

000022

Change Undergraduate Course**Change a Course**

Subject: FIN-Finance
Number: 4090
Effective Term: Spring 2016
Title: Prof Fin Plan
Honors Course:
☐ Add Honors Course:

Last Term Course was taught: 201401

Brief Statement of Change Based on Assessment Results:

Students have a hard time completing a capstone course in financial planning if they haven't taken portfolio management before they come into this course.

Rationale for Changing a Course

- ☐ Strengthen Program Requirement(s)
- ☐ Alignment of Student Learning Outcomes
- ☐ Alternative Delivery of Content
- ☐ Improve Time to Degree
- ☐ Evolution of the Discipline
- ☒ Changing Prerequisites
- ☐ Address DWF Rates
- ☐ General Education Modifications
- ☐ Other (Please specify.)

☒ **Change Prerequisite(s) / Corequisite(s)**

From Preq: ACCT 4040 and ACCT 4080
 and FIN 3040 and FIN 3050
To Preq: ACCT 4040 and ACCT 4080
 and FIN 3040 and FIN 4050

Learning Objectives

Have a comprehensive understanding of the six areas of the Financial Planning Process and be able to integrate them into a comprehensive financial plan for a client. Be able to correctly apply the CFP Board of Financial Planning Practice Standards throughout the financial planning process, in the required ethical manner. Know what materials and data are needed to formulate the financial plan and to assist the client in setting reasonable economic and investment assumptions. Be able to analyze various financial planning situations and be able to evaluate a client's goals and objectives and the likelihood of their attaining them in light of their current and anticipated future financial resources. Be able to warn clients of significant deficiencies in their financial condition – such as too small an Emergency Reserve, too little life, health, long-term care, liability or other insurance coverage and/or having unrealistic financial goals or objectives. Be able to develop and recommend a comprehensive strategy for helping a client reach their financial goals and objectives, demonstrating the strengths and weaknesses of the various alternatives available to the client, based on the client's risk tolerance, personality type and personal situation – always keeping in mind that it is the client that must make the final decision. Be able to effectively communicate this plan orally (before other students) and in writing, including an explanation of the long-term effects of possible changes in economic or political conditions on the attainment of their goals and objectives.

Topical Outline

Financial Planning Financial Planning Ethics Insurance
 Insurance Education Planning Interpersonal Commo. Income
 Tax Income Tax Retirement Planning Retirement Planning
 Estate Planning Estate Planning Investments Investments

Evaluation

Undergraduate
A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F < 60

Tests 60%, class participation 20%, attendance 20%

2/5/2015

Change Undergraduate Course - Curriculum & Course Change System

000024

<u>Angela Morgan</u>	<u>2-13-15</u>
Chair, Department Curriculum Committee	Date
<u>Kennedy</u>	<u>2-10-15</u>
Department Chair	Date
<u>John M. Coggeshall</u>	<u>2/13/15</u>
Chair, College Curriculum Committee	Date
<u>W. J. Wilson</u>	<u>2-16-15</u>
College Dean	Date
<u>Carice W. Wilson</u>	<u>3/6/2015</u>
Director, Calhoun Honors College	Date
Chair, Undergraduate Curriculum Committee	Date
<u>Robert S. Jones</u>	<u>4/22/2015</u>
Chair, Graduate Curriculum Committee	Date
Provost	Date
President	Date

000025

Add Undergraduate Course**Course Attributes****Subject Abbreviation:**FIN-Finance**Course Number:** 2010**Effective Term:** Fall 2015**College:** Business and Behavioral Sci**Department:** School of Accountancy & Finance**Catalog Title:** Introduction to Personal Finance ☐ **Additional Fee?****Transcript Title:** Intro Personal Finance Justification**Cross-reference(s):****Grade Mode:** Standard Letter**Form****User ID:** am **Name:** Angela Morgan
Date: 02/10/2015 **Number:** 5869**Syllabus**

Upload File: FIN 2010 syllabus mine-20150210120027.doc

Hours**Fixed Credit Course****Credit Hrs** **Contact Hrs**

1 1

Variable Credit Course**Credit Hrs** **Contact Hrs****Min** **Max** **Min** **Max****Rationale for Add Course**

- ☐ Strengthen Program Requirement(s)
- ☐ Alignment of Student Learning Outcomes
- ☐ Alternative Delivery of Content
- ☐ Improve Time to Degree
- ☒ Evolution of the Discipline
- ☐ Changing Prerequisites
- ☐ Address DWF Rates
- ☐ General Education Modifications
- ☐ Other (Please specify.)

Schedule Types

- ☐ Field Course
- ☐ Independent Study
- ☐ Internship
- ☐ Lab No Fee
- ☐ Lab With Fee
- ☒ Lecture
- ☐ Other
- ☐ Seminar
- ☐ Studio
- ☐ Tutorial

Projected Enrollment**Year 1:** 200**Year 2:** 400**Year 3:** 400**Year 4:** 400**Evaluation**

Undergraduate

A 90 - 100**B** 80 - 89**C** 70 - 79**D** 60 - 69**F** < 60200 pts: quizzes 200 pts: homework 300 pts: test 300 pts final
exam 900-1000 pts A; 800-899 pts B; 700-799 pts C; 600-699
pts D, 0-599 pts F**Catalog Description**

FIN 2010 provides an introductory overview of personal finance with an emphasis on budgeting; consumer credit including student loans, credit cards, and basic bank loans; personal bank services, and purchasing an automobile and property insurance.

Statement of need and justification based on assessment of student learning outcomes

Course will be open to all students. All students need a better understand of personal finance.

Textbook(s)

Focus on Personal Finance, 5th edition, Kapoor, Diabay, and Hughes; Wiley, 2015

Learning Objectives

1. Formulate a personal financial budget 2. Manage consumer credit decisions 3. Understand personal bank services 4. Research and interpret options for purchasing automobiles and property insurance.

Topical Outline

1: Introduction to Finance and Terminology 2: Financial budgeting (2 weeks) 3: Consumer credit - credit card debt (2 weeks) 4: Consumer credit - student loan debt (2 weeks) 5: Financial services (bank accounts) (2 weeks) 6. Consumer credit - basic bank loan (2 weeks) 7. Purchasing automobiles (2 weeks) 8. Property Insurance (car and rental)

FIN 2010 syllabus mine-20150210120027.doc

000026

000027 2-10-15

Chair, Department Curriculum Committee

Date

Department Chair

Date

Chair, College Curriculum Committee

Date

College Dean

Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Provost

Date

President

Date



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:
X New Undergraduate Course: MGT- 3500
.. New Honors Course: --
.. New Graduate Course: -

Effective Term: 08/2015

Catalog Title: Introduction to Business Analytics

Transcript Title: Intro to Bus Analytics

Fixed Credit Course: 3 (3,0)

Variable Credit Course: - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. Creative Inquiry
.. B-Lab (w/fee)	X Graded	.. English Composition
.. D-Seminar	.. Variable Title	.. Oral Communication
.. E-Independent Study	.. Creative Inquiry	.. Mathematics
.. F-Tutorial (w/fee)	.. Repeatable	.. Natural Science No Lab
.. G-Studio	maximum credits: 3	.. Natural Science w/Lab
.. H-Field course		.. Math or Science
.. I-Study Abroad		.. A&H (Literature)
.. L-Lab (no/fee)		.. A&H (Non-Literature)
.. N/B-Lecture/Lab(w/fee)		.. Social Science
.. N/L-Lecture/Lab(no fee)		.. CCA
		.. STS

Add cross-listing with the following child course(s): N/A

Catalog Description: This course introduces students to the common language, terminology, and concepts related to business analytics. Students learn foundational technical, business, and statistical concepts and skills. The course also introduces students to the profession of being a business analyst. (Prerequisite MGT 3180 or equivalent)

Prerequisite(s): Prerequisite MGT 3180 or equivalent (e.g. ACCT 3220) **ACCT 3220**

Projected Enrollment:

Year 1 - Year 2 - Year 3 - ☒ Year 4 -

Required course for students in: Management Major and Business Analytics Emphasis Area

Statement of need and justification based on assessment results of student learning outcomes: The Management Department proposes to build a new undergraduate emphasis area on business analytics to provide skills needed to work in an era of "Big Data". Advances in information technology have led to a new environment of unprecedentedly massive amounts of data. According to McKinsey Global Institute, by 2018, "the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions." As currently constructed, no emphasis area within the management major focuses on the skills needed to exploit these opportunities.

