer the balance of their course load in their criminal justice specialization.

2) Tenure Track Professor with primary specialization in Juvenile Justice/Delinquency and with a secondary specialization in one of our major specialization.

Year 3:
1) Tenure Track Professor who can teach methods and statistics and support one of the major specializations. At this point in the growth of majors, we project that we will require another faculty member who can support the offerings of the research methods/statistics (SOC 202/203) along with the current faculty in the department who teach these classes (Heidi Lyons, Dennis Condron, Ray Liedka, and the new hire from year 2). This hire will rotate into the research methods/statistics sequence and offer the balance of their course load in their criminal justice specialization.

2) Tenure Track Professor with primary specialization in Homeland Security and with a secondary specialization in one of our major specialization.

Year 4:
1) Tenure Track Professor with primary specialization in Cybercrime/White Collar Crime with a secondary specialization in one of our major specialization.
B. ANNUAL INCREASE IN LIBRARY HOLDINGS
See Appendix B: Library Report.

C. EQUIPMENT AND SPACE
As mentioned above, the new major has minimal space requirements.

D. IMPLEMENTATION OF NEW INTERNAL PROCEDURES
Recommendations for new courses, part-time faculty, equipment purchases, and the day-to-day operations of the Criminal Justice major will be made by the Department chair and, when needed, in consultation with the faculty of the department. Current full-time faculty teaching in criminal justice will be assigned to a curriculum and assessment committee for criminal justice. This reflects the current governance structure of the Department (i.e. each discipline has its own curriculum and assessment committee which reports to the Department on a regular basis). The new advising system will take place immediately upon the establishment of the major and the hiring of an administrative professional.

E. PREDICTED ENROLLMENT LEVELS
We expect 25 new students in year one and project our number of majors to reach 250 by year five. These projections are based upon our experience with the bachelor of social work program in our department. Our assumption is that we will parallel social work’s growth because criminal justice majors share the same career oriented focus as our social work students. For planning purposes, we anticipate growing the major through a combination of transfer and FTIAC students.

In year, one, we anticipate that the new major will bring in 25 new students to Oakland and that approximately 50 students will change their major, or choose criminal justice as a dual major in year one (2012-13). We expect that the majority of these students changing their major will come from the concentration but we expect that a sufficient number of existing concentrators will remain in their original major given that they may be far enough along their major path where switching majors would not be advisable. In fact, we will strongly advise those students who are within a year of graduating with their existing major not to change majors.

We envision servicing three groups of students: 1) new majors to Oakland either in FTIAC or Transfer status; 2) “converts,” i.e., those who have changed their major or enrolled as dual majors from the pool of current OU students; and 3) “minors,” i.e., existing and new criminal justice concentrators who will remain as such.

New majors will begin the program as outlined in our program description. They will be advised to take their required and core sequence and encouraged to think about one of the specializations.

Converts will utilize much of their existing concentration classes and apply them toward the new major because the major is significantly similar to concentration in content and interdisciplinary emphasis. The major difference is the new theory and capstone requirement. However, before “converts” are admitted to the major, their program will be reviewed to determine if changing to criminal justice is advisable.
In the first year, we project that approximately 50 students will convert to the new major from the existing pool of concentrators and/or other majors. We expect that within two to three years, all existing converts will have completed the new major. Thus we will be offering of the internship and capstone options beginning in year one for those students. Each year after year two, we expect a small number of converts (i.e., approximately 10) from other majors each year.

Minors will be divided into two groups—students admitted prior to Fall 2012 and students admitted beginning Fall 2012. The key programmatic difference between the two is that those admitted beginning Fall 2012 will not have an internship requirement. By not requiring the internship, and with the facilitation of minors created by the new College exploratory requirement and the BALS program, we anticipate between 75-100 concentrators/minors taking our classes after the major is implemented.

In the early years of the major, we will monitor student major enrollment, course selection within and outside the department and work with all departments participating in the major to better understand, and respond to any patterns that are impacting them.

F. STEADY STATE OF OPERATIONS OF THE PROGRAM
The program will reach a steady state of operations by year four assuming all projected enrollments are met and new faculty are hired to meet this demand.
VII. APPENDICES

A. ASSESSMENT DOCUMENTS
   1. Assessment Plan
   2. Course Paper Assessment Evaluation Criteria
   3. Senior Perception Questionnaire
   4. Criminal Justice Major Assessment Breakdown

B. LIBRARY REPORT

C. CORRESPONDENCE WITH COMMITTEES AND GOVERNANCE BODIES

D. SUPPORT DOCUMENTS
   1. Internal (OU) Letters of Support
      a. Shannon Esselink, CAS Advising
      b. Eleanor Reynolds, Admissions
      c. Mark Rigstad, Department of Philosophy
      d. David Dulio, Department of Political Science
      e. Todd Shackleford, Department of Psychology
      f. Betty Youngblood, Outreach and OU-Macomb
      g. Mohammad Dadashzadeh, Decision and Information Sciences Department
      h. Lindsay Zeig, Advising Resource Center
   2. External Letters of Support
      a. F. Warren Benton, Academy of Critical Incident Analysis, John Jay College of Criminal Justice
      b. Steve Recca, Center for Homeland Defense and Security, Naval Postgraduate School
      c. Michael Metz, Macomb Community College
   3. CAS Advising Worksheets

E. FACULTY CURRICULUM VITAE
A. ASSESSMENT DOCUMENTS

1. Assessment Plan

Citation of appropriate goals from Oakland University’s Mission Statement:

a) “...develop the skills, knowledge, and attitudes essential for successful living and active concerned citizenship.”

b) “...prepare students for post-baccalaureate education (or) professional schools directly after graduation.”

Specification of academic unit goals that flow from each of the cited university goals:

c) “The B.A. degree seeks to develop critical thinking about the criminal justice system, objective analysis of social policies related to crime and justice and understanding of its impact on society”

d) “The B.A. degree (in criminal justice) provides appropriate knowledge and analytic skills for students who intend to enter graduate or professional programs.”

Operationalization of the unit’s goals into objectives for student learning:

e) In the upper-level course paper, Criminal Justice majors will demonstrate: appropriate use of criminological concepts and methods from the fields of criminology and criminal justice; appropriate use of literature, documents, and/or references; appropriate analytical content; and writing that is well-organized and well-written.

f) Criminal Justice majors will be adequately prepared for success in their chosen career or in graduate or professional programs beyond the B.A.

Description of the methods by which progress toward the operationalized unit goals will be measured:

Direct Measure:

*Capstone course paper assessed by multiple readers.* All criminal justice majors are required to complete a capstone course, so all capstone papers will be assessed by faculty using the rubric described below. The course will require a semester-long research project with specific attention on the nexus of empirical research and criminal justice policy culminating in a lengthy written paper (approximately twenty pages). Additionally, to further demonstrate the policy focus of the OU criminal justice capstone course, students will be required to condense the results of their written capstone paper into a brief policy paper intended to inform legislators and other policy makers. Thus, it provides an ideal opportunity for program assessment.
At the end of each semester the capstone course is offered, final papers will be given to the chair of the Assessment Committee, who will make copies, remove students’ names and give the copies to readers. Each paper will be read by two members of the Criminal Justice faculty. Every faculty member will have the responsibility of paper assessment. Each reader will use a 5-point scale rubric (see Attachment 1). Should a difference of more than two points occur with the first two readers, a third reader reviews the paper and the middle score is used as the final score.

Indirect Measure:

*Senior perceptions measured by questionnaire.* The assessment committee will identify all Criminal Justice majors who have applied for graduation in Winter term to be given a program perception survey. Survey questions address student learning objectives, such as career and graduate school preparation, as well as curricular and student services issues (see Attachment 2).

List the individual(s) who have primary responsibility for administering assessment activities:

- g) Virtually all faculty members teach at least one class from which the majors will be sampled for the paper assessment. All Criminal Justice faculty will also be paper readers. The Chair of the department’s Assessment Committee administers the assessment of research papers.

- h) The indirect measure surveys will be returned to the Chair of Assessment who will compile a report. The committee reports to the full department once each year for discussion.

Describe the procedures used in your academic unit for translating assessment results into program changes:

- i) All department faculty members are committed to continuous, on-going self-assessment. Departmental faculty meet as a whole on a monthly basis throughout the academic year. At least one meeting per semester will be devoted in part or in whole to assessment. Additional meetings dedicated specifically to assessment will be called if needed. In addition, department faculty or the Assessment Committee will monitor, discuss and revise the assessment process on an on-going basis.

- j) Once results from the research papers and student surveys are analyzed and reported, all Criminal Justice faculty will participate in a discussion of the results and their impact on the program’s objectives. Actual programmatic changes will be reviewed when consistent results across different methods and measures (and over multiple years) indicate a definite trend that suggests program or curricular revisions.
2. Course Paper Assessment Evaluation Criteria

Semester/Year ______________   Paper ID: ___________   Reader: ___________________

Instructions: Please circle the nearest whole number in each category, as follows:

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<th>Category</th>
<th>Description</th>
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<tr>
<td>Unacceptable</td>
<td>does not at all reflect a standard of quality work</td>
</tr>
<tr>
<td>Poor</td>
<td>below a standard of quality work</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>meets a standard of quality work</td>
</tr>
<tr>
<td>Good</td>
<td>exceeds a standard of quality work</td>
</tr>
<tr>
<td>Outstanding</td>
<td>greatly exceeds a standard of quality work</td>
</tr>
</tbody>
</table>

1. To what extent does the work reflect appropriate use of concepts and/or methods of the discipline of Criminal Justice?

   0  1  2  3  4
   Unacceptable Poor Satisfactory Good Outstanding

2. To what extent does the work demonstrate appropriate use of literature, documents and/or references from the fields of criminology/criminal justice?

   0  1  2  3  4
   Unacceptable Poor Satisfactory Good Outstanding

3. To what extent does the work illustrate appropriate criminological content, critical thinking and analytical processes?

   0  1  2  3  4
   Unacceptable Poor Satisfactory Good Outstanding

4. To what extent is the work well-organized and well-written?

   0  1  2  3  4
   Unacceptable Poor Satisfactory Good Outstanding
3. Senior Perception Questionnaire

Semester/Year ______________

The purpose of this questionnaire is to assess student perceptions of the outcomes they gained from majoring in Criminal Justice, including knowledge, values, skills, and their applications in life.

On a scale of 1 to 5 please circle the appropriate number indicating your attitude toward the following statements.

1 = Not much at all  3 = Moderately so  5 = A great deal

1. How much has the Criminal Justice major at Oakland University improved your knowledge of the criminal justice system, structures and interactions?

1----------------------2-------------------------------3--------------------------4----------------------5

2. How much has the Criminal Justice major at Oakland University broadened your thinking about diversity?

1----------------------2-------------------------------3--------------------------4----------------------5

3. How much have you used the knowledge, critiques, values, or skills learned in your Criminal Justice major in other courses during your college career?

1----------------------2-------------------------------3--------------------------4----------------------5

4. How much has the Criminal Justice major at Oakland University prepared you to be an informed and engaged citizen?

1----------------------2-------------------------------3--------------------------4----------------------5

5. How much have you used the knowledge, critiques, values, or skills learned in your criminal justice major to understand some aspect of your life?

1----------------------2-------------------------------3--------------------------4----------------------5

6. How well has the Criminal Justice major prepared you for your career plans?

1----------------------2-------------------------------3--------------------------4----------------------5
Please give us as much information as you can about your plans after you graduate (indicate all that apply).

I have employment lined up.

Yes _____ No _____

Name of company (with type of business or government bureau if not in title) and your title:

I will enroll in continuing education after graduation (e.g. law school or graduate school).

Yes_____  No_____

Name of educational institution you will be attending and your chosen program and degree objective:

If you do not have a job or educational enrollment lined up, are you currently making plans for the near future?

Yes_____  No_____  

Employment I am seeking:

Educational objectives I have:

What courses, knowledge, or skills would you have liked to obtain as a Criminal Justice major?

Is there something you think the department could do to better help its Criminal Justice majors in the future?
<table>
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<tr>
<th>Goals Cited in OU Mission</th>
<th>Relevant Goal of Unit</th>
<th>Student Learning Objectives</th>
<th>Methods of Assessment</th>
<th>Individual(s) Responsible for Assessment Activities</th>
<th>Procedures for Using Assessment Results to Improve Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>“…develop the skills, knowledge, and attitudes essential for successful living and active concerned citizenship.”</td>
<td>The B.A. degree seeks to develop critical thinking about the criminal justice system, objective analysis of social policies related to crime and justice and understanding of its impact on society.</td>
<td>Criminal Justice majors will demonstrate appropriate use of the discipline’s concepts and methods; literature, documents, and/or references; analytical content; and effective writing.</td>
<td>Course papers written by a random sample of majors will be examined by multiple readers twice per year. Readers will use a rubric and scoring methods developed by the department.</td>
<td>All members of Criminal Justice faculty will be responsible for student paper assessment. No faculty member will be assigned a paper from his/her class. Assessment committee will generate an annual report.</td>
<td>Criminal Justice faculty will review results annually and discuss ways to improve curriculum, course content, and clarify learning objectives.</td>
</tr>
<tr>
<td>“…prepare students for post-baccalaureate education (or) professional schools directly after graduation.”</td>
<td>The B.A. degree in Criminal Justice provides appropriate knowledge and analytic skills for students who intend to enter graduate or professional programs.</td>
<td>Criminal Justice majors will be adequately prepared for success in their chosen career or in graduate or professional programs.</td>
<td>Focus groups of graduating majors will address student learning objectives such as career and graduate school preparation, as well as curricular and student services issues.</td>
<td>The assessment committee will be responsible for arranging and conducting the focus group of graduating majors and generating an annual report.</td>
<td>Criminal Justice faculty will review results annually and discuss ways to improve response to student learning objectives as well as curricular and student service issues.</td>
</tr>
</tbody>
</table>
B. LIBRARY REPORT

See memorandum next page.
MEMORANDUM

To: Jay Meehan, Chair, Department of Sociology and Anthropology
From: Shawn V. Lombardo, Coordinator of Collection Development, Kresge Library
        Barbara Shipman, Lecturer, Kresge Library
Re: Library Collection Evaluation for Proposed BA in Criminal Justice
Date: October 6, 2011

In developing this collection evaluation, we reviewed the draft proposal for a Bachelor of Arts in Criminal justice, dated September 2011, the holdings of other Michigan universities with criminal justice programs (listed in the proposal) and two articles that provide recommendations on basic resources for criminal justice and terrorism (references are included below). We have provided a brief description of the resources currently available, those that should be acquired, and a five-year cost estimate for these additional library resources.

