

Operational Plan for Criminal Justice Program

Section A

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Welcome to the Criminal Justice Program

The Criminal Justice Program seeks to offer students experiential and classroom opportunities prepare them for future work within the Criminal Justice field or for continued graduate school education. The criminal justice program offers students a diverse experience with courses focused on the criminal justice field (practical, theoretical, and historical), the sociological context of our criminal justice system, the field of psychology, and both statistical and research methods. The combination of these courses will prepare students for graduate school studies or more thorough understanding of the criminal justice system and the diverse society in which our criminal justice system operates. Further, at Greenville University, students can expect their Criminal Justice-related classroom and experiential learning opportunities to be faith-integrated and taught by professors that have practical knowledge within the field of criminal justice. In fact, when seeking full-time and adjunct Criminal Justice Professors, this program specifically seeks out instructors who have both the requisite graduate degrees, but also real-world practical experience within the Criminal Justice system.

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This real-world experience of professors, along with the experiential learning opportunities (trips to prisons, police departments, juvenile delinquency centers, and courthouses) better enlighten and enhance the course material being taught within the criminal justice classrooms for our GU students to ensure they are well prepared for their future endeavors.

Program Mission Statement

Criminal Justice Mission Statement: The Greenville University Criminal Justice program will provide a Christ-centered approach to the study of Criminal Justice and prepare students for a career in the criminal justice system or for continued studies in graduate school or law school. Society relies on and requires an effective criminal justice system and our students will be prepared to use their God-given talents to provide professional and Christ-centered contributions within this exciting and important field.

Programmatic Faith Integration

In the Greenville University Criminal Justice Program there is an expectation that students will consider how to do work within the criminal justice system from a Christ-centered perspective. There is an expectation that “doing the work” of the criminal justice system should look differently when done with a Christ-centered approach. Both practical and theoretical class discussions will often incorporate questions about how issues may look differently to a Christian or what is a Christian perspective to certain problems. The criminal justice system is filled with professionals of the highest integrity and is a field in which integrity, fairness, and justice have the utmost importance. The study of Criminal Justice and theological considerations related to the study of Christianity and living a

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more Christ-centered life must intersect and must be considered to truly engage Christian students who are interested in where and how they may fit within the exciting and important field of criminal justice.

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Section B

Program/Major Objectives: *The Criminal Justice Major provides students with a general orientation to society, social processes, and a focused study of deviance, criminal behavior, and the criminal justice system. Criminal Justice majors will learn about the importance of faith integration within the Criminal Justice System and will learn how their God given attributes prepare them for a job within the Criminal Justice System or to study the Criminal Justice System.*

At the close of their degree, students should be able to:

1. Demonstrate the ability to recognize, study, and effectively deliberate about key issues which are relevant within Criminal Justice.
2. Demonstrate the ability for reasoned and disciplined analysis, original and creative thinking, and effective oral and written communication when considering these issues.
3. Recognize the value of and importance of exposure to diverse backgrounds, experiences, and opinions and demonstrate awareness, sensitivity, and responsiveness to differences across cultures, social practices, and religions.
4. In accordance with Romans 6-8, students will discover their identity and individuality through self-reflection. Students will determine and develop the special talents they have been given by God and look outside of themselves to recognize how their special talents can be used to meet the needs of others while continuing their work within Criminal Justice.

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Criminal Justice Program Fulfillment of the SLOs

GU's Criminal Justice program objectives are built to allow students to develop the skills, knowledge, and experiences that will help them be successful in a wide range of possible criminal justice or criminology careers. Further, the program objectives are built to focus students' development as criminal justice students, as college students generally, and as people, towards the Greenville University Student Learning Outcomes (SLO).

Criminal Justice Program Objective 1 requires students to increase their knowledge and ability to effectively deliberate about key issues within Criminal Justice, building students' knowledge and skills towards SLO 2 (Knowledge and Skill). Introduction to Criminal Justice's quizzes is one exemplary assignment which introduces students to key issues. There are a number of assignments which continue to develop student abilities and awareness of key issues including law enforcement's mid-content exam and Criminal Justice Values and Ethics' Reflection Paper 4 and Choose Your Own Adventure. One example of an assignment which tests student mastery of awareness and deliberation of key issues are the quizzes within Criminal Justice Community Relations.

Criminal Justice Program Objective 2 requires students to display reasoned and disciplined analysis and also provide effective written or oral communication about their analysis. Program Objective 2 develops students' knowledge and skill towards mastery of SLO 2, and also develops students' oral and written communication skills towards SLO 3. SLO 3 is introduced through the general education classes, and then introduced again within criminal justice courses SOCI 101 and CRJS 203 reflection papers, and then the remainder

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of the Criminal Justice courses that have assignments related to SLO 3 are developing students towards the mastery of SLO 3; examples include the Deviant Behavior Analysis Project, the CJ Values and Ethics Final Paper, and the Social Policy Paper in CRJS 361 (mastery).