Textbook(s): Efraim Turban, Ramesh Sharda, Dursun Delen, David King Business Intelligence: A Managerial Approach (2/E), Pearson Hall 2010

Learning Objectives: • To become familiar with BI concepts and frameworks

- To learn how to implement BI enterprise-wide
- To learn how to develop BI applications
- To learn how to create a BI data infrastructure
- To learn how to select and use a variety of BI software products
- To learn the business uses and value of BI
- To learn the future trends and directions for BI

Topical Outline: See syllabus for further details:

Topics
Course Overview – Intro to BI
Business Intelligence and Its Capabilities
Executive Information Systems
Determining Information Requirements
Business Performance Management I
Business Performance Management II
Intro to MicroStrategy, Software Selection
Data Management & Data Warehousing
Data Warehousing, Review
Intro to Planners Lab
Data Mining
Data Mining

Text and Web Mining
 Determining ROI, Intro to Tableau
 Business Intelligence Implementation
 The Future of BI and Analytics, review

Evaluation: Final grades are comprised of the following:

Item Percent of Total
 Homework Assignments 10%
 Software Projects 25%
 Midterm Exam 30%
 Final Exam 30%
 Participation/Attendance 5%
 Total: 100%

Duplication (if applicable): N/A

Add course requirements for honors and/or 600-level courses (if applicable): N/A

Learning Activities associated with General Education competencies (if applicable): N/A

Form Originator: PGIANIO, Gianiodis, Peter T **Date Form Created:** 10/3/2014

Form Last Updated by: PGIANIO, Gianiodis, Peter T **Date Form Last Updated:** 11/7/2014

Form Number: 7657

Approval

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
Chair, College Curriculum Committee	Date	Provost	Date
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

Approvals related to cross-listing require the following signatures:

[Child Course] Chair, Department Curriculum Committee	Date	[Child Course] Chair, College Curriculum Committee	Date
[Child Course] Department Chair	Date	[Child Course] College Dean	Date

Add Undergraduate Course

Course Attributes

Subject Abbreviation: MGT-Management Catalog Title: Introduction to Business Analytics ☐ Additional Fee?
 Course Number: 3500 Transcript Title: Intro to Business Analytics Justification
 Effective Term: Fall 2015 Cross-reference(s): N/A
 College: Business and Behavioral Sci Grade Mode: Standard Letter
 Department: Management

000028

Form User ID: pgianio Name: Peter Gianiodis Date: 11/20/2014 Number: 4679	Syllabus Upload File: MGT 3500 Syllabus-20141119120440.docx
--	---

Hours Fixed Credit Course Credit Hrs Contact Hrs 3 3 Variable Credit Course Credit Hrs Contact Hrs Min Max Min Max

Rationale for Add Course <input type="checkbox"/> Strengthen Program Requirement(s) <input type="checkbox"/> Alignment of Student Learning Outcomes <input type="checkbox"/> Alternative Delivery of Content <input type="checkbox"/> Improve Time to Degree <input type="checkbox"/> Evolution of the Discipline <input type="checkbox"/> Changing Prerequisites <input type="checkbox"/> Address DWF Rates <input type="checkbox"/> General Education Modifications <input checked="" type="checkbox"/> Other (Please specify.) 1st course in a 4-course sequence that is part of a new Business Analytics emphasis area for the Department of Management. Industry studies have shown that there is and will be a desperate need for managers and analysts that are trained in business analytic
--

Schedule Types <input type="radio"/> Field Course <input type="radio"/> Independent Study <input type="radio"/> Internship <input type="radio"/> Lab No Fee <input type="radio"/> Lab With Fee <input checked="" type="radio"/> Lecture <input type="radio"/> Other <input type="radio"/> Seminar <input type="radio"/> Studio <input type="radio"/> Tutorial	Projected Enrollment Year 1: 15 Year 2: 20 Year 3: 25 Year 4: 30 Evaluation Undergraduate A 90 - 100 B 80 - 89 C 70 - 79 D 60 - 69 F < 60 Final grades are comprised of the following: Item Percent of Total Homework Assignments 10% 30% Participation/Attendance 5% Total: 100%
--	--

Catalog Description

This course introduces students to the common language, terminology, and concepts related to business analytics. Students learn foundational technical, business, and statistical concepts and skills. The course also introduces students to the profession of being a

☒ Prerequisite(s) ☐ Corequisite(s)
 MGT 3180 or equivalent (e.g. ACCT 3220)

Required course for students in

Management Majors who are in the Business Analytics Emphasis Area

Statement of need and justification based on assessment of student learning outcomes

The Management Department proposes to build a new undergraduate emphasis area on business analytics to provide skills needed to work in an era of "Big Data". Advances in information technology have led to a new environment of unprecedentedly massive could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions." As currently constructed, no emphasis area within the m

Textbook(s)

Efraim Turban, Ramesh Sharda, Dursun Delen, David King Business Intelligence: A Managerial Approach (2/E), Pearson Hall 2010

Learning Objectives

• To become familiar with BI concepts and frameworks • To learn how to implement BI enterprise-wide • To learn how to develop BI applications • To learn how to create a BI data infrastructure • To learn how to select and use a variety of BI software product

Topical Outline

See syllabus for further details: Topics Course Overview – Intro to BI Business Intelligence and Its Capabilities Executive Information Systems Determining Information Requirements Business Performance Management Intro to MicroStrategy Software Select

Duplication (if applicable)

N/A

Add course requirements for honors courses (if applicable)

N/A

Learning Activities associated with General Education competencies (if applicable)

N/A

Chair, Department Curriculum Committee

000029

12/8/2014

Date

Department Chair

12-10-14

Date

Chair, College Curriculum Committee

11/14/14

Date

College Dean

1/30/15

Date

Director, Calloun Honors College

3/6/2015

Date

Chair, Undergraduate Curriculum Committee

Chair, Graduate Curriculum Committee

4/22/15

Date

Provost

Date

President

Date



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:
X New Undergraduate Course: MGT- 4500
.. New Honors Course: --
.. New Graduate Course: -