Currently Available Resources
Indexes and other Databases
As noted in the program proposal, criminal justice is a highly interdisciplinary research area. To access the journal literature in the discipline, Kresge Library maintains subscriptions to a number of online indexes, listed in Table 1.

Table 1 Current Library Databases to Support a Criminal Justice BA

<table>
<thead>
<tr>
<th>ERIC</th>
<th>Social Science Citation Index</th>
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</thead>
<tbody>
<tr>
<td>Legal Periodicals FullText (formerly LegalTrac)</td>
<td>Social Sciences FullText (formerly Soc.Sci. Abstracts)</td>
</tr>
<tr>
<td>LexisNexis Academic Universe</td>
<td>Social Services Abstracts</td>
</tr>
<tr>
<td>PsycInfo</td>
<td>Social Work Abstracts</td>
</tr>
<tr>
<td>PsycArticles</td>
<td>Sociological Abstracts</td>
</tr>
</tbody>
</table>

Available for free online is the National Criminal Justice Reference Service (NCJRS), which provides abstracts to more than 210,000 criminal justice, juvenile justice, and substance abuse resources housed in the NCJRS Library collection. More recently, through a relationship that Oakland faculty have
developed with the Naval Postgraduate School, the library established full access to the Homeland Security Digital Library, a collection of more than 93,000 documents related to homeland security policy, strategy and management. Other more general databases that encompass scholarly and popular sources include Wilson OmniFile and Academic OneFile, both of which provide access to a large number of full-text articles. With the exception of NCIRS, all of the databases provide easy linking to the library’s full-text and print journal subscriptions and all are available from off-campus. Again, with the exception of NCIRS (which does not cover the criminal justice literature comprehensively), the library does not subscribe to an online index or bibliography that specifically covers criminal justice.

Journals
The library subscribes to numerous journals in criminal justice and, through its full-text databases, provides access to many more. Appendix A provides a sample of the criminal justice titles to which Oakland faculty and students have access, either in print or online. Many of these titles are made available through the library’s online journal packages from Sage, Springer and Wiley-Blackwell. In particular, the Sage journal package provides access to a strong collection of journals in the areas of criminology, sociology, social work and psychology. A review of the titles included in Magazines for Libraries (18th edition, 2010) – a standard reference source that lists important journals by subject – reveals that the library provides access to approximately 60 percent of the academic journals identified as “basic periodicals” in the field, as well as other criminal justice titles that are considered important acquisitions. The library’s collection, however, is weaker in its coverage of criminal justice trade and professional magazines.

A review of the top criminal justice journals, as ranked by impact factor in ISI’s 2010 Journal Citation Reports (JCR), finds that the library provides current access to 67 percent (29 of 43 titles), and at least some access (generally with a one-year embargo, i.e., the most recent year is not available) to 74 percent of the titles. Three titles included in the JCR rankings are foreign language titles to which the library does not subscribe; however, these would not be suitable acquisitions for an undergraduate-level program anyway. Overall, then, the library’s access to the academic journal literature in criminal justice is good.

Monographs and Reference Sources
Currently, the library allocates approximately $3,000 to purchase the monograph recommendations of the faculty from the Department of Sociology and Anthropology; with this funding the library generally has been able to purchase most faculty requests. Other books on sociology, criminal justice and social work are acquired through an approval plan with a major book vendor, where recently published books are shipped automatically based upon a profile that the library has developed. A broad analysis of the library’s circulating monograph collection in relation to the concentrations of the proposed criminal justice program indicates that the collection is fairly strong in the areas of corrections, treatment, juvenile crime and justice and terrorism. Kresge Library’s collection is weakest in the areas of white collar crime, cyber-terrorism and computer crimes/information security. Table 2 provides a portion of the analysis of the library’s monograph collection.
Table 2 Library Monograph Holdings by General Topic

<table>
<thead>
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<th>Specialization and Related Library of Congress Subject Headings</th>
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</tr>
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<td><strong>Homeland Security</strong></td>
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<td>[SH] Civil Defense</td>
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<td>49</td>
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<td>[SH] Juvenile Delinquency</td>
<td>193</td>
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</table>

Resources Needed

Indexes
Two major indexes to which the library does not subscribe are EBSCO’s Criminal Justice Abstracts Plus FullText (CJA), which indexes more than 270 periodical titles and provides full-text coverage to more than 200 magazines and journals; and Proquest Criminal Justice, which indexes and provides full-text coverage to a similar number of titles, although full-text content varies between the two databases. A subscription to just Criminal Justice Abstracts in 2011 costs $3,574; the full-text version costs $6,650. A current subscription to Proquest Criminal Justice costs $7,817 annually. Of the two databases, CJA provides more unique full-text content compared to the library’s current periodicals holdings than Proquest Criminal Justice. Although a number of the universities listed in the proposed proposal subscribe to both resources, we believe that a subscription to CJA would provide sufficient and economical access to the criminal justice literature – and especially to the professional publications to which the library does not have current subscriptions. The estimated annual subscription cost for CJA (beginning in 2012) is included in the recommended library budget in Appendix C.

Journals
To supplement the full-text that is available in CJA, we recommend that the library add subscriptions to a few journals in order to support the proposed program adequately. Appendix B provides a list of recommended journals, with the most important highlighted in gray. In particular, Security Journal, published by Palgrave, is a highly-ranked journal that would strengthen the library’s coverage of information, computer and physical security issues. Crime and Justice, a monographic series from the University of Chicago Press, is available through LexisNexis Academic Universe, but in html text format only; beginning a subscription on the JSTOR platform will ensure convenient, full PDF image, and permanent access to this important title. Funding for a small set of journal subscriptions has been included in the recommended library budget in Appendix C.

Although Appendix B includes a number of important journals that the library does not own, many of these (especially those published by Taylor and Francis) are extremely expensive; many are also covered, although with a one-year embargo, in CJA, which should be sufficient, with the library’s interlibrary loan service providing quick access to articles not immediately available online. Similarly, American Jails is considered a “basic title” by Magazines for Libraries, but it, too, is available full-text in CJA. Full-text coverage in databases such as CJA often change as vendor agreements with publishers expire; therefore, the library will work with faculty in the criminal justice program to ensure that the research needs of both students and faculty are met adequately.

Monographs and Reference Sources
Broad searches of the database of the library’s primary book vendor found that more than 350 books in criminology and criminal justice listed as “essential” or “recommended” are published annually, with an average price of $89 in 2011. While the library already acquires monographs on criminal justice, criminology and related disciplines through faculty recommendations and the library’s approval plan, we believe that modest funding is needed to supplement the collection. The proposed library budget for
the program includes enhanced funding for monographs and reference sources in addition to the department’s current allocation, with additional funding in the first year of the new program to fill gaps in the library’s collection. It should be noted that monographs and reference materials may be purchased as electronic books to support online coursework, and the library will work with the department in choosing the most appropriate format for new acquisitions.

The reference collection should be updated with a basic criminology and criminal justice encyclopedia. Given the program’s emphasis on criminological theory, we also recommend the purchase of the *Encyclopedia of Criminological Theory* (2010 - $438 online) from Sage and the *Crime Classification Manual from Jossey-Bass* ($50). Other reference sources, especially those covering white collar crime, information security and terrorism/homeland security, should be considered in order to support new course offerings. Funding for several reference titles has been included in the proposed library budget (Appendix C) in year one.

**Funding**

Appendix C provides the recommended library budget to support the proposed Bachelor of Arts in Criminal Justice. The budget includes funding for one criminal justice full-text database, as well as new journal subscriptions, monographs, and reference titles; annual inflationary increases are built into the budget for years two through five. As noted above, faculty and students in the Department of Sociology and Anthropology also benefit from the library’s current journal package subscriptions and online indexes. Unfortunately, the library struggles each year to pay for these expensive resources. As it is in the best interest of the department for the library to be able to continue providing access to these resources, partial funding for these materials also is built into the proposed library budget.

C: Adriene Lim, Dean of the University Libraries
Kristine Condic, Library Representative to the University Senate

**References**


<table>
<thead>
<tr>
<th>Title</th>
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<td>Aggression and Violent Behavior</td>
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Appendix B
Recommended Journals to Support BA in Criminal Justice

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¹Listed as a "Basic Title" in Magazines for Libraries (18th ed., 2010)
²Total cost in 2012 for highlighted titles: $2,114

Appendix C
Budget for Library Materials to Support Proposed BA in Criminal Justice

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¹Presumes 5% annual inflationary increase
²Presumes 8% annual inflationary increase
C. CORRESPONDENCE WITH COMMITTEES AND GOVERNANCE BODIES

See correspondence with CAS Committee on Instruction next page.
Dear Jay,

On behalf of the College’s Committee on Instruction, I am providing you with feedback on your department’s proposal for a Bachelor of Arts in Criminal Justice. The committee is very much in favor of the program, recognizing the value of a criminal justice major to the university and current and prospective students. Members found the program to be well conceived and the proposal well written. They do have a few questions and comments though, which are listed below.

Regarding the internship requirement:

- Should the internship experience be an absolute requirement, or should there be an alternate option? The concern is the number of internship opportunities available for the number of students in the program. Are you certain that sufficient internship experiences will be available for the enrollment you are expecting?

- Regarding internships, are there clearances that are necessary in order for students to apply and be hired? If so, when and how will these clearance requirements be made known to students?

- Can students try to find their own internship experience? If so, how would this be handled?

Following the description of the major requirements, please include the specific requirements for the minor in criminal justice and label the section with a heading. The minor is mentioned on page 19, but it is under the
“Current Status of the Department” section. If there is to be a minor, the specifics should all be made clear in the proposal so that everything can be approved at the same time.

On pages 4 and 6 of the proposal, the development of written and verbal communication skills is noted within Goal #4. The committee agrees that excellent oral and written skills are of great importance to criminal justice professionals but cannot identify how their development is specifically addressed within the core or specialization curricula. What experiences will cause students to improve on these skills?

Similarly, electives drawing from a variety of disciplines, including economics, are mentioned on p. 28 of the proposal. There are no easily identifiable economics courses among the electives. In which courses is economics content found?

Are there too many new courses? Will there be sufficient instructors to offer the new courses on a reasonable rotation?

On page 34, the statement is made about encouraging students to take REL 101, 102 or 150. This is a good suggestion, but how specifically will students be steered toward the courses given that they are not listed among the electives?

Please revise the proposal as appropriate and/or provide separate feedback to address these questions/concerns.

Thank you,

Sandy

Sandra K. Dykstra
Assistant Dean
College of Arts and Sciences
Oakland University
MEMORANDUM
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

TO: The Committee on Instruction (COI)
College of Arts and Sciences

FROM: Albert J. Meehan, Professor and Chair
Amanda Burgess-Proctor, Assistant Professor

RE: Responses to COI questions about the Criminal Justice Major Proposal

DATE: October 19, 2011

We thank the committee for their review of the Criminal Justice major proposal and providing us feedback and questions for consideration. This process is meant to clarify and strengthen curriculum development and we believe that the committee’s review has been very beneficial to the further development of the proposal.

Since submission of our proposal we have received two important (positive) updates to the proposal that we wish to convey to committee members:

1) The library report from Shawn Lombardo is attached herein. That report recommends a slight increase in our budget line we allocated for library holdings from $10,000 per year to an average of $12,643 per year. We have made that change to the budget, which is also attached.

2) Professor Mohammed Dadashzadeh, Chair of the Department of Decision and Information Sciences (DIS) in the School of Business of Administration has indicated that a new course, MIS 301 Survey of Management Information Systems has been developed and approved for non-business majors interested in pursuing an MIS minor. This change will allow our the CJ majors in the information security and assurance specialization to undertake the MIS minor without the numerous pre-requisites that are currently associated with MIS 300—which to this point was required of both MIS majors and minors. This is a very positive development facilitating the offering of this specialization. Further, Professor Dadashzadeh indicated that his department is prepared to offer the sequence of courses for our students who will be taking MIS minor for the specialization.

We have organized our response by **bolding** the Committee’s concerns, as articulated in email correspondence from Assistant Dean Sandy Dykstra, and inserting our *italicized* response immediately following. Where our response involves possible changes to the proposal itself, we provide that language here and await the committee’s response before making the change on the proposal itself.
A. Internships

Should the internship experience be an absolute requirement, or should there be an alternate option? The concern is the number of internship opportunities available for the number of students in the program. Are you certain that sufficient internship experiences will be available for the enrollment you are expecting?

