

Appendix A - Criminology Seat Comparison

Seat Comparisons - Old v. New Curriculum	
OLD COURSE	NEW COURSE
# of Sections	# of Sections
Seats/Section	Seats/Section
Total Seats	Total Seats
CRIM 101	CRIM 101
CRIM 102	CRIM 102
CRIM 210	CRIM 205
CRIM 270	CRIM 210
CRIM 281	CRIM 215
CRIM 300	CRIM 225
CRIM 306	CRIM 235
CRIM 306 /W/	CRIM 255
CRIM 355	CRIM 306
CRIM 370	CRIM 321
CRIM 383 /W/	CRIM 323
CRIM 388	CRIM 364
CRIM 390	CRIM 374
CRIM 400	CRIM 384
CRIM 401	CRIM 394
CRIM 401 /W/	CRIM 400/W/
CRIM 416	CRIM 401
CRIM 451	CRIM 403
CRIM 470	CRIM 410
CRIM 470 /W/	CRIM 450
CRIM 481	CRIM 470
54	54
1650	1850

Appendix B

**Academy of Criminal Justice Sciences (ACJS)
Minimum Standards for Criminal Justice Education**

Minimum Standards for Criminal Justice Education

Background

The Academy of Criminal Justice Sciences' Ad hoc Committee on Minimum Standards for Criminal Justice Education was formed in 1995 by ACJS President, Jay Albanese. Committee members were selected to represent the diversity of the Academy by gender, ethnicity, region, and level of criminal justice programs from community college to Ph.D. granting institutions. The committee members were: Timothy Flanagan, Sam Houston State University; Peter Kratoski, Kent State University; Harvey McMurray, North Carolina Central University; Marilyn McShane, Northern Arizona University; Franklyn Taylor, Community College of Rhode Island; and Mittie Southerland, Chair, Murray State University.

These Standards are the result of two years of review, discussion and revision. Drafts were widely distributed through publication in ACJS Today and feedback from the membership was solicited. The standards reflect current college and university accreditation standards and a modification of the standards adopted in Fall 1994 by the Northeastern Association of Criminal Justice Sciences (NEACJS). The NEACJS standards were built on those outlined by the Joint Commission on Criminology and Criminal Justice Education and Standards published in Quest for Quality. Earlier efforts in North Carolina and by the Southern Criminal Justice Association also served to inform the development of these standards. The purpose of the ACJS standards is to promote quality criminal justice education.

Statement of Principle

The Academy of Criminal Justice Sciences has adopted these voluntary standards for the improvement of quality in criminal justice higher education. As such, these standards are intended to be applicable to:

- * associate degree programs for which college transfer or continuation of students to a senior institution (matriculation) usually results
- * undergraduate programs, and
- * graduate programs

The standards are intended to provide the degree of flexibility necessary for continual development of the criminal justice field and for programs to remain responsive to changes in the environment.

These standards are adopted in acknowledgment of the accreditation process conducted by the regional Associations of Colleges and Schools. Regional accrediting agencies accredit the total institution and evaluate the work of criminal justice programs within those institutions. It is the intent of ACJS through the standards set forth in this document to supplement the accreditation process by providing guidance for the internal and external evaluation of criminal justice programs. The standards delineated herein may be used as the basis for self-evaluation by criminal justice programs, Academic Peer Review through the Academy of Criminal Justice Sciences, program review for regional accreditation, and to provide direction for new and developing programs.

This is not a professional accreditation document; however, through these standards ACJS establishes common elements that should be present in all Criminal Justice programs.

ACJS fully recognizes that some programs are more developed and/or have more resources than others. These standards have been designed with that in mind, and have

been established to delineate basic academic parameters for the entire academic discipline of criminal justice.

ACJS supports the right of any institution and any criminal justice program to pursue its established educational purpose; the right of faculty members to teach, investigate and publish freely; and the right of students to have opportunities for learning. However, the exercise of these rights must not interfere with the overriding obligation of the institution and program to offer its students a sound education leading to a degree.

All criminal justice programs should be held to the specific standards delineated by the regional accreditation authority for the institution to which they belong. Programs should be able to demonstrate evidence of educational effectiveness in instruction and also in research and public service where these are significant components of the institution and program's statement of mission or purpose.

The standards delineated herein are designed to be applicable to degree programs carrying the label "criminal justice." Nevertheless, the standards can serve as guidance for other, more specialized, programs. The purpose and mission of a program and the nature of the institution in which it is housed should be the framework for interpreting and applying these standards.

Representation with Regard to ACJS Standards

Any promotional statement made by a program with regard to compliance with these minimum standards must be based on the results of the ACJS Academic Peer Review process or some other form of external peer review. The logo of the Academy of Criminal Justice Sciences is not to be used by a program or institution, except in regard to Institutional Membership.

Curriculum

1. The purpose of higher education programs in criminal justice is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form, as well as to instill a comprehensive knowledge of the field. Programs should strive not only to familiarize students with facts and concepts but, more importantly, teach students to use ethical behavior in applying this knowledge to related problems and changing fact situations. The development of critical thinking, communication skills, and the ability to conceptualize ideas should be a primary objective of all criminal justice courses.