Effective Term: 08/2015

Catalog Title: Advanced Business Analytics
Transcript Title: Advanced Business Analytics
Fixed Credit Course: 3 (3,0)
Variable Credit Course: - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. Creative Inquiry
.. B-Lab (w/fee)	X Graded	.. English Composition
.. D-Seminar	.. Variable Title	.. Oral Communication
.. E-Independent Study	.. Creative Inquiry	.. Mathematics
.. F-Tutorial (w/fee)	.. Repeatable	.. Natural Science No Lab
.. G-Studio	maximum credits:	.. Natural Science w/Lab
.. H-Field course		.. Math or Science
.. I-Study Abroad		.. A&H (Literature)
.. L-Lab (no/fee)		.. A&H (Non-Literature)
.. N/B-Lecture/Lab(w/fee)		.. Social Science
.. N/L-Lecture/Lab(no fee)		.. CCA
		.. STS

Add cross-listing with the following child course(s):

Catalog Description: This course aims at deepening students' understanding of business analytics through practical case studies and projects. This course gives students opportunities to conduct analysis using business analytics software applications. Students are expected to apply business analytics skills to solve real-world problems. (Prerequisite MGT 3500 or equivalent)

Prerequisite(s): Prerequisite MGT 3500 or equivalent

Projected Enrollment:

Year 1 - Year 2 - Year 3 - Year 4 -

Required course for students in: Management Major and Business Analytics Emphasis Area

Statement of need and justification based on assessment results of student learning outcomes: The Management Department proposes to build a new undergraduate emphasis area on business analytics to prepare students to work in the era of "Big Data". This course provides real-world preparation through case studies and projects, which helps students acquire skills needed to exploit opportunities in this new era. For example, according to McKinsey Global Institute, by 2018, "the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions."

Textbook(s): Ian H. Witten, Eibe Frank, Mark Hall, "Data Mining: Practical Machine Learning Tools and Techniques," Morgan Kaufmann, Third Edition, 2012, ISBN: 978--0-12-374856-0.

Learning Objectives: 1. have a deeper understanding of business analytics concepts and skills
2. learn and the major business analytics skills
3. obtain hands-on skills with business analytics skills
4. identify and solve real business problems using business analytics skills
5. understand the value of business analytics for today's businesses

Topical Outline: See syllabus for more detail:

Overview of Business Analytics and Data Warehouse
Concepts, Instances & Attributes
Knowledge Representation
Decision Trees
Association Rules
Validation Methods
Cluster Analysis
Latent Semantic Indexing
Text Mining
Web Mining
Applications and Review

Evaluation: Evaluations
Exams (30%, 2 x 15%)
Paper Assignments (40%, 4 x 10%)
Group Project (20%)

Participation (10%)

Duplication (if applicable): N/A**Add course requirements for honors and/or 600-level courses (if applicable):** N/A**Learning Activities associated with General Education competencies (if applicable):** N/A**Form Originator:** PGIANIO, Gianiodis, Peter T **Date Form Created:** 10/3/2014**Form Last Updated by:** PGIANIO, Gianiodis, Peter T **Date Form Last Updated:** 11/7/2014**Form Number:** 7659**Approval**

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
Chair, College Curriculum Committee	Date	Provost	Date
College Dean	Date	President	Date
Director, Calhoun Honors College	Date		

000032

Add Undergraduate Course

Course Attributes

Subject Abbreviation: MGT-Management Catalog Title: Advanced Business Analytics ☐ Additional Fee?
Course Number: 4500 Transcript Title: Advanced Business Analytics Justification
Effective Term: Fall 2015 Cross-reference(s): N/A
College: Business and Behavioral Sci Grade Mode: Standard Letter
Department: Management

Form User ID: pgiano Name: Peter Gianiodis Date: 11/20/2014 Number: 4681	Syllabus Upload File: MGT 4500 Syllabus-20141120092311.docx
---	---

Hours			
Fixed Credit Course			
Credit Hrs	Contact Hrs		
3	3		
Variable Credit Course			
Credit Hrs	Contact Hrs		
Min	Max	Min	Max

Rationale for Add Course <input type="checkbox"/> Strengthen Program Requirement(s) <input type="checkbox"/> Alignment of Student Learning Outcomes <input type="checkbox"/> Alternative Delivery of Content <input type="checkbox"/> Improve Time to Degree <input type="checkbox"/> Evolution of the Discipline <input type="checkbox"/> Changing Prerequisites <input type="checkbox"/> Address DWF Rates <input type="checkbox"/> General Education Modifications <input checked="" type="checkbox"/> Other (Please specify.) 3rd course in a 4-course sequence that is part of a new Business Analytics emphasis area for the Department of Management. Industry studies have shown that there is and will be a desperate need for managers and analysts that are trained in business analyti

Schedule Types <input type="radio"/> Field Course <input type="radio"/> Independent Study <input type="radio"/> Internship <input type="radio"/> Lab No Fee <input type="radio"/> Lab With Fee <input checked="" type="radio"/> Lecture <input type="radio"/> Other <input type="radio"/> Seminar <input type="radio"/> Studio <input type="radio"/> Tutorial	Projected Enrollment Year 1: 15 Year 2: 20 Year 3: 25 Year 4: 30 Evaluation Undergraduate A 90 - 100 B 80 - 89 C 70 - 79 D 60 - 69 F < 60 Exams (30%, 2 x 15%) Paper Assignments (40%, 4 x 10%) Group Project (20%) Participation
--	---

Catalog Description

This course aims at deepening students' understanding of business analytics through practical case studies and projects. This course gives students opportunities to conduct analysis using business analytics software applications. Students are expected to apply b

☒ Prerequisite(s) ☐ Corequisite(s)

Prerequisite MGT 3500 or equivalent

Required course for students in

Business Analytics Emphasis Area for Management Major

Statement of need and justification based on assessment of student learning outcomes

The Management Department proposes to build a new undergraduate emphasis area on business analytics to prepare students to work in the era of "Big Data". This course provides real-world preparation through case studies and projects, which helps students McKinsey Global Institute, by 2018, "the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisio

Textbook(s)

Ian H. Witten, Eibe Frank, Mark Hall, "Data Mining: Practical Machine Learning Tools and Techniques," Morgan Kaufmann, Third Edition, 2012, ISBN: 978-0-12-374856-0.

Learning Objectives

1. have a deeper understanding of business analytics concepts and skills 2. learn and the major business analytics skills 3. obtain hands-on skills with business analytics skills 4. identify and solve real business problems using business analytics skills 5. understa

Topical Outline

Overview of Business Analytics and Data Warehouse Concepts Instances & Attributes Knowledge Representation Decision Trees Association Rules Validation Methods Cluster Analysis Latent Semantic Indexing Text Mining Web Mining Applications and R

Duplication (if applicable)

N/A

Add course requirements for honors courses (if applicable)

N/A

Learning Activities associated with General Education competencies (if applicable)

N/A

Chair, Department Curriculum Committee

Department Chair

Chair, College Curriculum Committee

College Dean

Director, Calhoun Honors College

Chair, Undergraduate Curriculum Committee

Chair, Graduate Curriculum Committee

Provost

President

000033

12/8/2014

Date

12-10-14

Date

11/14/14

Date

1/30/15

Date

3/6/2015

Date

4/22/2015

Date

Date

Date

The Anthropology Faculty in the Department of Sociology and Anthropology have agreed that students may transfer into Clemson University a total of 6 credit hours of 2000-level ANTH courses to be counted as "Anthropology Requirement" in their major. The courses must first be accepted into the general Clemson curriculum.