We discussed this issue at great length and concluded that the internship is a very important requirement for our students. The internship exposes students to the actual workings of a criminal justice agency as opposed to the distorted images students and the public at-large receive from the mass media and their own reference groups. The development and maintenance of internship sites is a demanding, but not impossible, job. Our social work program (which also requires an internship placement) has been able to do this because they have a full-time field coordinator and advisor, an identical position we have built into our budget proposal to assure that we can indeed meet the demand for internship placements. Agencies are very responsive to internship opportunities when there is adequate structural/administrative support at the university end.

There are two important exceptions to the internship requirement that we currently employ in the concentration. The first is that students who have worked, or are currently working, in the criminal justice system, or in the military or private security (e.g., corporate, retail fraud), are typically exempted from the internship requirement and allowed to substitute another elective course. Typically, these students are working full time while going to school and cannot undertake an internship, nor would an internship be necessary because they have received the sort of practical exposure to the system which is the goal of the internship.

The second exception is for students who work full time in non-criminal justice related occupations, but for whom taking on an internship would cause severe economic hardships on them and/or their families. In these cases, if health and other job-related benefits would be compromised by reducing the number of hours of work per week to take on an internship, we exempt students from this requirement. These exceptions will also be built into the major.

Are there clearances that are necessary in order for students to apply and be hired? If so, when and how will these clearance requirements be made known to students?

Yes, some internship placements require a criminal history clearance, but others do not. This is typically imposed at the discretion of the sponsoring agency. When students first enter the major program, we will advise them (as we currently do for the concentration) that most internships and jobs in the criminal justice field require passing a criminal background check. We also will advise students that maintaining excellent credit, an excellent driving record, and a reputable “on-line” persona is also something they should strive for as these records are also typically examined by employers when students are applying for jobs, but not necessarily for internships. This advising will be a central task of the AP who will develop a field manual for students.
Additionally, when cultivating internship placements, the AP will obtain from agencies their requirements for interns.

Can students try to find their own internship experience? If so, how would this be handled?

Yes, but the internship must be approved by the department in advance in order to count for major credit. The agency will be thoroughly vetted and a local supervisor must be assigned responsibility for the placement and experience. At present, this sort of placement has been utilized when students are returning home for the summer in other parts of Michigan. Students will be expected to maintain email/on-line/phone contact with the internship instructor, who also will receive regular evaluation/feedback from the agency.

B. Minor Requirements

Following the description of the major requirements, please include the specific requirements for the minor in criminal justice and label the section with a heading. The minor is mentioned on 19, but it is under the “Current Status of the Department” section. If there is to be a minor, the specifics should all be made clear in the proposal so that everything can be approved at the same time.

The criminal justice minor will consist of a minimum of 20 credits:

1. CJ 100   Introduction to Criminal Justice
2. CJ 200   Criminological Theory
3. CJ XXX   One class from the list of core classes (CJ, 220,240,260,280)
4. CJ XXX   one class from CJ elective list
5. CJ XXX   one class from CJ elective list

The minor will not have an internship requirement. The Concentration in Criminal Justice (which is an interdisciplinary minor) will no longer be offered. Students currently enrolled in the concentration will complete the requirements that were in effect when they first enrolled.

C. Development of written and verbal communication skills

On pages 4 and 6 of the proposal, the development of written and verbal communication skills is noted within Goal #4. The committee agrees that excellent oral and written skills are of great importance to criminal justice professionals but cannot identify how their development is specifically addressed within the core or specialization curricula. What experiences will cause students to improve on these skills?

First, the research and policy focus of the major throughout the curriculum is going to require of students the development of good written and oral communication skills. Many of the courses will require students to read original source materials and incorporate writing (i.e. essays exams, term papers) and oral presentations in course evaluation. For example, in SOC 300,
Alcohol Drugs and Society, a semester long group project and class presentation is a significant component of students’ final grade. Faculty who teach in the major are aware of this research and policy focus—indeed we know that this is what will be distinctive about Oakland’s criminal justice major.

This curricular experience will culminate in the capstone course which will entail a semester-long research project related to a policy question. The lengthy research paper should exhibit the research and writing skills that we have been preparing in our students. Indeed, our program assessment will utilize these papers as a critical evaluative component of the program’s goals. In addition, we are requiring a public, oral presentation of capstone findings—which we will be open to all faculty involved in the program.

Second, the internship helps students develop their writing and oral skills. For example, under the supervision of court personnel, probation interns learn how and conduct interviews with probationers and prepare pre-sentence investigations that are presented in court to judges, prosecutors and defense attorneys. Internships typically require students to interact with a wide variety of criminal justice personnel in the system in addition to the public.

D. Course Offerings

Similarly, electives drawing from a variety of disciplines, including economics, are mentioned on p. 28 of the proposal. There are no easily identifiable economics courses among the electives. In which courses is economics content found?

Thank you for noticing this. At present there are no economics courses listed among our interdisciplinary electives. We have deleted this reference in the proposal. However, if the economics department, or any department for that matter, develops a course that would be relevant to our major, we will include it in our curriculum, assuming our students could meet any pre-requisites listed by the department. Further, we are actively encouraging departments to develop permanent courses in their curricula that we think would add to our major’s interdisciplinary experience. For example, the Department of Communications and Journalism is currently offering a special topics course on media and terrorism that we believe would be an excellent elective for our students. We understand that there are plans underway to make this a permanent listing. In addition, we have sent to Arik Dvir, Chair of the Department of Biological Sciences a list of links to courses/curriculum about bio-terrorism that are offered at other universities to encourage the department to develop a similar course. In short, we view our curriculum, especially in our inter-disciplinary electives, as a dynamic list.

Are there too many new courses? Will there be sufficient instructors to offer the new courses on a reasonable rotation?

All of the core courses are essential, but only two (Criminal Law and Courts, Juvenile Justice) have not been offered before. We have identified part-time faculty who can teach these in the
first year of the program. Eleven of the fifteen listed elective offerings have already been taught by existing full and/or part-time faculty. However, this question underscores the importance of hiring of new faculty. We want to craft a program that is primarily built around full-time faculty whose research and teaching expertise is in our core and elective areas, and our list of hires articulated in the proposal reflect this commitment. Of course, we understand that our ability to hire will be driven by meeting our enrollment targets.

On page 34, the statement is made about encouraging students to take REL 101, 102 or 150. This is a good suggestion, but how specifically will students be steered toward the courses given that they are not listed among the electives?

Thank you for the compliment. We believe that the advisor/field placement director will be a critical component for encouraging students in addition to the excellent advising services in the CAS advising office. After the major is approved, we will include these courses in the recommended general education list. We envision our AP working with the CAS advising office to assemble an advising document with “menus” for students tailored toward particular interests.
Hi Jay,

The COI appreciated your thoughtful responses to their questions and were in agreement with all but the one regarding verbal and written communication skills. Members still do not see direct evidence that the proposed curriculum emphasizes these skills to the level purported in the proposal.

In spite of this area not being addressed to their satisfaction, the committee voted to approve the proposal with the changes you have indicated. However, they are expecting the individual new course syllabi submitted following overall program approval to include a strong focus on development of these skills prior to the internship experience.

Once I've received your revised proposal, I will post it for final COI review.

Thanks again for responding to the committee’s concerns.

Regards,

Sandy
D. SUPPORT DOCUMENTS

1. Internal (OU) letters of support
   a. Shannon Esselink, CAS Advising
   b. Eleanor Reynolds, Admissions
   c. Mark Rigstad, Department of Philosophy
   d. David Dulio, Department of Political Science
   e. Todd Shackleford, Department of Psychology
   f. Betty Youngblood, Outreach and OU-Macomb
   g. Mohammad Dadashzadeh, Decision and Information Sciences Department
   h. Lindsay Zeig, Advising Resource Center

2. External letters of support
   a. F. Warren Benton, Academy of Critical Incident Analysis, John Jay College of Criminal Justice
   b. Steve Recca, Center for Homeland Defense and Security, Naval Postgraduate School
   c. Michael Metz, Macomb Community College

3. CAS Advising worksheets
The College of Arts and Sciences professional advising office strongly supports the proposed Criminal Justice degree. All of our advisers have reviewed the proposal and feel the proposed program will positively meet our students’ needs.

On a regular basis, our advisers interact with both existing and prospective Oakland students that are looking for a Criminal Justice major. Some are satisfied with the existing concentration, but many are looking for a more in-depth study in the areas of their interest. The proposed specializations will be very appealing to students and offer paths that students may otherwise not thought of.

Our office has developed a strong working partnership with the departments Social Work Adviser, Maria Devoogd-Beam. We work very closely with Maria on all BSW students, for prospect through major standing and graduation. We look forward to having the same positive relationship with the Criminal Justice Field Placement Adviser.

We are thrilled that this major is being proposed and look forward to the day we can offer it to students.
September 20, 2011

Dr. Albert Meehan, Chair  
Sociology and Anthropology  
Oakland University

Dear Jay:

I am pleased to write this letter of strong support for the proposed Criminal Justice degree. I have had the opportunity to review the program proposal. I am impressed with the comprehensive structure of the program and the unique features it brings to the new major. It builds upon the current success of the concentration and expands the program to include elements not normally found in a criminal justice major. I am confident that this new program will be well received by new students.

Introducing new and expanded programs and majors which are of interest to prospective students exploring college options is very important as we move forward to meet the strategic enrollment goals of the University. The criminal justice area has garnered significant student interest as well as being a field that has experienced significant growth and expansion in scope and complexity. Prospective students, counselors, and school administrators exploring college programs in this area have looked to our current concentration as a viable but limited option. The expansion of the concentration into a major is important, timely, and will assuredly positively impact university enrollment.

The opportunity for interdisciplinary studies, an internship, and the new specializations define the uniqueness of this new major. Without question, it will be well received by those who have long expressed interest in the availability of more comprehensive program offering in criminal justice here at Oakland.

I am excited to include my support for this proposal and look forward to its approval and the opportunity to promote this new major to prospective university students. If I can provide any additional information, please do not hesitate to contact me.

Sincerely,

Eleanor L. Reynolds  
Assistant Vice President and  
Director of Admissions
MEMORANDUM

To: Albert Meehan, Chair  
    Sociology and Anthropology

From: Mark Rigstad, Chair  
    Philosophy

Date: 9/19/2011

Re: Proposal for Bachelor of Arts in Criminal Justice

I have examined in some detail the Department of Sociology and Anthropology’s Proposal for a new Bachelor of Arts degree in Criminal Justice, and I would like to offer my enthusiastic support. This new degree program will offer substantial benefits to our students, to faculty scholars across many disciplines, to the future success of Oakland University, and to the broader community that we serve.

I am impressed that the proposal contains many timely curricular innovations – proposed courses in Homeland Security, Threat Assessment, Critical Incident Analysis, Organizational Deviance, Cyber Crime & Information Assurance – that reflect recent and predictable changes in security industries both public and private. The degree also appropriately reflects the increasing importance of understanding local and national security problems in global perspective. In short, this new proposed Criminal Justice major is clearly skating to where the puck is going to be!

The Philosophy Department at Oakland University has long had a close collaborative relationship with the existing Criminal Justice Concentration, and we look forward to lending our continued support to the new Bachelor's degree. This interdisciplinary engagement is part of the reason why political and legal theory has recently emerged as a scholarly strong point in our department. Both our faculty and our students will benefit from the resources that are available through partnerships with the Center for Homeland Defense and Security and the Naval Postgraduate School, for example. Our courses in Philosophy of Law, Political Philosophy, Global Justice, and Philosophy of International Relations are essentially interdisciplinary in nature, where the learning environment is significantly enhanced by the convergence of diverse perspectives. Many of the best students in these courses have gone on to outstanding careers as lawyers, judge advocates in the Marines, FBI agents, and so on. This new Bachelor's degree will help us to support more of these success stories.

In the past students at, say, Macomb Community College intending to pursue careers in criminal justice would have been well advised to consider transferring to Wayne State University, which offers a good Bachelor's degree in Criminal Justice. Those days may soon be over, however, once this lean and farsighted degree program is up and running.
Dear Jay:

I write to you today to express my unequivocal support for your department’s proposed major in criminal justice. I believe the faculty in your department have crafted a fine proposal that demonstrates the benefits of adding this program to the already impressive list of offerings in Sociology and Anthropology.

There are many things I like about the proposed major, but let me highlight just two here. First, I like the interdisciplinary nature of the department. As you well know, the Political Science Department currently contributes to the criminal justice concentration; we could not be happier to help with the next iteration of this program. I believe this new major will not only benefit your department but it will provide benefit to the Political Science Department as well through new enrollments in our own courses.

I also appreciate your efforts to take the program to the new Mt. Clemens location. The proximity of the new Anton/Frankel Center to the court house there make for a wonderful synergy with criminal justice. I can see many opportunities there for students and faculty alike.

Again, I fully support the new criminal justice major. If I can do anything to help as the proposal makes it way through governance, please do not hesitate to ask.