Criminal Justice Program Objective 3 requires students to recognize the value and importance of diversity. Program Objective 3 is building students' awareness and recognition of the value of diversity, towards SLO 5 (Cultural and Aesthetic Values). SLO 5 is a SLO that is focused within general education, but because diversity is of such importance to those entering the field of criminal justice and also to those studying criminology, this SLO is further emphasized within the criminal justice major. Principles of Sociology has reflection papers and quizzes that introduce students to important issues related to SLO 5 and PO3, those and additional issues are explored more in depth in quizzes in quizzes in Juvenile Delinquency and Crime and Social Delinquency and in other assignments in other CJ courses. Mastery of PO 3 and SLO 5 is displayed through the reflection papers in Criminal Justice Community Relations.

Criminal Justice Program Objective 4 requires students to discover their individuality and identity through self-reflection, and to recognize that they have been given talents or skills by God. Program Objective 4 is directly related to SLO 6 (Character and Application of Christian Virtues), and also related to SLO 1 (Critical Self Awareness) and SLO 5. Criminal justice students are expected to evaluate their own skills, talent, and knowledge; and recognize that some of their abilities are gifts from God. Further, students are expected to understand how their gifts and their relationship with God should make a visible impact in how they do their

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job. Students are introduced to PO 4, SLO 1, SLO 5, and SLO 6 through Principles of Sociology's Sociological Autobiography.

Students continue to develop critical self awareness, character and Christian virtues, and cultural and aesthetic values in the CRJS 203 Career Path Presentation and CRJS 351 Final Career Path Presentation. Student's display mastery of this program objective and these SLOs through the Final Practicum Paper.

Criminal Justice Program Connections to Greenville University as a Whole

To be successful in the Criminal Justice system, both character and service are paramount. Developing one's faith, core beliefs, and values is encouraged throughout the criminal justice program in class discussions, assignments, and class lectures, and is particularly emphasized during Criminal Justice Values and Ethics. The Criminal Justice major prepares students to better understand society, diversity, policies, practices, laws, and how each student's faith can, and should, be integrated into their work. More specifically, focused papers and quizzes in SOCI 101 introduce students to important issues about society, diversity, policies, and practices and then reflection papers in Introduction to Criminal Justice, Law Enforcement, Corrections, and Criminal Law continue to develop student understanding. Understanding of policies, practices, and laws are introduced in Principles of Sociology and developed within Introduction to Criminal Justice, Criminal Law, Law Enforcement, and Corrections quizzes and papers. Students have in class assignments, experiential learning opportunities, and general education and non-major classes also contribute to the holistic development of Criminal Justice student in attaining a better understanding of self, other, and the social context in which we live, students will be prepared to deliver service within the Criminal Justice system.

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The Criminal Justice major at Greenville University integrates experiential learning into a majority of the on-campus classroom experiences. Student's will not just learn about corrections, courtrooms, and law enforcement, but will visit facilities, attend trials, and have the opportunity to take part in practical experiences within the Criminal Justice system. Examples of important, recent, experiential learning opportunities include hearing from graduates from local drug court programs, meeting with staff and inmates at the Greenville Federal Correctional Facility, touring and speaking with staff and inmates at the Vandalia Correctional Facility, touring and meeting with Illinois State Police Troopers, attending trials in session, attending open court, spending time with juveniles receiving treatment in a juvenile delinquency center, and THEO 110's Faith and Learning weekend trip. Students will be expected to refine oral and written communication skills and develop strong analytical skills. Students will explore and enhance their understanding of how their Christian faith should differentiate the service they deliver within the Criminal Justice system. Additionally, students will study society, culture, deviance, and both psychological and sociological definitions for difference and deviance. Service within the Criminal Justice system guarantees practitioners many experiences with people from diverse backgrounds. An understanding of the importance and beauty of diversity is necessary to successfully serve within the Criminal Justice system. Finally, it is necessary for students to develop strong character, because their success and jobs within the Criminal Justice system will depend on them maintaining unquestionable character in the delivery of their duties.