John M. Loggerhall
Chair, Department Curriculum Committee

1/29/15

Ellen G.
Chair, Department of Sociology and Anthropology

1/30/15

John M. Loggerhall
Chair, College of Business and Behavioral Science Curriculum Committee

2/13/15

Mark A.
Dean, College of Business and Behavioral Science

2.16.15

Carice W. Michale
Chair, University Undergraduate Curriculum Committee

3/6/2015

Robert W. Jones
Provost, Clemson University

4/22/2015

President, Clemson University

General Education Checklist

000041

Major Name: Add New Justice Studies - BA

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)
English Composition	<input type="radio"/>	<input type="radio"/>	ENGL 103
Oral Communication	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> JUST 4970
Academic & Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input checked="" type="radio"/> Math 1010 or 1020 or 1060	<input type="radio"/>
Natural Science with no lab	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science with lab	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math or Natural Science	<input type="radio"/>	<input checked="" type="radio"/> Stat 2300 or MTHSC 2030	<input type="radio"/>
Arts & Humanities (Literature)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts & Humanities (Non-Literature)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Cross-Cultural Awareness	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science and Tech. in Society	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox.

Implementation Plan & Assessment

Distributed Competencies

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

Ethical Judgement Integration Plan

Address competencies, implementation, and assessment

In SOC 3880 (Introduction to Criminal Justice), the Ethical Judgment Competency is addressed through both class sessions and a term paper with an ethical component. Throughout the semester, class discussions at the beginning of the class period focus on current events in criminal justice. Students are challenged to discuss the ethical implications of the system's response, including, but not limited to: use of force; sanctions imposed; constitutional applications; and, fundamental fairness. The term paper assignment which is submitted in the second half of the semester further addresses the Ethical Judgment Competency as students are required to define ethics, identify personal and professional sources for ethical judgment, and discuss ethical dilemmas within their chosen topic area. The ethical portion of the term paper will be evaluated according to a rubric published with the assignment. The benchmark for demonstration of the Ethical Judgment Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening ethics instruction and increasing student understanding of these issues. In SOC 4680 (Criminal Evidence), the Ethical Judgment Competency is addressed through both class sessions and one assignment focused on ethics. Students are required to define ethics; discuss the relationship between personal morality and professional ethics; and, apply the Model Rules of Professional Conduct of the American Bar Association (ABA) to a case specified in class. The assignment will be evaluated according to a rubric published with the assignment. The benchmark for demonstration of the Ethical Judgment Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening ethics instruction and increasing student understanding of these issues. In SOC 4910 (Policing), the Ethical Judgment Competency is addressed through both class sessions and an assigned paper on professional ethics. Students are required to define ethics; discuss the relationship between personal morality and professional ethics; and, apply the Code of Ethics of the International Association of the Chiefs of Police to a set of circumstances specified in class. The assignment will be evaluated according to a rubric published with the assignment. The benchmark for demonstration of the Ethical Judgment Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening ethics instruction and increasing student understanding of these issues. In the JUST 4970 (Senior Capstone) course the ethical judgment competency is addressed through an ethics/policy paper in which students articulate the role of ethics in the field of justice studies, describe a relevant ethical framework or frameworks, and demonstrate their ability to effectively apply ethical frameworks in relevant situations. The benchmark for demonstration of the Ethical Judgment Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening ethics instruction and increasing student understanding of these issues.

Communication Integration Plan

Address competencies, implementation, and assessment

COMMUNICATION INTEGRATION PLAN – Address competencies, implementation, and assessment Generally speaking, communication is a foundational component of all Justice Studies courses. Specifically, requirements in the following required courses address, implement, and assess the Communication Integration Competency: SOC 3880, SOC 4680; SOC 4930; JUST 4970. In SOC 3880 (Introduction to Criminal Justice), the Communication Competency is met through the successful completion of a final term paper which discusses historical, legal, ethical, and theoretical constructs of an approved topic. This competency will be assessed using an instructor designed rubric. The benchmark for demonstration of the Communication Integration Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening student ability to demonstrate this competency. In SOC 4680 (Criminal Evidence), the communication competency is addressed through both class sessions and a term paper. Students will be evaluated according to a rubric published within the assignment. The benchmark for demonstration of the communication competency is 70%. If the identified benchmark

is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening student ability to demonstrate this competency. In SOC 4930 (Corrections), the Communication Competency is addressed through successful completion of written chapter summaries. Evaluation of this assignment will be completed through use of an instructor-developed rubric which will be published in the course syllabus. Benchmark for demonstration of the communication competency is student achievement of 80% on this essay. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' communication skills. In the JUST 4970 (Senior Capstone) course the communication competency is addressed through a paper in which students critically evaluate a criminal or social justice policy. The assignment includes the gathering and analysis of existing research on the policy as well as an evaluation of its success in implementation. Students will present their findings to the class. Both written and oral communication will be assessed using an instructor-developed rubric. The benchmark for demonstration of the Critical Thinking Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening communications instruction.

Critical Thinking Integration Plan

Address competencies, implementation, and assessment

CRITICAL THINKING INTEGRATION PLAN – Address competencies, implementation, and assessment: Generally speaking, critical thinking is a foundational component of all Justice Studies courses. Specifically, requirements in the following required course addresses, implements, and assesses the Critical Thinking Competency: SOC 3880; SOC 3890; and JUST 4970. In SOC 3880 (Introduction to Criminal Justice) the critical thinking competency is achieved through papers and/or exercises that require students to apply criminal justice constructs to “real world” case studies. Evaluation of these assignments will be completed through use of an instructor-developed rubric which is published with the term project assignment. Benchmark for demonstration of Critical Thinking competency is 75% or more students achieve “Excellent” or “Good” on all assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' critical thinking skills. In SOC 3890 (Criminology) the critical thinking competency is achieved through papers and/or exercises that require students to apply theories of the causes and consequences of crime to “real world” case studies. Evaluation of these assignments will be completed through use of an instructor-developed rubric which is published with the term project assignment. Benchmark for demonstration of Critical Thinking competency is 75% or more student achieve “Excellent” or “Good” on all assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' critical thinking skills. In the JUST 4970 (Senior Capstone) course the critical thinking competency is addressed through a paper in which students critically evaluate a criminal or social justice policy. The assignment includes the gathering and analysis of existing research on the policy as well as an evaluation of its success in implementation. The benchmark for demonstration of the Critical Thinking Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening critical thinking instruction and increasing student understanding of these issues.

Form

User ID: granber Name: Ellen Granberg
Date: 02/09/2015 Number: 5853

000043

1/30/15

Date

2/6/15

Date

2/20/15

Date

2/23/15

Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Provost

Date

President

Date

000044

Add Undergraduate Course**Course Attributes****Subject Abbreviation:** SOC-Sociology**Catalog Title:** Sociology of Groups and Group Processes ☐ **Additional Fee?****Course Number:** 4500**Transcript Title:** Soc of Groups**Justification****Effective Term:** Fall 2015**Cross-reference(s):****College:** Business and Behavioral Sci**Grade Mode:** Standard Letter**Department:** Sociology and Anthropology**Form****User ID:** granber **Name:** Ellen Granberg**Date:** 02/19/2015 **Number:** 5982**Syllabus**

Upload File: SOC 4500 Sociology of Groups and Group Processes-20150219162012.docx

Description: Grp Process Syllab**Hours****Fixed Credit Course****Credit Hrs** **Contact Hrs**

3

3

Variable Credit Course**Credit Hrs** **Contact Hrs****Min** **Max** **Min** **Max****Rationale for Add Course**