Sincerely,

David A. Dulio
Associate Professor and Chair
September 20, 2011

Professor Jay Meehan, Chair
Department of Sociology/Anthropology
Oakland University
Rochester, MI 48309

Dear Professor Meehan:

It is my pleasure to write this letter in strong and unequivocal support of the Department of Sociology/Anthropology proposal for a new Bachelor of Arts in Criminal Justice. Not only is the proposed degree program innovative and timely, but also the Department of Sociology/Anthropology is well-suited to effectively offer and manage this degree program. The proposed degree program offers students the opportunity to specialize their undergraduate studies in criminal justice, but also ensures that students have broad exposure to the many other disciplines with which criminal justice interfaces, including sociology, anthropology, and psychology. This emphasis on breadth of studies strikes me as innovative and will set this program apart from similar programs in Michigan and, indeed, in the country.

The Department of Sociology/Anthropology is well-positioned to offer this degree, with stellar faculty and a history of managing with impressive success first-class undergraduate programs. The proposed program offers students the opportunity to focus their studies in a field that has grown at an astonishing pace, and one that is projected to continue to grow. Students that complete this degree are expected to have bright employment prospects, indeed. But more than that, this particular program encourages breadth of studies without sacrificing depth of studies. I can imagine students with a degree in the criminal justice who also are academically well-rounded will be especially attractive for many prospective employers or graduate programs.

In summary, I strongly support the Department of Sociology/Anthropology proposal for a new Bachelor of Arts in Criminal Justice. I look forward to assisting in the delivery of this innovative and timely program.

Sincerely,

Todd K. Shackelford, Ph.D.
Professor and Chair
Department of Psychology
Oakland University
October 10, 2011

Dr. Albert J. Meehan  
Professor of Sociology and  
Chairperson, Department of Sociology and Anthropology  
Oakland University  
Rochester, MI 48309-4401

Dear Dr. Meehan:

I am very pleased to know that you are proposing a new program in criminal justice at Oakland University. Interest in a criminal justice major is high in Macomb County. As I talk with community leaders and prospective students, I am frequently asked about the possibility of a criminal justice program being offered at the Anton/Frankel Center (AFC) in Mt. Clemens.

A criminal justice major at the AFC would help us serve students from Macomb County and also students from adjacent counties. For example, we have a new enrollment agreement with St. Clair County Community College and the presence of a criminal justice program in Macomb County should also help strengthen that relationship.

The specific proposal that you have developed is particularly exciting. The program’s interdisciplinary nature will prepare students well to meet the challenges of today’s society. The AFC’s location in Mt. Clemens, the seat of Macomb County government, will provide significant opportunities to meet the program’s internship and capstone course requirements.

The two proposed program specializations in (a) Information Security and Assurance and (b) Homeland Security will help meet growing and extremely vital areas of interest in criminal justice. Graduates should be very marketable in these areas. The proposed criminal justice major is well-positioned to take a leadership role in preparing criminal justice professionals for the decades ahead.

I am completely supportive of the proposed major in criminal justice and I am hopeful that the program will be offered at the AFC. We will meet your needs for classroom space, faculty office space, and computer utilization. In short, we will do everything we possibly can to ensure the long-term success of the criminal justice program and its faculty, students, and graduates.

Sincerely yours,

[Signature]

Betty J. Youngblood  
Associate Vice President for Outreach and  
Executive Director, OU-Macomb
Fwd: CJ Major Specialization in Information Security and Assurance ... 
DIS Department

----- Forwarded message ----- 
From: Mohammad Dadashzadeh <dadashza@oakland.edu>
Date: Tue, Oct 18, 2011 at 11:40 PM
Subject: Re: CJ Major Specialization in Information Security and Assurance ... DIS Department
To: Albert Meehan <meehan@oakland.edu>
Cc: Mohan Tanniru <tanniru@oakland.edu>

Dear Jay,

Hope all is well with you and yours.

It was a pleasure meeting you today. I conveyed your regards to Dean Tanniru (who is copied on this e-mail) and would like to reiterate our interest in working with you on the Information Security and Assurance specialization.

I have gone back to your document to highlight items that reflect some of our pertinent curriculum changes.

1) Your statement correctly reflects the intention:

"This unique specialization requires criminal justice students to take courses that result in a minor in Management Information Systems (MIS)."

2) Please note the changes regarding:

   c) Six courses from MIS (3 credit classes)                18 credits
      MIS 300 Management Information Systems
      MIS 305 Information Technology Foundation
      MIS 314 Data and Process Modeling
      MIS 315 Systems Design
      MIS 405 Networks
      MIS 480 Information Systems Security Lab

   The following would be the update of the above based on our intended curriculum changes:

   c) Six courses from MIS (3 credit classes)                18 credits
      MIS 301 Survey of Management Information Systems
      MIS 305 Information Technology Foundations
      MIS 314 Data and Process Modeling
      MIS 315 Systems Design
      MIS 405 Networks
      MIS 480 Information Systems Security Lab

      Note: Effective Fall 2012, MIS 405 is being renumbered as MIS 563.

3) The additional MIS elective you indicate would be:

MIS 480 IS Privacy

Please do not hesitate to let me know if I can be of any help as you move your proposal forward.

We look forward to working with you and your Department on this new major for OU.

Warmest Regards,
Mohammad.

--
Mohammad Dadashzadeh, Ph.D.
Professor of MIS and
Chair, Decision and Information Sciences (DIS) Department
Oakland University
Rochester, MI 48309-4401
+1 248.370.4649  http://www.sba.oakland.edu
Advising Resource Center
Oakland University
121 North Foundation Hall
Rochester, MI 48309
248-370-3227

September 23, 2011

Dr. Meehan:

It is with much enthusiasm that I write this letter on behalf of the Advising Resource Center staff at Oakland University in support of the proposed Criminal Justice degree. Our Career & Academic Advisers work with students who are undecided and re-deciding their major at Oakland University and we have found that many students are interested in the criminal justice field. In fact, our recorded statistics show that we have referred 76 students to the criminal justice concentration in the last five years. Many of these students would have preferred to pursue a complete major in criminal justice, but settled on the concentration.

In our experience in conducting career exploration with OU students, we are finding that students are interested in the criminal justice field as it relates specifically to law enforcement, security, juvenile systems, probation and corrections, and the court system. I am pleased to read that the proposed criminal justice program includes a required internship. OU’s Career Services office recommends that students complete a minimum of two internships before they graduate in order to be most marketable for employment after graduation. The required Internship will provide students with the hands-on, practical experience that employers are looking for.

This proposed program receives full support from my office since this major is of high interest with many Oakland University Students.

Sincerely,

Lindsay M. Zeig, MA, LPC, NCC
Interim Director, Advising Resource Center
Oakland University
August 5, 2011

Dr. Jay Meehan
Oakland University
2200 Squirrel Road
Rochester MI 48309

Dear Jay:

I am happy to confirm the active participation of Oakland University in the Academy of Critical Incident Analysis. The mission of the Academy of Critical Incident Analysis at John Jay College is “to promote and disseminate scholarly research relating to the emergence, management and consequences of critical incidents. ACIA sponsors scholarship and research, hosts conferences and symposiums, and maintains research archives of incident records. ACIA also supports the development and dissemination of course curricula and supporting media for the teaching of critical incident analysis.”

Our partnership has really evolved these past two years. Diane Hartmus, Lisa Dalton and you have all been invited guests at conferences hosted by ACIA at John Jay College of Criminal Justice, ACIA’s home institution. Diane Hartmus now serves on the Committee on Critical Incident’s Panel on Critical Incident Education. The creation of a Critical Incident Learning Community at Oakland University has further strengthened our ties.

We are particularly excited that as part of its proposed Criminal Justice major Oakland University will be developing and offering a course in Critical Incidence Analysis. We are pleased to have shared with Oakland University faculty the successful experiences of faculty at John Jay who have offered the course. Oakland University’s involvement with ACIA allows faculty and students to draw upon the data repositories on critical incidents located at John Jay and distance learning opportunities through ACIA.

We look forward to strengthening our relationship with Oakland University. If I can provide any further information to support your program, please do not hesitate to contact me.

Sincerely,

F. Warren Benton, Ph.D.
Chair, Department of Public Management
Chair, Academy for Critical Incident Analysis Governance Council
Professor, John Jay College and Criminal Justice and the Graduate Center, City University of New York
August 30, 2011

A. Jay Meehan, PhD  
Professor and Chairperson  
Department of Sociology and Anthropology  
Oakland University  

Dear Dr. Meehan,

On behalf of the Naval Postgraduate School Center for Homeland Defense and Security (CHDS), I would like to congratulate you on Oakland University’s membership in CHDS’ University and Agency Partnership Initiative.

Oakland University joins more than 250 academic institutions engaged in advancing education, research and critical thinking in the maturing discipline of Homeland Security. Under charter from the Federal Government, CHDS is pleased to provide Oakland faculty, administration and students with resource material and subject matter expertise to assist in program design, development and implementation.

CHDS views Homeland Security courses as an integral part of undergraduate and graduate curricular offerings. As the discipline has matured over the last decade, the rapid growth in the number of academic programs has resulted in a mix of quality in course delivery, faculty qualifications, research and – importantly – output – the overall value of the student experience in terms of their potential to make a material difference in the Homeland Security “thought-place”. In discussion with you and your faculty, it is clear that Oakland is building a quality Homeland Security program of instruction. You have developed a course of action that follows the most successful models: emphasis on enabling critical thinking; efforts to gain broad campus support; and, recognition of the need for cross-discipline collaboration. Clearly, you have charted a course for Oakland University to create and sustain a solid, worthwhile security education experience.

Jay, CHDS welcomes you and Oakland University as a valued partner. If you or your faculty has any questions regarding the Partnership, please do not hesitate to contact me directly (tel: 719.640.4346; e-mail: sprecca@nps.edu).

Best regards,

s/Steve Recca  
University and Agency Partnership Initiative
August 22, 2011

Jay Meehan Ph.D.
Professor and Chairperson
Department of Sociology & Anthropology
Oakland University
Rochester, MI 48309-4495

Dear Jay,

Thank you for providing my colleagues and me with the opportunity to review your proposal for a Bachelor of Arts in Criminal Justice Degree at Oakland University. Your proposal is comprehensive and well thought out.

As a former command officer with the Warren Police Department, I recognize the need for a quality education. In my current position at Macomb Community College, students often seek my advice as to which is the “best” program to transfer to, and quite frankly, there are not a lot of “quality” baccalaureate degrees in Criminal Justice in the area. If your proposal is approved, we would gladly recommend it to our students as they complete their academic journey.

If there is anything I can do to assist you in gaining program approval, please don’t hesitate to call.

Best of luck!

Sincerely,

MACOMB COMMUNITY COLLEGE

Michael F. Metz, Director
Public Service Institute
**GENERAL EDUCATION REQUIREMENT** — requires one course of 3 or more credits in each area and a minimum total of 40 credits. See catalog for list of approved courses.

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<td>Knowledge Application (Not ENV)</td>
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**General Education Total Credits:**

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**GENERAL EDUCATION THAT MAY BE DOUBLE-COUNTED** (may be satisfied with courses that also satisfy other degree requirements)

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<td>Capstone</td>
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**COLLEGE EXPLORATORY REQUIREMENT** — Additional liberal arts beyond General Education.

(Minimum 12 credits; Minimum 2.0 grade required per course)

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**MAJOR COURSES**

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**Pre-Requisite Total Credits:**

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**MAJOR COURSES** – A minimum of 40 credits in **PS** is required for the BA degree.

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Major Total Credits: 40

GE 32  EXPL= 0  CJ= 48  PS= 32  ELECTIVES= 12  TOTAL 124

Notes:
- 1-2 possible Writing Intensive is **PS** major
- Additional GE overlap based on course selection
  - **PS** 377- W/CIV
  - **PS** 354- KA

**MAJOR COURSES** – A minimum of 40 credits in **SOC** is required for the BA degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 100</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>SOC 201</td>
<td>DC</td>
<td>4</td>
</tr>
<tr>
<td>SOC 203</td>
<td>DC</td>
<td>4</td>
</tr>
<tr>
<td>SOC 400</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Interaction Processes -SOC 206, 207, 337 or 402</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Social Issues -SOC 222, 223, 332, 335, 336 or 465</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Social Institutions -SOC 240, 276, 305, 320, 327, 328, 335, 381, 425 or 437</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Social Inequality and Change -SOC 301, 331, 336, 344 or 345</td>
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<td>4</td>
</tr>
<tr>
<td>SOC 300-400 level elective</td>
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<tr>
<td>SOC or AN 300-400 level elective</td>
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<td>4</td>
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</tbody>
</table>

Major Total Credits: 40

GE 36  EXPL= 0  CJ= 48  SOC= 32  ELECTIVES= 8  TOTAL 124

Notes:
- 1 Writing Intensive is **SOC** major
- Additional GE overlap based on course selection
  - **SOC** 331- KA

**MAJOR COURSES** – A minimum of 40 credits in **PSY** is required for the BA degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>PSY 100 (2.0 minimum grade required)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PSY 250 (2.0 minimum grade required)</td>
<td></td>
<td>4</td>
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<tr>
<td>*PSY 251 (2.0 minimum grade required)</td>
<td></td>
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</tr>
<tr>
<td>Two courses from the following: PSY 215, 225, 235 and 245</td>
<td></td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>4</td>
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<tr>
<td>Basic Processes -PSY 311, 315, 316, 318, 319, 415</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Developmental -PSY 321, 322, 323, 327, 425</td>
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<tr>
<td>Social -PSY 330, 333, 337, 338, 339, 435</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Personality/Individual Differences -PSY 341, 343, 344, 445</td>
<td></td>
<td>4</td>
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<tr>
<td>PSY elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PSY capstone (see catalog for options)</td>
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<tr>
<td>MTH 062 (ACT Math of 22 or placement)</td>
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</tbody>
</table>