2. The broad scope of criminal justice should be reflected in the baccalaureate curriculum, as should a balanced presentation of the issues of the field. Substantively, all programs should have required core courses that focus specifically on the areas below:

- a. Criminal justice and juvenile justice processes (law, crime, and administration of justice);
- b. Criminology (the causes of crime, typologies, offenders, and victims);
- c. Law Enforcement (police organization, discretion, subculture, and legal constraints);
- d. Law Adjudication (criminal law, criminal procedure, prosecution, defense, and court procedures and decision-making);
- e. Corrections (incarceration, community-based corrections, and treatment of offenders).

It is expected that most baccalaureate programs will have multiple courses to represent these, and other, issues, but these substantive areas provide minimum coverage of the field. Some programs may offer concentrations in some areas, depending upon composition of the student body and faculty expertise, but overspecialization, or exclusion of any one of the five areas above should not occur at the undergraduate

level. Baccalaureate students' should be required to take at least one course in each of the substantive areas above.

It is expected that associate degree programs will require a single course in some of the substantive areas above. The entire core should not be offered by the associate degree program. Articulation agreements should facilitate matriculation of students (see Curriculum #5 below).

Graduate level programs are often more specialized in their focus and emphasis, and students from a variety of backgrounds often pursue graduate work in criminal justice. Nevertheless, measures should be taken to insure that all students completing graduate degrees in criminal justice have an adequate understanding of the five substantive areas listed above. At the doctoral level, supplementary courses from other disciplines can be instrumental in providing an interdisciplinary basis for examining criminal justice issues. Doctoral programs are encouraged to provide such opportunities in their curricula.

3. All programs should strongly encourage or require cognate courses that develop the ability of students to process and apply information reliably. Cognates should also be designed to encourage students to be informed citizens, as they participate in the governmental process and consume criminal justice information. Whether cognates are required as part of the major requirement, or as part of the liberal arts requirement, they should draw upon faculty expertise within the criminal justice program and on institutional priorities. These courses should include: research methodology, statistics, computer methods, government and politics, ethics, writing courses, public speaking, and logic. An understanding of social problems, human behavior, and policy should be developed through exposure to courses such as race and ethnic relations, social problems, psychology, and public management. Appreciation for these concepts and skills should also be part of criminal justice courses. Criminal justice courses should intentionally reflect issues of diversity.

4. Criminal justice programs should be part of a broadly-based degree program. No more than one-third of a student's graduation requirements at the associate and baccalaureate levels should consist of criminal justice courses. The remainder should be comprised of cognates and other liberal arts courses designed to prepare broadly educated students. Such preparation should include courses in humanities and fine arts, the social and behavioral sciences, and natural sciences and mathematics.

5. Associate and baccalaureate degree programs should coordinate their curriculum efforts in order to facilitate matriculation of students. The entire core should not be offered by the associate degree program. Two-year and four-year colleges and universities should enter in articulation agreements wherever possible to clarify academic expectations for both parties. These agreements should reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.

6. Internships provide a useful mechanism for students to assess their interest and apply their classroom knowledge in an area of criminal justice. All programs should have elective internship opportunities available to upper-level students. Measures should be taken to insure internships are meaningful, relevant, and related to educational objectives.

7. Criminal justice programs shall not offer collegiate courses nor award academic credit for vocational training courses designed for specific job preparation or advanced job training. These courses are characterized by training for specific job skills, rather than education involving conceptual learning.

Appendix C Course Deletion/Replacement Chart

Deleted Courses

CRIM 283 Police Patrol Administration
 CRIM 295 Criminal Investigation
 CRIM 383 Police Administration
 CRIM 416 Criminal Justice Personnel and Supervision

CRIM 260 Criminal Procedure
 CRIM 388 Court Administration
 CRIM 416 Criminal Justice Personnel and Supervision

CRIM 370 Correctional Institutions
 CRIM 371 Community-Based Corrections
 CRIM 386 Correctional Administration
 CRIM 416 Criminal Justice Personnel and Supervision

CRIM 270 Juvenile Justice Systems
 CRIM 361 Juvenile Law

CRIM 355 Crime in the Workplace

CRIM 451 Etiology of Delinquent Behavior

CRIM 291 Theory and Techniques of Interviewing
 CRIM 491 Individual and Group Treatment Modalities

Replaced With

CRIM 205 Law Enforcement and
 the Community

CRIM 215 Survey of Courts and
 the Criminal Justice
 System

CRIM 225 Survey of Corrections

CRIM 235 Survey of Juvenile
 Justice and Juvenile Law

CRIM 354 White Collar Crime

CRIM 394 Crime and Delinquency
 Prevention

N/A
 N/A

Appendix D

Letters of Support



Honoring Yesterday
Creating Tomorrow

Indiana University of Pennsylvania

Department of Mathematics
Stright Hall, Room 233
210 South Tenth Street
Indiana, Pennsylvania 15705-1072

724-357-2608
Fax: 724-357-7908
Internet: <http://www.iup.edu>

To: Dr. Dennis Giever
Ms. Jamie Martin

From: Gerald Buriok, Chairperson
Mathematics Department *GMB*

Date: June 22, 2001

Subject: Criminology Curriculum Proposal

Thank you for meeting with me on June 21, 2001 to explain proposed changes in the Criminology undergraduate curriculum that will affect the Mathematics Department.