- ☒ **Strengthen Program Requirement(s)**
- ☐ **Alignment of Student Learning Outcomes**
- ☐ **Alternative Delivery of Content**
- ☐ **Improve Time to Degree**
- ☒ **Evolution of the Discipline**
- ☐ **Changing Prerequisites**
- ☐ **Address DWF Rates**
- ☐ **General Education Modifications**
- ☐ **Other (Please specify.)**

Schedule Types

- ☐ **Field Course**
- ☐ **Independent Study**
- ☐ **Internship**
- ☐ **Lab No Fee**
- ☐ **Lab With Fee**
- ☒ **Lecture**
- ☐ **Other**
- ☐ **Seminar**
- ☐ **Studio**
- ☐ **Tutorial**

Projected Enrollment**Year 1:** 19**Year 2:** 30**Year 3:** 45**Year 4:** 45**Evaluation**

Undergraduate

A 90 - 100**B** 80 - 89**C** 70 - 79**D** 60 - 69**F** < 60

Grading is based on three exams (300 points), lab reports (100 points) quizzes (50 points), and class participation (50 points). Grade is calculated based on the percentage of points earned relative to the total points possible.

Catalog Description

Sociological perspectives on groups, group dynamics, and group performance. Topics include status, power, justice, legitimacy and leadership.

☒ **Prerequisite(s)** ☐ **Corequisite(s)**

Soc 2010 or Soc 2020 or Psych 2010

Required course for students in

This class can be used to satisfy the processes requirement of the general concentration in the sociology major. This course can be used to satisfy the elective component of the justice studies leadership concentration.

Statement of need and justification based on assessment of student learning outcomes

Research in micro-sociology has grown enormously in the past 20 years and group dynamics has emerged as a robust and important field. This new course reflects this evolution in scholarship in sociology. In addition, an understanding of group dynamics is an important piece of preparation to enter professional workplaces and the course will provide students with a grounding in the relevant research in the area as well as opportunities to apply these ideas to "real world" case examples.

000045

Statement of need and justification based on assessment of student learning outcomes Research in micro-sociology has grown enormously in the past 20 years and group dynamics has emerged as a robust and important field. This new course reflects this evolution in scholarship in sociology. In addition, an understanding of group dynamics is an important piece of preparation to enter professional workplaces and the course will provide students with a grounding in the relevant research in the area as well as opportunities to apply these ideas to "real world" case examples.

Textbook(s)

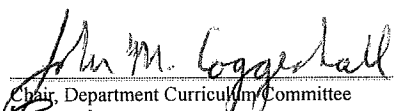

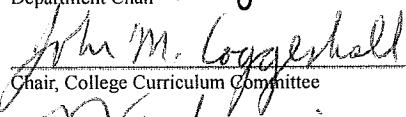
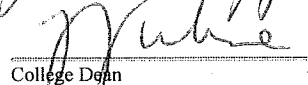

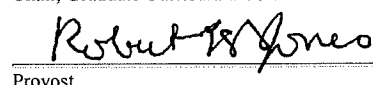
None. Students are assigned journal articles describing research in the field.

Learning Objectives

By the end of this course students will have: 1. Articulated how group processes such as status and power operate within small groups. 2. Examined the role of groups in personal identity and the influence of group identities on individual and group behavior. 3. Assessed how leadership operates within small groups and evaluated both causes and consequences of group leadership.

Topical Outline

Week One: Groups as Units of Social Interaction Week Two: Groups as the Basis of Personal Identity Week Three: Research Methods for Studying Groups Week Four: Social Bonds and Group Cohesion Week Five: Review and Exam 1 Week Six: Group Conformity Week Seven: Group Conflict Week Eight: Group Decision Making Week Nine: Group Processes – Status Characteristics Theory Week Ten: Review and Exam 2 Week Eleven: Group Processes – Power Dependence Theory Week Twelve: Group Processes – Distributive and Procedural Justice Week Thirteen: Group Processes – Legitimacy Week Fourteen: Group Processes and Group Performance Week Fifteen: Group Processes and Leadership Week Sixteen: Final Exam

	1/30/15	Date
Chair, Department Curriculum Committee		
	2/6/15	Date
Department Chair		
	2/20/15	Date
Chair, College Curriculum Committee		
	2/23/15	Date
College Dean		
Director, Calhoun Honors College		Date
	3/6/2015	Date
Chair, Undergraduate Curriculum Committee		
Chair, Graduate Curriculum Committee		Date
	4/22/15	Date
Provost		
President		Date

General Education Checklist

Major Name: Add New Justice Studies - BS

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)
English Composition	<input type="radio"/>	<input type="radio"/>	ENGL 103
Oral Communication	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> JUST 4970
Academic & Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input checked="" type="radio"/> Math 1010 or 1020 or 1060	<input type="radio"/>
Natural Science with no lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science with lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math or Natural Science	<input type="radio"/>	<input checked="" type="radio"/> Stat 2300 or MTHSC 2030	<input type="radio"/>
Arts & Humanities (Literature)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts & Humanities (Non-Literature)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences	<input type="radio"/>	<input checked="" type="radio"/> Soc 2010 or 2020 and one other course	<input type="radio"/>
Cross-Cultural Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science and Tech. in Society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox.

Implementation Plan & Assessment

Distributed Competencies

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

Ethical Judgement Integration Plan

Address competencies, implementation, and assessment

Ethical Judgment Integration Plan – Address competencies, implementation, and assessment Generally speaking, ethical judgment is a foundational component of all Justice Studies courses. Specifically, requirements in the following required courses address, implement, and assess the Ethical Judgment Integration Competency: SOC 3020; SOC 3880; and JUST 4970. In SOC 3020 (Methods of Social Research I), the Ethical Judgment Competency is addressed through a class session on research ethics in which ethical principles in achieving valid results, honesty and openness, protecting research participants are discussed and codes of ethics reviewed. Student mastery of these issues is evaluated through completion of an essay assignment requiring students to read case studies and identify and discuss ethical issues involved. The essay will be evaluated according to an ethics rubric published with the assignment. The benchmark for demonstration of Ethical Judgment Integration competency is 75% or more students achieve an evaluation of “Excellent” or “Good” on the essay. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions, strengthening ethics instruction and increasing student understanding of these issues. In SOC 3880 (Introduction to Criminal Justice), the Ethical Judgment Competency is addressed through both class sessions and a term paper with an ethical component. Throughout the semester, class discussions at the beginning of the class period focus on current events in criminal justice. Students are challenged to discuss relevant ethical issues such as: use of force; sanctions imposed; constitutional applications; and, fundamental fairness. The term paper assignment which is submitted in the second half of the semester further addresses the Ethical Judgment Competency as students are required to define ethics, identify personal and professional sources for ethical judgment, and discuss ethical dilemmas within their chosen topic area. The ethical portion of the term paper will be evaluated according to a rubric published with the assignment. The benchmark for demonstration of the Ethical Judgment Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening ethics instruction and increasing student understanding of these issues. In the JUST 4970 (Senior Capstone) course the ethical judgment competency is addressed through an ethics/policy paper in which students articulate the role of ethics in the field of justice studies, describe a relevant ethical framework or frameworks, and demonstrate their ability to effectively apply ethical frameworks in relevant situations. The benchmark for demonstration of the Ethical Judgment Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening ethics instruction and increasing student understanding of these issues.