Major Total Credits: 44

GE 36  EXPL= 0  CJ= 48  PSY= 36  ELECTIVES= 4  TOTAL 124

Notes:
- 1-2 Writing Intensive is **PSY** major
- Additional GE overlap based on course selection
  - **PSY** 225-KA
## CREDIT SUMMARY AFTER:

<table>
<thead>
<tr>
<th>Credit Category</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>MINIMUM CREDITS REQUIRED:</strong></td>
<td>124</td>
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<tr>
<td>OU credits completed</td>
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</tr>
<tr>
<td>Transfer credits (on OU transcript)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>0</td>
</tr>
<tr>
<td>Pending OU and/or transfer</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL DEGREE CREDITS</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>MINIMUM CREDITS NEEDED:</strong></td>
<td>124</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS REMAINING:** 124

---

<table>
<thead>
<tr>
<th>Credit Category</th>
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</thead>
<tbody>
<tr>
<td>General Education</td>
<td>40</td>
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<tr>
<td>Diversity</td>
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</tr>
<tr>
<td>WIM/WIGE/Capstone</td>
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</tr>
<tr>
<td>Exploratory</td>
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<td>Major</td>
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<tr>
<td>Minor</td>
<td>0</td>
</tr>
<tr>
<td>Electives</td>
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</tr>
</tbody>
</table>

---

**32 CREDITS AT 300-400 LEVEL**

<table>
<thead>
<tr>
<th>300-400 Completed</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**REMAINING:** 32

---

This worksheet is for advising purposes and is a summary of degree requirements based on available information at the time of completion. Students are responsible for verifying major requirements with the department faculty adviser and for reading the undergraduate catalog for all requirements necessary to complete their degree at Oakland University.
E. FACULTY CURRICULUM VITAE

See curriculum vitae for all faculty teaching courses in the Criminal Justice Major next page.
AMANDA BURGESS-PROCTOR
CURRICULUM VITAE

Department of Sociology & Anthropology
Oakland University
525 Varner Hall
Rochester, MI 48309
248.370.2474
burgessp@oakland.edu

ACADEMIC POSITIONS

2009 - present  Assistant Professor, Oakland University
Department of Sociology & Anthropology
(Affiliate Faculty, Women & Gender Studies Program)

2008  Research Consultant, Wayne State University
2009  Center for Urban Studies

EDUCATION

2008  Ph.D., Michigan State University
Criminal Justice

2001  M.S., Michigan State University
Criminal Justice

1999  B.S., Grand Valley State University
Criminal Justice, Psychology

REFEREED JOURNAL ARTICLES


REFEREED BOOK CHAPTERS


RESEARCH REPORTS

2007  Hinduja, Sameer, Justin W. Patchin, and Amanda Burgess-Proctor. Parent/Teenager “Scripts” to Promote Dialogue and Discussion (online).


BOOK REVIEWS & OTHER PUBLICATIONS


**GRANT APPLICATIONS, AWARDS, & FUNDING**

2011 Oakland University, Faculty Research Fellowship, **$9000**.

2006 Harry Frank Guggenheim Foundation, Dissertation Fellowship, $15,000. (Not funded.)

2005 Michigan State University Dissertation Completion Fellowship, **$6,000**.

2005 National Institutes of Justice, Graduate Research Fellowship Grant, $20,000. (Not funded.)

2005 National Science Foundation, Doctoral Dissertation Improvement Grant, $7,215. (Not funded.)

2001 - Warren and Mary Frances Huff Professional Development Award, **$700 annually**.

2006

**RESEARCH EXPERIENCE**

2008 - Research Consultant, Wayne State University
2009 Center for Urban Studies

2004 - Research Assistant, Michigan State University
2005 School of Criminal Justice

2000 - Research Assistant, Michigan State University
2003 Michigan Justice Statistics Center

**TEACHING EXPERIENCE**

2009 - present Oakland University
- Alcohol, Drugs & Society
- Criminological Theory
- Criminal Careers & Career Criminals
- Introduction to Sociology
- Juvenile Delinquency & its Social Control
- Women, Crime & Justice

2009 Wayne State University
- Delinquency & Justice (graduate course)

2004 - 2007 Michigan State University
- Criminal Careers & Career Criminals (writing course)
- Criminology
- Minorities, Crime & Social Policy
- Quantitative Methods in Criminal Justice Research (online graduate course)
PROFESSIONAL EXPERIENCE

1999 - PPO Coordinator, Ingham County Personal Protection Order Office
2000

PAPER PRESENTATIONS

2010 Burgess-Proctor, Amanda and Hillary Potter. “Understanding women’s experiences with serial battering.” Annual Meeting of the American Society of Criminology, San Francisco, CA.


2008 Burgess-Proctor, Amanda, Justin W. Patchin, and Sameer Hinduja. “Gender and strain in the context of online deviance.” Annual Meeting of the Academy of Criminal Justice Sciences, Cincinnati, OH.

2007 Burgess-Proctor, Amanda. “Understanding the help-seeking decisions of marginalized battered women.” Annual Meeting of the American Society of Criminology, Atlanta, GA.


2005 DeJong, Christina, Amanda Burgess-Proctor, and Lori Elis. “Officer characteristics and domestic violence schema.” Annual Meeting of the American Society of Criminology, Toronto, ON.


2003 DeJong, Christina, Lori Elis, and Amanda Burgess-Proctor. “Gender symmetry in domestic violence: Findings from an observational study of the police.” Annual Meeting of the American Society of Criminology, Denver, CO.


2002 DeJong, Christina and Amanda Burgess-Proctor. “An overview of protection order statutes across the nation.” Annual Meeting of the American Society of Criminology, Chicago, IL.


ACADEMIC SERVICE

DEPARTMENT
2010- Communications & Technology Director
2011 Member, Awards Committee

2009- Member, Awards Committee
2010 Member, Recruitment Committee

COLLEGE
None.

UNIVERSITY
2010- Faculty Adviser, “Live, Laugh, Love”
present Faculty Adviser, Muggle Quidditch Team

2010 Faculty Representative, OU “Go for the Gold” Recruitment Event

DISCIPLINE
- Editorial Board Member: Feminist Criminology

2011 Member, ACJS Teaching Award Committee

2009 - Member, ASC Division on Women & Crime Outreach Committee
2010

2009 Judge, Midwest Criminal Justice Association Student Paper Competition

2008 - Member, ACJS Ethics Committee
2011
2008  Participant, ASC Annual Meeting Roundtable (The State of Feminist Criminology)
2008  Section Chair, ASC Program Committee
2008  Session Chair, ACJS Annual Meeting Panel (Tests of General Strain Theory)
2006 - 2008  Executive Counselor, ASC Division on Women & Crime
2006  Member, ASC Division on Women & Crime Outreach and Website Committees
2004 - 2005  Associate Editor, *Baker Bantor & Nisbet News* (MSU School of Criminal Justice newsletter)
2004 - 2005  Co-Chair, ASC Division on Women & Crime Outreach Committee
2004  Graduate Student Representative, MSU School of Criminal Justice Faculty Search Committee
2004  Member, MSU School of Criminal Justice Awards Committee
2003  Chair, ASC Division on Women & Crime Outreach Committee
2003 - 2006  Role Player, Michigan State Police Homicide Investigation Training
2003 - 2005  Session Chair, ASC Annual Meeting Panel (Teaching Race, Class, and Gender in Criminology/Criminal Justice: Addressing Difference in the Classroom)
2001 - 2005  Associate Editor, *Division News* (ASC Division on Women & Crime newsletter)

**HONORS & AWARDS**

2010  2009-2010 OU Department of Sociology & Anthropology Teaching Award
2004  MSU Faculty-Professional Women’s Association Outstanding University Graduate Student Woman
2002  Honorable Mention, ASC Division on Women & Crime Student Paper Competition
1999  Grand Valley State University Greek Woman of the Year

**PROFESSIONAL MEMBERSHIPS**

- Academy of Criminal Justice Sciences
  - Minorities & Women Division
- Alpha Phi Sigma
- American Association of University Women
- American Society of Criminology
  - Division on People of Color & Crime
  - Division on Women & Crime
American Sociological Association
  ▪ Section on Crime, Law, & Deviance
  ▪ Section on Race, Gender, & Class
Omicron Delta Kappa
Order of Omega
Society for the Study of Social Problems
  ▪ Crime & Juvenile Delinquency Division
  ▪ Law & Society Division
Sociologists for Women in Society

Updated 11/09/10
MELISSA A. GOULD  
2438 John R Road #104 ~ Troy ~ Michigan ~ 48083 ~ Gouldmissy@hotmail.com  
Cell (813) 526-1898

EDUCATION

UNIVERSITY OF CAMBRIDGE  
Master of Law (LL.M.)  
Cambridge, UK  
2007-2008
• Graduated with Honors
• Thesis: “The Admissibility of Evidence Seized in Violation Of the Knock-and-Announce Rule”

CITY UNIVERSITY OF NEW YORK SCHOOL OF LAW  
Juris Doctor  
New York, NY  
2004-2007
• Recognized in top 5% of class

UNIVERSITY OF WESTERN ONTARIO  
Bachelor of Arts, Major in Sociology  
Ontario, Canada  
2001-2004
• Graduated with distinction on Dean’s Honor List

BAR ADMISSION  
Florida (Attorney Number 48067)  
2007

LEGAL EXPERIENCE

Kelly Law Registry  
Troy, MI  
Contract Attorney  
Nov. 2010-Present
• handle litigation matters associated with antitrust litigation
Nov. 2009 –May 2010  
• worked on discovery issues relative to a corporate governance case

Law Offices of Brian Parker  
Bingham Farms, MI  
Intake and Follow-up Specialist  
June – Oct. 2010
• conducted intake and follow-up
• handled claims involving the FDCPA, FCRA and TCPA

Cole Scott & Kissane, P.A  
Tampa, Florida  
Associate Attorney  
• handled claims involving officers and directors of condominium, homeowner and community associations
• worked on discrimination actions against employers, malpractice suits against professionals and personal injury actions involving businesses and private properties

NYS Attorney General’s Office, Health Law Litigation Bureau Intern  
New York, NY  
Fall 2006
• conducted advanced legal research and writing for actions concerning professional misconduct among doctors and other health care professionals
NYS Criminal Court, Queens, New York, Judge Arthur J. Cooperman  New York, NY
Judicial Intern  Summer 2006
• conducted advanced legal research and writing including draft orders and decisions

CUNY School of Law  New York, NY
• Teaching Assistant, evidence course for Professor John Cicero  Fall 2006
• updated Treatise, Employment Discrimination Law and Litigation for Professor Merrick Rossein  Summer 2006

Young People’s Press  Ontario, Canada
Legal/Editorial Consultant  Summer 2005
Writer/Editor  • wrote and edited numerous articles that were published in hundreds of major daily newspapers and on the Internet through Scripps Howard News Service
• provided consultation on a national public education campaign funded by the Government of Canada that focused on the new Canadian Youth Criminal Justice Act

PRO BONO LEGAL EXPERIENCE

University of Michigan Law School  Ann Arbor, MI
• reviewed cases for the Innocence Clinic  July 2009 – Oct. 2009

Tampa Jewish Community Center  Tampa, Florida
• performed pro bono legal services for an action concerning employer liability  Fall 2008

AWARDS

• Western (UWO) Scholarship of Distinction  2001
• Harmony Movement Award Recipient  2001
(1 of 10 Canadian national award honorees for leadership in multiculturalism and diversity work)
• Flare Magazine Volunteer Award Recipient  2001
(1 of 6 Canadian women to be honored nation-wide for volunteerism)
• TD Canada trust Award of Merit  2001
(received one of Canada’s most prestigious scholarships for “outstanding community leadership”)
• Provincial Academic Scholarship  2001

ADDITIONAL INFORMATION

• Offered golf scholarships; movie buff; traveled in France, Spain, England, Ireland, Austria, Germany, Poland, Italy, Greece, Turkey, Israel, Canada and the U.S.
• Served on Board of Directors of North Bay, Ontario Volunteer Center
• Spearheaded North Bay’s First Annual Volunteer Fair (provincial government subsequently replicated model in several other communities)
Cedrick G. Heraux

Home Address: 3360 Wharton Street
East Lansing, MI 48823

(517) 230-9690
cheraux@comcast.net

Education:

Michigan State University, East Lansing, MI.
Degree: Ph.D.
Major: Social Science, Criminal Justice Concentration
Cognate Areas: Sociology; Social Psychology
Completion: August 2006
Dissertation Title: The Neighborhood Context of Police Use of Force Behavior

University at Albany, State University of New York, Albany, NY.
Degree: M.A.
Major: Criminal Justice
Completion: May 1998

Purdue University, West Lafayette, IN.
Degree: B.A.
Major: Law and Society; Psychology
Completion: December 1996

Work Experience:

Jan. 2011 - present
Adjunct Faculty: Oakland University
Responsible for all course content and grading aspects of Sociology 240 (Crime and Punishment) and Sociology 323 (Juvenile Justice)

Aug. 2010 - present
Adjunct Faculty: Michigan State University
Responsible for all course content and grading aspects of Integrative Studies in Social Science 325 (Law Enforcement as an Instrument of War), Integrative Studies in Social Science 335 (National Diversity and Change) and Criminal Justice 355 (Juvenile Justice)

Jan. 2010 - present
Adjunct Faculty: University of Michigan-Flint
Responsible for all course content and grading aspects of Criminal Justice 185 (Introduction to Criminal Justice) and Sociology 215 (General Statistics)

Sep. 2006 - Nov. 2009
Research Associate: National Archive of Criminal Justice Data at the Inter-University Consortium for Political and Social Research (ICPSR), University of Michigan.
Responsible for all data and research related to the Federal Justice Statistics Series, including Federal Bankruptcy Court data and all data produced by the United States Sentencing
Commission. Also responsible for developing policies and procedures regarding the intake, preservation, and dissemination of geospatial data.