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Section C

Program Learning Objectives	Required Courses / Learning Opportunities									Choose 2: CJ Emphases				Choose 1: Research Methods			Choose 1: Upper Division Emphases				
	SOC101	SCWK202	CRJS203	CRJS304*	CRJJ303	CRJJ304	CRJJ305	CRJJ306	CRJJ307	CRJJ308	CRJS202	CRJJ207	CRJJ205	BIOL155	SCWK201	PSYC202	CRJS307	PSYC304	CRJS310	CRJS306	CRJJ311
1: Key Issues	I		I	M	D	D	D		M	D	D	D	D						D	D	D
2: Analyze/Comm.		D	I	D	D	D		M	M	D	D	D	D	D		D	D	D	D	M	D
3: Diversity	I		I	M		D	D	D											D	D	
4: God-give gifts	I		I		D		D	D	M	D	D	D	D				D				D
Key: I = Introduced D = Developed M = Mastered																					

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Section D

SLOs	Program Objective	Level of Mastery (IDM)	Term	Course number	Learning Activity	Benchmark	Assessment method
Year One							
2	1	I	Spring	203	Quizzes	>75%	Average of Quizzes
		D	Fall	270	Mid-Content Exam	>75%	Average of Quizzes
		D	Fall	313	Reflection Papers	>75%	Average of Quizzes
		M	SPring	304	Quizzes	>75%	Average of Quizzes
Year Two							
2	2	I	Spring	203	Reflection Papers	>75%	Average of Reflection grades
		D	Fall	314	DBA Project	>75%	Average of DBA grades
		D	Fall	313	Final Research Paper	>75%	Grade
		M	Fall/Spring	361	Social Policy Paper	>75%	Grade
Year Three							
3, 4	3	I	Fall/Spring	SOCI 101	Quizzes	>75%	Average of Quizzes
		D	Fall	314	Quizzes	>75%	Average of Quizzes
		D	Fall	351	Quizzes	>75%	Average of Quizzes
		M	Summer	304	Reflection Papers	>75%	Average of Grades
Year Four							
1, 5, 6	4	I	Fall/Spring	SOCI 101	Sociological Autobiography	>75%	Grade
		I	Fall/Spring	203	Career Path Presentation	>75%	Grade
		D	Fall/Spring	351	Final Career Path Presentation	>75%	Grade
		M	Fall/Spring	405	Final Practicum Paper	>75%	Grade
Annual Indirect Assessment Methods							
	All		Summer		Alumni Survey		
	Program Objective		Spring/May		Program Objectives reviewed 1 per year (each reviewed every 4 years)		

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Description of Assessment Processes

In the Criminal Justice Program, the four programmatic objectives are assessed using key assignments which best capture the students' formative (Introductory or Developing) progress and using summative (Mastery) progress within the program objectives. In section C, above, there are initially two courses (SOC1 101 and CRJS 203) which introduce students to the Criminal Justice Program Objectives, then the majority of the courses within the Criminal Justice major are providing students with opportunities to develop or refine the skills, knowledge, and abilities related to these objective, and then students are given a few opportunities in a few upper division courses where they can display that they have mastered the skills, knowledge, and abilities related to the program objectives. For example in the "key issues" program objective students will begin with Content Papers and Quizzes which display students' ability to identify key topics within the Criminal Justice field and then move on to later quizzes which require the students to not merely memorize or learn important information about the field, but to instead evaluate what the key issues are within criminal justice; and how those issues have been treated (dealt with); and how those issues should be treated going forward. Many of the Introductory assignments occur during Introduction to Criminal Justice (CRJS 203) or Principles of Sociology (SOC1 101). Ideally these are the first two courses, which Criminal Justice majors complete at Greenville University, which then provides them with a strong foundation for numerous developmental opportunities in the program working towards eventual mastery of the program objectives.

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Assessment Timetable

Beginning in the year of 2019-2020, the Criminal Justice will begin to more closely evaluate individual program objectives (1-4) on a rotating yearly schedule. Year one will focus on program objective 1, year two will focus on program objective 2, and so on. After year four, the evaluation process will return to year one and program objective one. During the evaluation of each program, the evaluation will not be limited to the previous year. Some courses, which have key assignments for program objective evaluation are only offered every other year, and therefore for those courses, the most recent iteration of the course will be used to evaluate how the assignments are preparing students in the formative assignments, and also if students are reaching a mastery level. FCAR data and data from the NSSE, student course evaluations, and other available data (alumni, seniors, etc), will be used to annually evaluate areas where the program needs to improve. This evaluation cycle does not mean that improvements for how the program can better meet the program objectives will not be considered for every year, but instead allows faculty to endeavor on a more focused and deeper dive to the individual program objectives on a rotating basis. Further at the end of every semester, the Chair will communicate with Criminal Justice and Social Work adjuncts and full-time faculty to discuss the outcome data from the program's courses and decide if course-specific or programmatic improvements are needed. Similarly, at the end of an academic year, the faculty meet to discuss the entire year and establish the time and place of needed curriculum modifications so that subsequent year measurements will reflect improvements.