Communication Integration Plan

Address competencies, implementation, and assessment

COMMUNICATION INTEGRATION PLAN – Address competencies, implementation, and assessment Generally speaking, communication is a foundational component of all Justice Studies courses. Specifically, requirements in the following required courses address, implement, and assess the Communication Integration Competency: SOC 3880, SOC 4680; SOC 4930; JUST 4970. In SOC 3880 (Introduction to Criminal Justice), the Communication Competency is met through the successful completion of a final term paper which discusses historical, legal, ethical, and theoretical constructs of an approved topic. This competency will be assessed using an instructor designed rubric. The benchmark for demonstration of the Communication Integration Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening student ability to demonstrate this competency. In SOC 4680 (Criminal Evidence), the communication competency is addressed through both class sessions and a term paper. Students will be evaluated according to a rubric published within the assignment. The benchmark for demonstration of the communication competency is 70%. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening student ability to demonstrate this competency. In SOC 4930 (Corrections), the Communication Competency is addressed through successful completion of written chapter summaries. Evaluation of this assignment will be completed through use of an instructor-developed rubric which will be published in the course syllabus. Benchmark for demonstration of the communication competency is student achievement of 80% on this essay. If the identified

benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' communication skills. In the JUST 4970 (Senior Capstone) course the communication competency is addressed through a paper in which students critically evaluate a criminal or social justice policy. The assignment includes the gathering and analysis of existing research on the policy as well as an evaluation of its success in implementation. Students will present their findings to the class. Both written and oral communication will be assessed using an instructor-developed rubric. The benchmark for demonstration of the Critical Thinking Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening communications instruction.

Critical Thinking Integration Plan

Address competencies, implementation, and assessment

CRITICAL THINKING INTEGRATION PLAN – Address competencies, implementation, and assessment: Generally speaking, critical thinking is a foundational component of all Justice Studies courses. Specifically, requirements in the following required courses address, implement, and assess the Critical Thinking Integration Competency: SOC 3040, SOC 3880; and JUST 4970. In SOC 3040 (Methods of Social Research II), the critical thinking competency is achieved through a term project in which students independently select a research question, critically review existing literature, develop hypotheses, analyze social survey data, and evaluate the results. Students will complete a proposal and a final report on the project. Evaluation of these assignments will be completed through use of an instructor-developed rubric which is published with the term project assignment. Benchmark for demonstration of Critical Thinking competency is 75% or more students achieve "Excellent" or "Good" on all assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' critical thinking skills. In SOC 3880 (Introduction to Criminal Justice) the critical thinking competency is achieved through papers and/or exercises that require students to apply criminal justice constructs to "real world" case studies. Evaluation of these assignments will be completed through use of an instructor-developed rubric which is published with the term project assignment. Benchmark for demonstration of Critical Thinking competency is 75% or more student achieve "Excellent" or "Good" on all assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' critical thinking skills. In the JUST 4970 (Senior Capstone) course the critical thinking competency is addressed through a paper in which students critically evaluate a criminal or social justice policy. The assignment includes the gathering and analysis of existing research on the policy as well as an evaluation of its success in implementation. The benchmark for demonstration of the Critical Thinking Competency is 70% for the exercise. If the identified benchmark is not achieved, faculty will use evaluation data to make needed revisions to the exercise, strengthening critical thinking instruction and increasing student understanding of these issues.

Form


User ID: granber Name: Ellen Granberg
Date: 02/09/2015 Number: 5850

000048


Chair, Department Curriculum Committee


1/30/15

Date


Department Chair

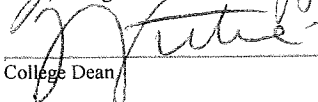
2/6/15

Date


Chair, College Curriculum Committee

2/20/15

Date

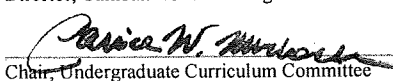

College Dean

2/23/15

Date

Director, Calhoun Honors College

Date

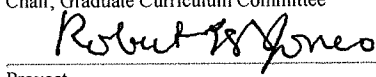

Chair, Undergraduate Curriculum Committee

3/6/2015

Date

Chair, Graduate Curriculum Committee

Date


Provost

4/22/15

Date

President

Date

Add Undergraduate Course

Course Attributes

Subject Abbreviation: JUST-Justice Studies

Course Number: 4290

Effective Term: Fall 2015

College: Business and Behavioral Sci

Department: Sociology and Anthropology

Catalog Title: Justice Administration ☐ Additional Fee?

Transcript Title: Justice Administration Justification

Cross-reference(s):

Grade Mode: Standard Letter

Form

User ID: mbritz Name: Margaret Britz
Date: 03/27/2015 Number: 6789

Syllabus

Upload File: Justice Studies XXXX_Administration of Criminal
Justice (3)-20150220081854.docx

Description: Justice Admin

Hours

Fixed Credit Course

Credit Hrs Contact Hrs

3 3

Variable Credit Course

Credit Hrs Contact Hrs

Min Max Min Max

Rationale for Add Course

- ☐ Strengthen Program Requirement(s)
☐ Alignment of Student Learning Outcomes
☐ Alternative Delivery of Content
☐ Improve Time to Degree
☒ Evolution of the Discipline
☐ Changing Prerequisites
☐ Address DWF Rates
☐ General Education Modifications
☐ Other (Please specify.)

Schedule Types

- ☐ Field Course
☐ Independent Study
☐ Internship
☐ Lab No Fee
☐ Lab With Fee
☒ Lecture
☐ Other
☐ Seminar
☐ Studio
☐ Tutorial

Projected Enrollment

Year 1: 35

Year 2: 35

Year 3: 35

Year 4: 35

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

3 Examinations - 60% 1 Policy Paper - 20% Participation - 10%
 Quizzes - 10%

Catalog Description

Course provides a comprehensive evaluation of the administration of criminal justice. The course develops an understanding of how CJ components operate, interact with one another, and administer justice. The course further explores key theoretical approaches and organizational principles, models, and typologies.

☒ Prerequisite(s) ☐ Corequisite(s)

SOC3880

Statement of need and justification based on assessment of student learning outcomes

The course perfectly complements the current courses offered in the criminal justice concentration. In addition, it is a standard course in criminal justice emphasis areas across universities.

Criminal Justice

000030

Textbook(s) Stojkovic, Stan, David Kalinich, and John Klofas. 2014. Criminal Justice Organizations: Administration and Management, Sixth Edition. Cengage Learning. Giblin, Matthew. 2014. Organization and Management in the Criminal Justice System. Sage.

Learning Objectives

- Be able to articulate the organization of the field of criminal justice administration and describe its placement within larger social and legal contexts.
- Demonstrate knowledge of major issues relevant to the supervision of criminal justice personnel and be able to apply that knowledge to relevant cases and examples.
- Demonstrate understanding of social dynamics that influence criminal justice organizations and be able to incorporate that understanding into analyses of relevant cases and examples.