**Jan. 2003 - Aug. 2006**

_instructor:_ Regional Community Policing Institute at Michigan State University. Crime and Data Analysis Workshop. Responsible for one-day workshop on crime and data analysis methods and utilization within law enforcement. Attendees routinely included law enforcement officers of all ranks and civilian crime analysts.

**Aug. 2002 - Aug. 2006**

_Project Manager:_ Michigan State University. Research projects managed were: (1) Vulnerable Medicaid Populations (reporting to MDCH on elder abuse); and (2) Disproportionate Minority Contact (reporting to MI Committee on Juvenile Justice and the Office of Juvenile Justice and Delinquency Prevention regarding all aspects of the juvenile justice system).

**Aug. 1998 - Aug. 2006**

_instructor:_ Michigan State University. Courses taught include Criminal Justice 292 (Research Methods and Statistics in Criminal Justice), Criminal Justice 335 (Police Process), Criminal Justice 434 (Police Administration), Criminal Justice 456 (Career Criminals and Criminal Careers), Criminal Justice 809 (Special Topics in Criminal Justice – Crime Analysis), Communications 892 (Geographic Information Systems as a Research Tool). Also mentored 2 undergraduate students for Criminal Justice 490 (Independent Study).

**Aug. 1998 - Aug. 2006**

_research assistant:_ Michigan State University. Research projects worked on include Project Safe Neighborhoods (in Detroit), Marquette Domestic Violence Research Project, Juvenile Suicide (grant to the National Center for Institutions and Alternatives), Sacramento Batterer's Treatment Program, Probation Recidivism, and the Project on Policing Neighborhoods.

**Publications:**

_In Progress:_

Heraux, Cedrick G., Christopher Maxwell and Joel Garner
“Neighborhood Effects on Police Use of Force.” Planned submission to Journal of Criminal Justice

_In Print:_


Technical Reports:


Conference Presentations:
Heraux, Cedrick G. “Use of GIS for Identifying Problematic Areas or Officers.”
National Institute of Justice MAPS Annual Meeting
Pittsburgh, PA 2007

Heraux, Cedrick G. “NACJD’s Role in Mapping and the Data Resources Program.”
National Institute of Justice MAPS Annual Meeting
Pittsburgh, PA 2007

Heraux, Cedrick G., Christopher Maxwell, and Joel Garner “The Neighborhood Context of Police Use of Force.”
American Society of Criminology Annual Meeting
Toronto, Ontario, Canada 2005

Heraux, Cedrick G. and Christopher Maxwell “Geographic Information Systems (GIS) as an Administrative Tool for Police Agencies.”
American Society of Criminology Annual Meeting
Chicago, IL 2002

Heraux, Cedrick G. “Police Use of Force: A Meta-Analysis of Simulations versus Observational Research.”
American Society of Criminology Annual Meeting
Atlanta, GA 2001

Heraux, Cedrick G."The Killing of Police Officers: A Social Disorganization Model."
American Society of Criminology Annual Meeting
San Francisco, CA. 2000

Nalla, Mahesh and Cedrick G. Heraux "College Students' Perceptions of Private Security."
American Society of Criminology Annual Meeting
San Francisco, CA. 2000
Skills:
Proficient in statistical software (SPSS; HLM) and in GIS / spatial analysis software (ArcGIS). Proficient in Microsoft Office software. Fluent in French.

Awards/Honors:
Dissertation Completion Fellowship (University-wide competition)
Michigan State University, Spring 2004

Warren and Mary Frances Huff Professional Development Award
Michigan State University, Spring 2000, Spring 2001, Spring 2002
Spring 2003

Professional Service/Membership:
American Society of Criminology/Academy of Criminal Justice Sciences

Panel Chair: Panel 076 (Police Corruption or Use of Force), American Society
Of Criminology (ASC) 2005 Annual Meeting in Toronto, Ontario, Canada

Manuscript Reviewer for International Journal of Comparative and Applied
Criminal Justice; Criminal Justice Review; and Theoretical Criminology

References:

Dr. Christopher Maxwell
(Associate Dean for Research, College of Social Science)
536 Baker Hall
Michigan State University
East Lansing, MI 48824
(517) 432-0860
cmaxwell@msu.edu

Dr. Christina Dejong
(Associate Professor, School of Criminal Justice)
528 Baker Hall
Michigan State University
East Lansing, MI 48824
(517) 432-1998
dejongc@msu.edu

Dr. Lori Post
(Director of Research Development, School of Medicine)
464 Congress Avenue
Yale University
New Haven, CT 06519
(203) 785-4172
lori.post@yale.edu
VITA

DANIEL BRUCE KENNEDY, Ph.D., C.P.P., C.S.P.
1664 Rolling Woods Drive
Troy, Michigan 48098-4385
(248) 641-0988
FAX (248) 641-0788
e-mail DanielBKennedy@comcast.net
www.ForensicCriminology.com

EDUCATION

June 1971 Ph.D. Educational Sociology. Wayne State University, Detroit, Michigan.

December 1969 M.A. Sociology. Wayne State University.

June 1967 B.A. Sociology. Wayne State University.

SPECIALIZED TRAINING

Michigan Board of Social Work in-service training for 2010 relicensing, including suicidal behavior, mood and panic disorder, Asperger’s syndrome, chronic misbehavior, and substance abuse.

Terrorism, Crime and Business: Legal and Security Liability Issues, Center for Terrorism Law, St. Mary’s University, Houston, April, 2009.


Forensic Nursing, PESI Health Care, Livonia, MI, August 2007.

Forensic Science and Grave Excavation, Oakland Police Academy, Auburn Hills, MI, June 2007.


Defeating Terrorism, Foundation for the Defense of Democracies and Tel Aviv University, locations throughout Israel, June 2006.
Medicolegal Investigation of Death, Wayne State University School of Medicine and Michigan State Police, Dearborn, April 2006.


Suicidology 101, American Association of Suicidology, Santa Fe, April 2003.


Managing Problem Employees, American Society for Industrial Security and Century College, Internet Online course, June 2000.


Psychiatric Emergencies: How to Accurately Assess and Manage the Patient in Crisis, Professional Education Systems, Health Care Division, Novi, September 1998.


Suicide: Prevention, Assessment, Treatment, Professional Development Institute, Ann Arbor, April 1997.


Nonviolent Crisis Intervention Workshop, National Crisis Prevention Institute, Detroit, December 1991.


The Integrity Interview, John E. Reid & Associates, Detroit, January 1991.


Loss Prevention Planning in Corporate Environment, National Crime Prevention Institute, University of Louisville, August 1983.

**CERTIFICATIONS/LICENSES**


Licensed Master’s Social Worker (LMSW). State of Michigan, License No. 001443.

CURRENT POSITIONS

June 1997 to present  Principal Consultant
Forensic Criminology Associates, Inc.
1664 Rolling Woods Drive
Troy, MI 48098
(248) 641-0988

As principal consultant, I provide security consultant services to both the public and private sectors. Consulting expert and testifying expert services are also offered to attorneys involved in premises security litigation. Specifically, crime foreseeability, standards of care, and causation issues are addressed. Use of force, police pursuits, jail suicide, health care services, failure to protect, and other conditions of confinement issues are also reviewed. I have had active involvement in over 1,000 cases throughout the United States, Mexico, and the Caribbean and have been certified by court as expert in over 100 cases reaching trial both at state and federal level. I had been offering these services individually since about 1985.

August 2008 to present  Emeritus Professor of Sociology and Criminal Justice
University of Detroit Mercy
4001 West McNichols
Detroit, MI 48219
(313) 993-1077

The title of Professor Emeritus was bestowed on me in 2008 by the President and Deans of the University of Detroit Mercy for Distinguished Scholarship and Outstanding Teaching. In further recognition of my services to the University, I was appointed Grand Marshall of the 2008 University commencement ceremony.

January 1977 to May 2008  Professor, Department of Criminal Justice and Security Administration
University of Detroit Mercy
4001 West McNichols
Detroit, MI 48219
(313) 993-1077

My initial appointment was as Assistant Professor in charge of the undergraduate program in Criminal Justice. This entailed teaching on both the undergraduate and graduate levels, student advisement and a complete revision of the undergraduate curriculum.

I was promoted to Chairman in May of 1978 and held that position until June of 1993. Duties included faculty recruitment, administration of two off-campus programs as well as for the main campus, course scheduling and new program development. I designed and administered the Master of Science in Security Administration program and the Bachelor of Science in Human Resources Development along with my criminal justice duties. I was promoted to Associate Professor on August 16, 1980, and granted tenure in September 1982. Promoted to Professor in September 1986.

I have served as a Senator on the University Student-Faculty Senate, Chairman of the Rank and Tenure Committee of the School of Education and Human Services, as a member of the Dean’s Council, as the elected faculty member of the School of Education and Human Services to the University Planning Committee, and as a member of the President's Honorary Doctoral Recipient Committee.
Daniel B. Kennedy

Sample of courses taught:

- Terrorism and Homeland Security
- Profiling and Threat Assessment
- Forensic Criminology
- Workplace Violence
- Principles of Security Administration
- Evaluation of Security Programming
- Introduction to Criminal Justice
- Introduction to Police Administration
- Socialization and Social Control
- Criminal Justice and Community Relations

- Seminar in Criminology
- Theory of Law Enforcement
- Comparative Security
- Seminar in Security Problems
- Introduction to Corrections
- Victimology
- Criminology and Penology
- Multicultural Understanding
- Research Methodology
- Senior Seminar: Theory and Research in Criminal Justice

PREVIOUS POSITIONS

August 1975 to August 1976
Assistant Professor of Social Sciences and Director
Criminal Justice Program - College of the Virgin Islands
St. Thomas, US Virgin Islands 00801

December 1973 to June 1975
Head, Research and Development
Criminal Justice Institute - Wayne State University
Detroit, MI 48202

June 1972 to December 1973
Administrator, Government Relations Department
Campbell-Ewald Company
Detroit, MI 48202

July 1971 to June 1972
Director
Macomb County Criminal Justice Training Center
Mt. Clemens, MI 48043

September 1968 to July 1971
Probation Officer, Adult Division
Recorder's Court
Detroit, MI 48226

RELATED EXPERIENCE

While attending college, I was also employed as an analyst for the Research and Development Bureau, Detroit Police Department, as inmate counselor for the US Bureau of Prisons, Detroit Prerelease Guidance Center (halfway house), and as an Urban Renewal Fieldworker for the City of Detroit.

PROFESSIONAL ACTIVITIES

Service on doctoral dissertation committees at Wayne State University and Bond University (Australia).

Visiting lecturer, FBI Academy, Quantico, Virginia.

Special Deputy Sheriff, Wayne County Sheriff’s Office (Detroit).

Administrative Reserve Deputy, Oakland County Sheriff’s Department.

Member, National Workplace Violence Guideline Committee, American Society for Industrial Security.

Consultant, Center for Information Assurance, University of Detroit Mercy (designated a Center of Academic Excellence by the National Security Agency).

Secured Member, Michigan InfraGard chapter.

Member, Subcommittee on Homeland Security, Detroit Chapter, American Society for Industrial Security.


Consultant to Wayne County Prosecutor’s Office on school security issues and police conduct review methodologies, 2001-2002.

Periodic consultant to such news organizations as CNN, Reuters, AP, 20/20, *Detroit News*, *Detroit Free Press*, and *Macomb Daily* on crime and security-related issues.

Reader for Prentice-Hall and Butterworth manuscripts in areas of crime, criminology, and security administration.


Criminal Justice and Security Administration curriculum development at various colleges and universities.

Consultant to State of Massachusetts in area of correctional program development.

Consultant to Virgin Islands Law Enforcement Planning Commission; member, Task Forces on Crime Prevention and Corrections.

Participation in evaluation of such activities as public detoxification programs (Detroit) and predelinquent diversion programs (Macomb County Juvenile Court, Michigan).

Training in premises liability, victimology, custodial suicide prevention, and security measures provided to Detroit Police Department, Taylor Police Department, Oakland County Sheriff's Department, and Wayne County Sheriff's Department.

Premises liability and loss prevention seminars for shopping center security directors (e.g., The Taubman Co., Forest City Enterprises).


Consultant, Greektown Casino LLP, Detroit, police and security issues.

Consultant, Wayne County Sheriff's Department, policies and procedures. Evaluation of “Last Call” program.

Approved Candidate, Fulbright Senior Specialists Roster.

Design and implementation of 15 credit Correctional Officer Training Certificate for Michigan Department of Corrections.


Field assessor, Commission on Accreditation for Law Enforcement Agencies, Fairfax, Virginia.

Recipient, University of Detroit "Faculty Award for Excellence," 1989.

Executive Committee Member, Mayor's Anticrime Project, City of Detroit, 1984.


Member, Advisory Committee, 21st Century Camp, New Detroit, 1992.