I understand that if your proposal is approved, Criminology students will be required to complete MATH 217 Probability and Statistics. Currently they may satisfy their mathematics requirement with any course in the Learning Skills category of the Liberal Studies requirement. The faculty of the Mathematics Department believe MATH 217 would be a valuable course for your students and strongly support this change.

Since most of your students now complete their mathematics requirement by taking MATH 101, a reallocation of resources within the Mathematics Department will be required but no new resources will be needed to accommodate your students.

Indiana University of Pennsylvania

Department of Chemistry
Weyandt Hall, Room 143
975 Oakland Avenue
Indiana, Pennsylvania 15705-1076

724-357-2361
Fax: 724-357-2437
Internet: <http://wey238ab.ch.iup.edu>

September 19, 2002

Dr. Jamie Martin
Director, Criminology Advising Center
Department of Criminology
Indiana University of Pennsylvania
G-1A McElhaney Hall
Indiana, PA 15705

Dear Dr. Martin:

I am writing concerning the program revision that the Criminology Department is proposing. As part of that revision, I understand that you are recommending that your students complete CHEM 111 and CHEM 112 or BIOL 103 and BIOL 104 to fulfill their natural science requirement. The Chemistry Department is able and very willing to accommodate your students in these courses. In fact quite a few of them already elect to take Chem 111 and 112 at the present time.

If I can be of any further assistance with respect to this matter, please do not hesitate to contact me.

Sincerely yours,



Ruiess Van Fossen Ramsey
Chairperson, Chemistry Department

Indiana University of Pennsylvania

Department of Chemistry
Weigand Hall Room 141
375 Chestnut Avenue
Indiana, Pennsylvania 15705-1076

354-257-1001
Fax: 354-257-2000
Internet: www.uip.edu

September 19, 2002

Dr. John M. ...
Director, Chronology Advising Center
Department of Chemistry
Indiana University of Pennsylvania
375 Chestnut Avenue
Indiana, PA 15705

I am writing concerning the program revision that the Chemistry Department is
pursuing. As part of that revision, I understand that you are recommending that your
students complete CHEM 111 and CHEM 112 or BIOL 103 and BIOL 104 to fulfill their
general science requirement. The Chemistry Department is also very willing to
accommodate your students in these courses. In fact quite a few of them already did so
this year 111 and 112 at the present time.

If I can be of any further assistance with respect to this matter, please do not hesitate to
contact me.

Sincerely yours,
James W. ...
Chairman, Chemistry Department

Dr. Jamie Martin

From: Carl Luciano <luciano@iup.edu>
To: Dr. Jamie Martin <jmartin@iup.edu>
Cc: <luciano@iup.edu>; Martha J Jack <mjack@iup.edu>; Art Hulse <NTCC@iup.edu>; Thomas Simmons <tsimmons@iup.edu>
Sent: Thursday, November 07, 2002 7:30 PM
Subject: Crim Curriculum Revision

Jamie,

We support your curriculum revision as you have explained its impact on Biology. We are confident that we can handle the majority of Crim students, if necessary, with current resources. Please understand, however, that if 6 out of every 7 of your majors elect the Biology option we will have trouble offering enough seats, at least initially.

We'll be happy to continue discussions on a special section for Criminology majors, if you wish. Best of luck with your revision.

Dr. Carl S. Luciano
Professor and Department Chair
Department of Biology
Indiana University of Pennsylvania

Dr. Jamie Martin

From: Gwendolyn Torges <torges@adelphia.net>
To: Dr. Jamie Martin <jmartin@iup.edu>
Sent: Friday, September 20, 2002 5:34 AM
Subject: proposed CRIM215

Dear Jamie,

I have reviewed your proposal to replace **CRIM 260 – Criminal Procedure and the Admissibility of Evidence** with **CRIM 215--Survey of Courts and the Criminal Justice System**, and I support your proposal.

Regards,
Gwen

Gwendolyn Torges, Ph.D.
Assistant Professor
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Indiana University of Pennsylvania

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November 4, 2002

Dr. Dennis Giever, Chair
Department of Criminology
Indiana University of Pennsylvania
Indiana, PA 15705

Dear Dennis:

Thank you for informing us that the Department of Criminology is submitting a major program revision. We are aware that the changes will require us to revise our list of options for the Juvenile Delinquency substantive areas of the Sociology/Human Services and Sociology/Applied Social Research Tracks. We appreciate your suggestions for replacements or substitutions of the old courses with your new courses. We support your efforts in revising your curriculum, and I will inform our Undergraduate Education Committee of your upcoming revisions.

Sincerely,



Alex Heckert, Chair
Department of Sociology

c: **Jamie S. Martin, Chair** – Criminology Curriculum Committee
Robert Heasley, Chair – Sociology Undergraduate Education Committee