Topical Outline

Week 1: Basic Concepts in Criminal Justice • Stojkovic Chapter 1 • Giblin Section 1 Week 2: Structure of Justice Organizations • Stojkovic Chapter 2 • Giblin "The Impact of Centralization and Formalization on Correctional Staff Job Satisfaction and Organization Commitment" Week 3: Larger Environment Forces Influencing Criminal Justice Organizations • Stojkovic Chapter 3 • Giblin "McJustice: the McDonaldization of Criminal Justice" Week 4: Review/Exam 1 Week 5: Communication • Stojkovic Chapter 4 Week 6: Leadership • Stojkovic Chapter 7 • Giblin 21: The Ineffective Police Leader: Acts of Commission and Omission Week 7: Evaluation & Supervision • Stojkovic and Kalinich Chapter 8 • Giblin 15: Organizational Justice and Police Misconduct Week 8: Review/Exam 2 Week 9: Socialization • Stojkovic Chapter 9 • Giblin "Saying One Thing and Meaning Another: The Role of Parables in Police Training" Week 10: Power and Politics • Stojkovic Chapter 10 • Giblin "Gender, Power, and Reciprocity in the Correctional Setting" Week 11: Conflict • Stojkovic Chapter 11 • Smith, B.W. & M. D. Holmes. 2014. "Police Use of Excessive Force in Minority Communities: A Test of the Minority Threat, Place, and Community Accountability Hypotheses." Social Problems. Vol 61(1):83-104. Week 12: Review/Exam 3 Week 13: Decision Making • Stojkovic Chapter 12 • Giblin 26: Improving Criminal Justice Through Better Decision Making: Lessons From the Medical System Week 14: Change & Innovation • Stojkovic Chapter 14 • Willis, J. J. et al. 2007. "Making Sense of COMPSTAT: A Theory-Based Analysis of Organizational Change in Three Police Departments." Law and Society Review. Vol. 41(7):147-188. Week 15: Research/Analysis in Criminal Justice Organizations • Stojkovic Chapter 15 • Giblin #25: Lessons from the Battle over D.A.R.E.: The Complicated Relationship Between Research and Practice Week 16: Final

John M. Coggeshall
Chair, Department Curriculum Committee

1/30/15

Date

Ellie G.
Department Chair

2/6/15

Date

John M. Coggeshall
Chair, College Curriculum Committee

2/26/15

Date

John M. Coggeshall
College Dean

2/23/15

Date

Director, Calhoun Honors College

Carice W. Mulholland
Chair, Undergraduate Curriculum Committee

3/6/2015

Date

Chair, Graduate Curriculum Committee

Robert S. Jones
Provost

4/22/2015

Date

President

Date

Add Undergraduate Course

Course Attributes

Subject Abbreviation: JUST-Justice Studies **Catalog Title:** Criminal Law ☐ **Additional Fee?**
Course Number: 4280 **Transcript Title:** Criminal Law Justification
Effective Term: Spring 2015 **Cross-reference(s):**
College: Business and Behavioral Sci **Grade Mode:** Standard Letter
Department: Sociology and Anthropology

Form

User ID: mbritz **Name:** Margaret Britz **Upload File:** Syllabus-SOC+499+Criminal+Law-Fall+2013-20150128062458.doc
Date: 03/25/2015 **Number:** 6734

Syllabus

Hours

Fixed Credit Course

Credit Hrs Contact Hrs

3 3

Variable Credit Course

Credit Hrs Contact Hrs

Min Max Min Max

Rationale for Add Course

- ☐ Strengthen Program Requirement(s)
☐ Alignment of Student Learning Outcomes
☐ Alternative Delivery of Content
☐ Improve Time to Degree
☒ Evolution of the Discipline
☐ Changing Prerequisites
☐ Address DWF Rates
☐ General Education Modifications
☐ Other (Please specify.)

Schedule Types

- ☐ Field Course
☐ Independent Study
☐ Internship
☐ Lab No Fee
☐ Lab With Fee
☒ Lecture
☐ Other
☐ Seminar
☐ Studio
☐ Tutorial

Projected Enrollment

Year 1: 35

Year 2: 35

Year 3: 35

Year 4: 35

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

Homework & Discussion Boards - 25%; Quizzes - 25%;

Midterm - 25%; Final - 25%

Catalog Description

The course is a comprehensive exploration of substantive criminal laws at both the state and federal level. Topics include affirmative defenses, elements of individual crimes, and judicially created legal doctrines (e.g. the Exclusionary Rule, the expectation of privacy, etc.). The course also examines Constitutional principles and application of the Bill of Rights.

☐ Prerequisite(s) ☐ Corequisite(s)

Sophomore standing

Statement of need and justification based on assessment of student learning outcomes

A comprehensive analysis of the origins of criminal jurisprudence in the United States is currently lacking in the Criminal Justice concentration in Sociology. This course directly addresses that deficit. It should be noted that the course has become part of the regular rotation in the concentration under the SOC4990 (Special Topics) rubric.

Textbook(s)

Gardner, T.J. and Anderson, T.M. (2014). Criminal Law. Pearson Education: NY.

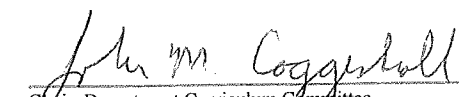
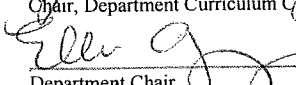

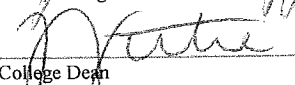
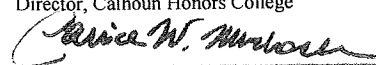

Learning Objectives

Upon successful completion of this course, the student should be able to: 1. Understand how courts decide cases and analyze legal issues 2. Discuss the origins of the criminal law in the U.S. 3. Think critically about why criminal laws have evolved in the manner they have and their future

evolution 4. Explain how crimes are categorized by type and seriousness 5. Articulate the elements of a crime in general and specific crimes in particular 6. Apply the defenses to a criminal charge and discuss what kind of proof is required to establish a successful defense

Topical Outline

WEEK 1 Chapter 1 – Criminal Law Chapter 2 – Jurisdiction WEEK 2 Chapter 2 cont'd Chapter 3 – Essential Elements of the Crime WEEK 3 Chapter 4 – Criminal Liability Chapter 5 - Criminal Responsibility and Legal Capacity WEEK 4 Chapter 5 cont'd Chapter 6 – Use of Force Law WEEK 6 Chapter 6 cont'd Chapter 7 - Criminal Defenses WEEK 7 Chapter 8 – Criminal Punishment MID-TERM EXAMINATION WEEK 8 Chapter 9 – Free Speech, Street Crimes, & the Bill of Rights Chapter 10 – Homicide WEEK 9 Chapter 11 – Assault, Battery, & other non-sexual violence Chapter 12 – Sex Crimes WEEK 10 Chapter 13 – Theft Chapter 14 – Robbery, Burglary, & related offenses WEEK 11 Chapter 15 – White Collar, Cyber, and Commercial Crime WEEK 12 Chapter 16 – Substance abuse offenses WEEK 13 Chapter 17 – Terrorism WEEK 14 Chapter 18 – Organized crime & gangs WEEK 15 Chapter 19 – Crimes against the government WEEK 16 – FINAL EXAMINATION

 Chair, Department Curriculum Committee	1/30/15 000053	Date
 Department Chair	2/6/15	Date
 Chair, College Curriculum Committee	2/20/15	Date
 College Dean	2/23/15	Date
<hr/>		
Director, Calhoun Honors College		Date
 Chair, Undergraduate Curriculum Committee	3/6/2015	Date
<hr/>		
Chair, Graduate Curriculum Committee		Date
 Provost	4/22/2015	Date
<hr/>		
President		Date

Add Undergraduate Course

Course Attributes

Subject Abbreviation: JUST-Justice Studies **Catalog Title:** Justice Studies Senior Capstone ☐ **Additional Fee?**
Course Number: 4970 **Transcript Title:** Justice Studies Capstone **Justification**
Effective Term: Spring 2015 **Cross-reference(s):**
College: Business and Behavioral Sci **Grade Mode:** Standard Letter
Department: Sociology and Anthropology

Form

User ID: mbritz **Name:** Margaret Britz **Upload File:** CRIMINAL JUSTICE 497-20140617225512.docx
Date: 03/25/2015 **Number:** 6732

Syllabus

Hours

Fixed Credit Course

Credit Hrs Contact Hrs

2 2

Variable Credit Course

Credit Hrs Contact Hrs

Min Max Min Max

Rationale for Add Course

- ☒ Strengthen Program Requirement(s)
☒ Alignment of Student Learning Outcomes
☐ Alternative Delivery of Content
☐ Improve Time to Degree
☐ Evolution of the Discipline
☐ Changing Prerequisites
☐ Address DWF Rates
☐ General Education Modifications
☐ Other (Please specify.)