Member, Board of Directors, International Foundation for Protection Officers, 1988 to 1995.


Associate Editor, Journal of Security Administration. Named "Associate Editor of the Year" 1988.


MEMBERSHIPS

International Academy of Investigative Psychology
Academy of Behavioral Profiling (former Chair of Ethics Committee)
American Society for Industrial Security
International Society of Crime Prevention Practitioners
International Council of Shopping Centers
American Hotel and Motel Association (past)
Association for Applied and Clinical Sociology
Academy of Criminal Justice Sciences
American Society of Criminology
International Association of Chiefs of Police
American Correctional Association
American Jail Association
Institute for Criminal Justice Ethics
American Association of Suicidology (former Co-Chair, Jail Suicide Task Force)
National Crime Victim Bar Association
International CPTED Association

PUBLICATIONS


Reprinted as Chapter 2, Part 1, in Jurg Mattman, Steven C. Kaufer and Jean Chaney (Eds.) *Premises Security and Liability* (Laguna Beach, CA: Workplace Violence Research Institute, 1997), pps. 2-1 to 2-12.


Reprinted as Chapter 6, Part 1, in Jurg Mattman, Steven C. Kaufer and Jean Chaney (Eds.) *Premises Security and Liability* (Laguna Beach, CA: Workplace Violence Research Institute, 1997), pps. 6-1 to 6-29.


Daniel B. Kennedy, review of "The Investigators: Managing FBI and Narcotics Agents" by James Q. Wilson in Contemporary Sociology 8 (1979) 612-614


Daniel B. Kennedy, review of "Police Background Characteristics and Performance" by Bernard Cohen and Jan Chaiken, in Contemporary Sociology 4 (1975): 266.


Daniel B. Kennedy, "In-Service Training as a Key to Police Professionalism," The Police Officer 14 (June 1972): 17-20.


INTERVIEWS


PROFESSIONAL PRESENTATIONS


Daniel B. Kennedy, “Religious Terrorism: Some Nagging Questions and Possible Answers.” Paper presented to faculty and students of the School of Social Sciences, Bond University, Australia, February 2009.

Daniel B. Kennedy, “Cybercriminology and Information Assurance.” Paper presented to faculty and students of the School of Engineering and Computer Science, Oakland University, April 2009.

Daniel B. Kennedy, “Criminologists in the Courtroom: Consulting and Forensic Criminology.” A colloquium held at the School of Criminal Justice, Michigan State University, February 25, 2008.


Daniel B. Kennedy, Trial Participant, American Board of Trial Advocates, Masters in Trial Mock Trial, Wayne State University School of Law. Detroit, MI, October 31, 2003.


1. **BIOGRAPHICAL DATA**

   a. **Name:** Raymond V. Liedka
   
   b. **Department:** Sociology and Anthropology
   
   c. **Rank:** Assistant Professor of Sociology

2. **EDUCATION**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Ph.D.</td>
<td>Cornell University</td>
<td>1995</td>
<td>Sociology</td>
</tr>
<tr>
<td>M.A.</td>
<td>Cornell University</td>
<td>1989</td>
<td>Sociology</td>
</tr>
<tr>
<td>B.A.</td>
<td>LeMoyne College</td>
<td>1986</td>
<td>Sociology</td>
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</table>

3. **PROFESSIONAL EXPERIENCE**

   a. **Teaching Experience Not as a Graduate Student**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Rank</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Oakland University</td>
<td>Assistant Professor</td>
<td>2006-present</td>
</tr>
<tr>
<td>Univ. of Kentucky</td>
<td>Visiting Asst. Prof.</td>
<td>2005-2006</td>
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<tr>
<td>Univ. of New Mexico</td>
<td>Assistant Prof.</td>
<td>1998-2005</td>
</tr>
<tr>
<td>Univ. of New Mexico</td>
<td>Visiting Instructor</td>
<td>1997-1998</td>
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<td></td>
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<td>1994-1996</td>
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</table>

   b. **Teaching Experience as a Graduate Student**

<table>
<thead>
<tr>
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<tr>
<td>Cornell University</td>
<td>ABD</td>
<td>1991</td>
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c. Other Relevant Professional Experience

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<tr>
<td>Institut. Soc. Research (UNM)</td>
<td>Senior Research Associate</td>
<td>1996-2006</td>
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</table>

d. Oakland Appointment Record

i. Rank and date of initial appointment

Assistant Professor of Sociology, August 1, 2006

ii. Date(s) of reappointment

Assistant Professor of Sociology, August 1, 2008

iii. Rank and date(s) of promotion

iv. Date(s) of Spring/Summer teaching

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course</th>
<th>Enrollment</th>
<th>Evaluations</th>
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<tbody>
<tr>
<td>Spring 2007</td>
<td>SOC 202</td>
<td>12</td>
<td>No</td>
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<td>Summer 2008</td>
<td>SOC 101</td>
<td>26</td>
<td>No</td>
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<tr>
<td>Summer 2008</td>
<td>SOC 202</td>
<td>20</td>
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<tr>
<td>Summer 2010</td>
<td>SOC 202</td>
<td>38</td>
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<tr>
<td>Summer 2010</td>
<td>SOC 203</td>
<td>22</td>
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v. Date(s) and type(s) of leave

e. Oakland Instructional Record (Tenured faculty list only courses since receiving tenure)

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<th>Semester/Year</th>
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<tbody>
<tr>
<td>Fall 2006</td>
<td>SOC 100</td>
<td>83</td>
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<td>Fall 2006</td>
<td>SOC 202</td>
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<td>Winter 2007</td>
<td>SOC 203</td>
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<td>Winter 2007</td>
<td>SOC 323</td>
<td>34</td>
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<td>Winter 2007</td>
<td>SOC 425</td>
<td>18</td>
<td>Yes</td>
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<td>Fall 2007</td>
<td>SOC 100</td>
<td>93</td>
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<td>Fall 2009</td>
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<td>Winter 2010</td>
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<td>Fall 2010</td>
<td>SOC 202</td>
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<td>Fall 2010</td>
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<td>Winter</td>
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<tr>
<td>Winter</td>
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Independent study projects directed.

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<td>Winter 2008</td>
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<td>Winter 2009</td>
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4. **RESEARCH, SCHOLARSHIP, PUBLICATIONS AND RELATED ACTIVITIES:** indicate how each item was selected (referee, editor, invitation, etc.) for publication or presentation.

   a. **Doctoral dissertation**

      “Status, Power, and Expressivity as the Basis of Occupational Grading: Multidimensional Analyses” Professor Ronald A. Breiger, advisor.

   b. **Master’s thesis**

      “Interpersonal Network Density as a Resource for Organizations” Professor Ronald A. Breiger, advisor.

   c. **Books published or in press**

   d. **Book chapters**

e. Articles published or in press


f. Oral presentations, performances, exhibitions


“Examining Profiling via Placement of Surveillance Cameras,” Raymond V. Liedka, the Annual Meeting of the Midwest Criminal Justice Association, Chicago, September, 2010

“Scale Effects of Incarceration Rates: Evidence from National Uniform Crime and Victimization Data,” Raymond V. Liedka, the Annual Meeting of the American Sociological Association, Atlanta, August, 2010

“Scale Effects of Incarceration Rates: Evidence from National UCR and Victimization Data,” Raymond V. Liedka, the Annual Meeting of the Academy of American Criminal Justice Sciences, Cincinnati, March, 2008


“The Crime-Control Effect of Incarceration: Reconsidering the Evidence,” Raymond V. Liedka, Bert Useem, and Anne Morrison Piehl, the Annual Meeting of the American Society of Criminology,

“Prisons and Crime-Control,” Bert Useem, Anne Morrison Piehl, and Raymond V. Liedka, the Annual Meeting of the American Sociological Association, Chicago IL, August, 1999


g. Book reviews published or in press

h. Abstracts published or in press

i. Research in progress


“Revisiting the ‘does more crime mean more prisoners’ debate,” Raymond V. Liedka.

The Pontiac Study Group. Research development with several colleagues to conduct a community study of Pontiac, involving students, with a book as final product.

The Surveillance Group. Research development with over a dozen colleagues to produce published articles in the area of surveillance of individuals by government and business. Initial product will be replication of prior research.
j. Grants: source, date and amount of award


k. Technical reports


“Prisons and Crime Control,” Bert Useem, Anne Morrison Piehl, and Raymond V. Liedka, final report to the National Science Foundation (Grant 9818897), January 2003.


5. PUBLIC AND UNIVERSITY SERVICE

<table>
<thead>
<tr>
<th>Names of activity</th>
<th>Dates</th>
<th>Role in activity</th>
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<tr>
<td>a. Public service</td>
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<tr>
<td>Pontiac Central Schools Forum</td>
<td>March 19, 2009</td>
<td>Attendance</td>
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<td>b. University service</td>
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<tr>
<td>General Education Committee</td>
<td>2007-2008</td>
<td>Member</td>
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<td></td>
<td>2010-present</td>
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<td>c. College service</td>
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<td>CAS Assembly</td>
<td>2006-2007</td>
<td>Member</td>
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<td>d. Department service</td>
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<tr>
<td>Sociology Dept. Curriculum Cmte.</td>
<td>2010-present</td>
<td>Member</td>
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<td>Sociology Club</td>
<td>2008-present</td>
<td>Faculty Adv.</td>
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<tr>
<td>Assessment Committee</td>
<td>2007-present</td>
<td>Member</td>
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<tr>
<td>Awards Committee</td>
<td>2006-2008</td>
<td>Member</td>
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<tr>
<td>Webpage &amp; Technology Committee</td>
<td>2006-2008</td>
<td>Member</td>
</tr>
<tr>
<td>Sociology Search Committee</td>
<td>2006-2007</td>
<td>Member</td>
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<tr>
<td>Undergraduate Committee (UNM)</td>
<td>1994-1996</td>
<td>Member</td>
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<td></td>
<td>1998-2002</td>
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<tr>
<td>Research and Computer Use Committee (UNM)</td>
<td>2002-2005</td>
<td>Chair</td>
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6. ANY OTHER ACTIVITIES RELEVANT TO YOUR APPLICATION FOR TENURE OR PROMOTION

a. Honors/awards

“The Crime-Control Effect of Incarceration: Scale Effects in Regional Analyses using UCR and NCVS data sources,” Raymond V. Liedka, Faculty Research Fellowship, University Research Committee, Oakland University, May 2009, $8500

2007-2008 Departmental Service Award
2006-2007 Departmental Teaching Award
b. **Conferences attended**

c. **Professional editorial or organizational positions**

   Reviewer for Social Forces, Criminology, Journal of Quantitative Criminology, American Sociological Review

d. **Undergraduate mentoring**


e. **Professional memberships**

   American Sociological Association
   American Society of Criminology

f. **Other**

   Administrator, METHODS-L email discussion list on social science methodology and methods teaching, with approximately 675 members on the list, 1995-present.

   University of New Mexico, Official Representative to ICPSR, 1999-2005
CURRICULUM VITA

ALBERT J. MEEHAN
Department of Sociology and Anthropology
Oakland University
Rochester MI 48309-4495
(248) 370-2428
meehan@oakland.edu

CURRENT POSITION: Professor of Sociology and Chair, Department of Sociology & Anthropology

EDUCATION

<table>
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<th>Degree</th>
<th>Institution</th>
<th>Date</th>
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<tr>
<td>Ph.D.</td>
<td>Boston University</td>
<td>1983</td>
<td>Sociology</td>
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<td></td>
<td>Thesis: For the Record: Organizational and Interactional Practices for Producing Police Records on Juveniles. (Awarded departmental distinction.)</td>
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<tr>
<td>M.A.</td>
<td>Boston University</td>
<td>1976</td>
<td>Sociology</td>
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<tr>
<td>B.A.</td>
<td>Kings College (Magna Cum Laude)</td>
<td>1974</td>
<td>Sociology</td>
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PROFESSIONAL EXPERIENCE

Other relevant professional experience:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Rank</th>
<th>Dates</th>
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<tbody>
<tr>
<td>University of Wisconsin, Madison, Dept. of Psychiatry</td>
<td>NIMH Post-Doctoral Fellow</td>
<td>1984-1987</td>
</tr>
<tr>
<td>Boston University, Law School, Center for Criminal Justice</td>
<td>Research Associate</td>
<td>1978-1981</td>
</tr>
<tr>
<td>Dept. of Drug Rehabilitation, State of Massachusetts</td>
<td>Educational Consultant</td>
<td>1976-1977</td>
</tr>
<tr>
<td>Penn State University</td>
<td>Research Assistant</td>
<td>1973</td>
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Teaching Experience not as a graduate student:
<table>
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<th>Institution</th>
<th>Rank</th>
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<th>Full/Part</th>
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<tr>
<td>Oakland University</td>
<td>Assoc. Prof.</td>
<td>1987-</td>
<td>Full-time</td>
</tr>
<tr>
<td>Univ. of Wisconsin Medical School</td>
<td>Instructor</td>
<td>1985-1987</td>
<td>Part-time</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>Visiting Asst. Prof.</td>
<td>1983-1984</td>
<td>Part-time</td>
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<tr>
<td>Boston University</td>
<td>Instructor</td>
<td>1976-1977</td>
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**Teaching Experience as a graduate student:**

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<tr>
<td>Boston University (Metropolitan College)</td>
<td>Instructor</td>
<td>1982-1983</td>
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**RESEARCH, SCHOLARSHIP, PUBLICATIONS AND RELATED ACTIVITIES**

**Books:**


**Articles published or in press:**


Reprinted in S. Gabbidon and H. Greene (eds.) Race, Crime and Justice. New York:


[reprinted in Max Travers and John Manzo (eds.) *Law In Action: Ethnomethodological and Conversation Analytic Approaches to Law*, pgs. 183-208, Aldershot U.K.:
Technical Reports


A.J. Meehan & J. Czeszewski, Pre-Trial Services Pilot Study: Southfield District Court, report submitted to Oakland County Circuit Court Pre-Trial Services 1992.


Book Reviews:

Review of Laura Huey, Negotiating Demands: The Politics of Skid Row Policing in Edinburgh, san Francisco and Vancouver British Journal of Sociology 60 (2) pgs 432-434. (May 2009)


Abstracts Published:


Conference and Symposia Presentations:


“An Empirical Study of In-Car Camera Archives to Examine Racial Profiling” Presented at the American Society of Criminology Annual Meetings, Denver. November 2003 (with Jennifer Dierickx)


“Aspects of the Local Order of Racial Profiling in a Pretext Traffic Stop.” Accepted for presentation at the 2003 meetings of the International Institute of Ethnomethodology and Conversation Analysis. Manchester, UK. July 2003

“An Empirical Study of In-Car Camera Archives to Examine Racial Profiling” Accepted for presentation at the American Society of Criminology Annual Meetings, Denver. November 2003 (with Jennifer Dierickx)


“Race and Place: Using MDT Data to Study Racial Profiling.” accepted for presentation at the annual meetings the American Criminological Society, Atlanta, Georgia, November 2001 (with Michael Ponder)

“Race and Place: The Ecology of Racial Profiling” accepted for presentation at the annual meetings the American Sociological Association, Anaheim CA. August 2001 (with Michael Ponder)

“The Use of Humor in Serious Fora: Analyzing Community Meetings on Racial Profiling.” Midwest Sociological Association, St. Louis, MO. April 2001


November 1997, Chicago.


“Police and Information Technology,” presented at the 1994 Annual Meetings of the Michigan Sociological Association, Kalamazoo, MI (October). Also organized two sessions for these meetings: The Chairs Panel; Technology and Social Control.


“A Longitudinal Content Analysis of Prison News,” presented at the 1993 meetings of the Michigan Sociological Association, Detroit, MI. (with Judith Adams)

“The In-Situ Practice of Role Modeling,” presented at the Midwest Sociological Association Meetings, April 1993, Chicago, IL. (with Edward Mays)


Guest Presenter. Social Psychology Colloquium, Indiana University, Professor Sheldon Stryker, Organizer, February 1993.
Guest Presenter. Seminar on Conversation Analysis, Indiana University, Professor Doug Maynard, February 1993.


Session Organizer and Chair, Eighth International Institute for Ethnomethodology and Conversation Analysis, Boston, MA, August 1987.


“Legal Aspects of Treating the Chronically Mentally Ill in Community Settings,” Annual Meetings of the Midwest Sociological Society, Des Moines, Iowa, 1986.


“Dispatcher’s Techniques for Assessing Citizens’ Complaints,” delivered at the Fifth Annual Institute for Ethnomethodology and Conversation Analysis, Boston University, Boston, MA, 1980.

“Packaging a Complaint to the Police,” delivered at the Third Annual Conference on Ethnomethodology and Conversation Analysis, University of South Carolina, Columbia, SC, 1980.


Research in Progress:

CCTV Surveillance, Racial Profiling, Informational Technology and Policing

Grants Received:

University Research Committee. $1000 to support racial profiling research. April 2000.

“Problem Solving Partnership to Study and Implement Strategies for the Police Handling of Drug Houses” Warren Police Department. U.S. Department of Justice Community Oriented Problem Solving Program. 1997. $149,655. (Grant writer and project consultant)

Oakland University Research Committee, $1032 Special Projects award for the annual Conference of the Michigan Sociological Association held at Meadowbrook Hall. 1996

Oakland County Community Corrections Research Grant, $82,000, 1990-1992. (Principal Investigator)

Oakland University Undergraduate Research Award, $250, Faculty Sponsor/Advisor

Boston University Chapter of Sigma Xi, $350, 1978.

Grants Submitted (not funded)


Professional Consulting Activities:

Consultant, Macomb County Police Academy. 2003- present
Consultant and Technical Advisor, Warren (MI) Police Department, Problem Solving Using Information Technology, 1996-2002


Consultant, “Parent Response to Infant Cry: Abuse Potential” Grant, Department of Sociology, Wayne State University in conjunction with the Wayne State School of Nursing, January-June, 1993.


Pro-Bono Consultant to Oakland County Pre-Trial Services, 1991-present (Computerization and Analysis of Pre-Trial cases)

Pro-Bono Consultant to Oakland County Probation Department, 1990-present (Substance Abuse Grant Evaluation, Probation Violator Study; SAI Bootcamp Study)

Consultant, Oakland County Community Corrections Advisory Board, 1990-1992. (Researched and Developed a Comprehensive Plan for Community Based Corrections.)

Pro-Bono Consultant to the Washtenaw County Community Corrections Advisory Board. Summer 1991 (assisted in the developed of the Washtenaw County Comprehensive Community Corrections Plan)

Courses taught:

The Surveillance Society
Crime and Punishment (Criminology)
Police and Society
Juvenile Delinquency
Corrective and Rehabilitative Institutions
Research and Policy Evaluation
Medical Sociology
Sociology of Mental Illness
Social Psychology
Self and Society
Deviance and Social Control
Sociology of Sport
Introduction to Sociology

Service to the Profession:
Offices Held: Michigan Sociological Association
Executive Officer 1996-97
President, 1995
Board Member, 1993-1997

Journal Positions/Service:


Dissertation/Master’s Thesis Committees Served on at Oakland University or other Universities

<table>
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<tr>
<th>Student</th>
<th>University</th>
<th>Year degree awarded</th>
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<tr>
<td>Shelly Krajewski</td>
<td>Oakland University</td>
<td>current (Ph.D. School of Education)</td>
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<tr>
<td>Patrick Faircloth</td>
<td>Oakland University</td>
<td>current (Ph.D. School of Education)</td>
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<tr>
<td>Sue W. Tyce</td>
<td>Oakland University</td>
<td>2009 (Ph.D. School of Education)</td>
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<tr>
<td>Jennifer Direckx</td>
<td>Wayne State University</td>
<td>2007 (Ph.D. Sociology)</td>
</tr>
<tr>
<td>Derek Coates</td>
<td>Wayne State University</td>
<td>2003 (Ph.D. Sociology)</td>
</tr>
<tr>
<td>Kevin McAllister</td>
<td>Boston University</td>
<td>2002 (Ph.D. Education)</td>
</tr>
<tr>
<td>Carey Ford</td>
<td>Wayne State University</td>
<td>1998 (Ph.D. Sociology)</td>
</tr>
<tr>
<td>Waverly Duck</td>
<td>Wayne State University</td>
<td>2000 (Ph.D. Sociology)</td>
</tr>
<tr>
<td>Judy Adams</td>
<td>Oakland University</td>
<td>1990 (MA Sociology)</td>
</tr>
<tr>
<td>Karen Fleischer</td>
<td>Oakland University</td>
<td>1989 (MA, Sociology)</td>
</tr>
</tbody>
</table>


Awards:

Oakland University Alumni Association Award for Outstanding Academic Advising 1988-1989 ($500).

PUBLIC AND UNIVERSITY SERVICE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
<th>Role in Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public service:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oakland County Probate Court</td>
<td>1992-95</td>
<td>Appointed</td>
</tr>
<tr>
<td>Citizen’s Advisory Council:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juvenile Subcommittee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Oakland County</td>
<td>1990-92</td>
<td>Elected to</td>
</tr>
</tbody>
</table>
NAACP  
Exec. Board

**University service:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Year</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Reappointment and Promotion Committee</td>
<td>2007-</td>
<td>Elected Chair 2009-2010</td>
</tr>
<tr>
<td>University Senate</td>
<td>2007-</td>
<td>Elected</td>
</tr>
<tr>
<td>Elected to Steering Committee</td>
<td>2007-</td>
<td></td>
</tr>
<tr>
<td>Mentor Students First Program</td>
<td>2005-6</td>
<td>Faculty Mentor</td>
</tr>
<tr>
<td>SHES Doctoral Dissertations for Sue Wilbourn and Patrick Faircloth</td>
<td>2005-</td>
<td>Committee Member</td>
</tr>
<tr>
<td>University Senate</td>
<td>2005-6</td>
<td></td>
</tr>
<tr>
<td>Title IX Committee</td>
<td>2001-</td>
<td>Faculty Representative</td>
</tr>
<tr>
<td>General Education II: Budget Subcommittee</td>
<td>2001</td>
<td>Member</td>
</tr>
<tr>
<td>Oakland University/Thomas Cooley Law School Committee</td>
<td>2003</td>
<td>Faculty Representative</td>
</tr>
<tr>
<td>Parking Committee</td>
<td>1999-</td>
<td>Member</td>
</tr>
<tr>
<td>King-Chavez-Park College Program</td>
<td>1996, 1998, 1999</td>
<td>Faculty Coordinator</td>
</tr>
<tr>
<td>Office of Grants and Contract Ad-Hoc Committee on Social Science Research Center</td>
<td>1998-99</td>
<td>Invited</td>
</tr>
<tr>
<td>OU Mascot Committee</td>
<td>1997-1998</td>
<td>Member</td>
</tr>
<tr>
<td>Institutional Review Board</td>
<td>1995-1996</td>
<td>Member</td>
</tr>
<tr>
<td>Americorp Advisory Board</td>
<td>1994-2000</td>
<td>Member</td>
</tr>
</tbody>
</table>
University Senate 1995-1997 Elected Member
Campus Police Oversight Committee 1992-1997 Chair
President’s Ad-Hoc Committee on Campus Police Summer 1992 Appointed Member
Orientation Office Summer 1992 Faculty Participant
Honors College Winter 1992 Thesis Advisor
Athletic Department Winter 1992 Research Advisor
Mentor Alliance Program 1990-91 Faculty Participant
University Senate 1989-1991 Elected Member
AAUP 1989-1991 Elected Assistant Grievance Officer
University Internship Office 1988-2000 Faculty Advisor
Program in General Studies 1988- Student Advisor
University Open House 11/1/87--yearly Faculty Participant

**College service:**

Committee on Appointments and Promotion 2007 (winter) replacement Appt.
Ad Hoc Committee on General Education 2007- appointed
College Marshal, Graduations 2004-5 appointed
Committee on Appointment & Promotion 2002 (winter) Replacement Appt.
Varner Hall Space Advisory Committee 1998 Member
OU Previews Program 1997 Faculty Participant
Committee on Appointment & Promotion 1996-1999 Elected Member Chair, 1998-99
Graduate Programs Committee 1994-1996 Appointed Member

College Assembly Winter 1995 Elected Member

Committee on Instruction 1991-1993 Appointed Member

CAS Advising Office:
Orientation Advisor Summer 1991 Faculty Advisor
1989, 1988

MPA Program, Dept. of Political Science 1991- Project Advisor

Women’s Studies Concentration 1988-1990 Faculty

College Assembly 1987-1988 Member

College of Arts & Sciences “Major” Event 2/1/88-present Faculty Participant

Departmental service:

Department Chair 2006-

Chair, Recruitment Committee 2005-6 Chair

Awards Committee 2005-6 Member

Department Chair (Acting) Fall 2004

Assessment Committee 2004-2006 Chair

Jo Reger C-2 (early tenure) Review 2004 Member

Curriculum Committee 2001-2004 Chair

Lynetta Mosby C-4 Review 2003 Member

Jo Reger C-1 Review 2003 Chair

Self-Report Subcommittee 2001 Chair

Merit Review Committee 2001 Member

Recruitment Committee 2000 Member

C-4 Review Committee: Terri Orbuch 1999-00 Chair
C-1 Review Committee: Lynetta Mosby 1998 Chair
Recruitment Committee 1996-98 Member
C-2 Review Committee: Kevin Early 1993-94 Member
Concentration in Criminal Justice 1987-2004 Director
2006-
Recruitment Committee 1990-91 Member
Undergraduate Association for Sociology & Anthropology Students 1988-90 Faculty Advisor
Graduate Program Service 1988-90
Geri S. McGregor 1988 Research Project
Karen Fleischer 1989 Advisor and
Judy Adams 1990 Reader

OTHER RELEVANT PROFESSIONAL ACTIVITIES

Lectures/Presentations Outside the University

Racial Profiling and the Police. Invited Speaker for the Department of Sociology Annual Luncheon, Aquinas College, Grand Rapids, MI. April 29 2003

Community Policing. Invited Speaker for the Macomb County Police Academy. April 2003 and April 2004

Racial Profiling and the Police. Public Presentation for the Birmingham Bloomfield Task Force on Race Relations. October 19, 2002

Leadership Oakland: Keynote Luncheon Speaker on the Criminal Justice System. 1991-1996


Lectures/Presentations Inside the University

Racial Profiling. President’s Colloquium. February 2002

Black Faculty and Staff Network: Panel discussant on the Malice Green Incident.

President’s Quarterly Executive Breakfast: Keynote Speaker, May 1992.


Department of Sociology Colloquium Presentation, November 1991.

United Students for Christ: Faculty Presenter, September 1991.

Selected “Favorite Faculty Member” by students for the “Senior Send Off 2005, 2006, 2007