Schedule Types

- ☐ Field Course
☐ Independent Study
☐ Internship
☐ Lab No Fee
☐ Lab With Fee
☒ Lecture
☐ Other
☐ Seminar
☐ Studio
☐ Tutorial

Projected Enrollment

Year 1: 35

Year 2: 35

Year 3: 70

Year 4: 70

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

Exams - 67% Term Paper - 17% class participation 16%

Catalog Description

Designed to prepare students for career opportunities and the employment process, it is an integration of theory, practical application, research design, and policy assessment in the field of Criminal Justice. During this course, students will be presented with both learning assessments and tools for professional development.

☒ Prerequisite(s) ☐ Corequisite(s)

SOC-3880 and senior standing

Required course for students in

Sociology, Criminal Justice Emphasis

Statement of need and justification based on assessment of student learning outcomes

As Criminal Justice has long been recognized as a discipline separate and apart from Sociology, it is necessary to provide a different capstone experience for those students in that field. In addition, learning assessments must be predicated on discipline specific principles and theory.

Textbook(s)

Selected Readings; Videos; Guest speaker handouts

Learning Objectives

- To provide a comprehensive review of the discipline of Criminal Justice, including but not limited to: history, evolution, theoretical foundations, and emerging trends.
- To create an environment conducive to student introspection of their learning experience.
- To apply theoretical principles to

58

practical reality. • To identify ethical dilemmas found in the field and articulate solutions which integrate an appreciation and understanding of global and cultural differences both domestically and internationally

Topical Outline

Week 1: Course Introduction Week 2: Criminal Justice – History & Theory Week 3: Criminal Justice – Subfields & Current Trends Week 4: Comprehensive Examination 1 – The field of Criminal Justice Week 5: Ethics In Criminal Justice Research Week 6: Ethics in the field Week 7: Reconciling legal requirements and departmental, public, and peer expectations Week 8: Comprehensive Examination 2 – Ethics in Criminal Justice Week 9: Development of social policy Week 10: Incorporating cultural differences in policy development Week 11: Comprehensive Examination 3 – Policy Development Week 12: Developing a resume for public employment Week 13: The interview process Week 14: Comprehensive Examination 4 – Career preparation Week 15: Introduction and communication with potential employers

Learning Activities associated with General Education competencies (if applicable)

In conjunction with projects in other courses, the policy paper will demonstrate the General Education competencies: o Ethical Judgment - Demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way. o Critical Thinking - Demonstrate the ability to critically analyze the quality and utility of knowledge gained throughout the undergraduate experience and apply this knowledge to a wide range of problems.

000055

As Criminal Justice has long been recognized as a discipline separate and apart from Sociology, it is necessary to provide a different capstone experience for those students in that field. In addition, learning assessments must be predicated on discipline specific principles and theory.

Textbook(s)



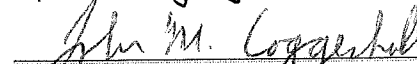
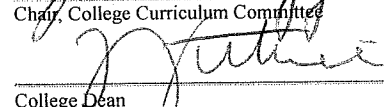

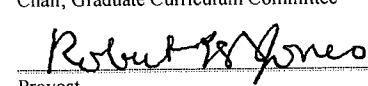
Selected Readings; Videos; Guest speaker handouts

Learning Objectives

- To provide a comprehensive review of the discipline of Criminal Justice, including but not limited to: history, evolution, theoretical foundations, and emerging trends.
- To create an environment conducive to student introspection of their learning experience.
- To apply theoretical principles to practical reality.
- To identify ethical dilemmas found in the field and articulate solutions which integrate an appreciation and understanding of global and cultural differences both domestically and internationally

Topical Outline

Week 1: Course Introduction Week 2: Criminal Justice – History & Theory Week 3: Criminal Justice – Subfields & Current Trends Week 4: Comprehensive Examination 1 – The field of Criminal Justice Week 5: Ethics In Criminal Justice Research Week 6: Ethics in the field Week 7: Reconciling legal requirements and departmental, public, and peer expectations Week 8: Comprehensive Examination 2 – Ethics in Criminal Justice Week 9: Development of social policy Week 10: Incorporating cultural differences in policy development Week 11: Comprehensive Examination 3 – Policy Development Week 12: Developing a resume for public employment Week 13: The interview process Week 14: Comprehensive Examination 4 – Career preparation Week 15: Introduction and communication with potential employers

	1/30/15
Chair, Department Curriculum Committee	Date
	2/6/15
Department Chair	Date
	2/20/15
Chair, College Curriculum Committee	Date
	2/23/15
College Dean	Date
_____ Director, Calhoun Honors College	Date
	3/6/2015
Chair, Undergraduate Curriculum Committee	Date
_____ Chair, Graduate Curriculum Committee	Date
	4/22/2015
Provost	Date
_____ President	Date

56

Add Undergraduate Course

Course Attributes

Subject Abbreviation: JUST-Justice Studies

Course Number: 4920

Effective Term: Fall 2016

College: Business and Behavioral Sci

Department: Sociology and Anthropology

Catalog Title: Justice Leadership Practicum ☐ Additional Fee?

Transcript Title: Just Ldrshp Prac Justification

Cross-reference(s):

Grade Mode: Standard Letter

Form

User ID: granber Name: Ellen Granberg
Date: 03/25/2015 Number: 6735

Syllabus

Upload File: SOC 4920 Leadership Practicum-
20150219161922.docx

Description: Just Stud Ldrshp Prac

Hours

Fixed Credit Course

Credit Hrs Contact Hrs

3 9

Variable Credit Course

Credit Hrs Contact Hrs

Min Max Min Max

Rationale for Add Course

- ☒ Strengthen Program Requirement(s)
☒ Alignment of Student Learning Outcomes
☐ Alternative Delivery of Content
☐ Improve Time to Degree
☒ Evolution of the Discipline
☐ Changing Prerequisites
☐ Address DWF Rates
☐ General Education Modifications
☐ Other (Please specify.)

Schedule Types

- ☒ Field Course
☐ Independent Study
☐ Internship
☐ Lab No Fee
☐ Lab With Fee
☐ Lecture
☐ Other
☐ Seminar
☐ Studio
☐ Tutorial

Course Modifier

- ☐ Variable Title
☐ Creative Inquiry
☒ Repeatable

Max Credits: 6

Projected Enrollment

Year 1: 15
 Year 2: 20
 Year 3: 20
 Year 4: 20

Evaluation

Undergraduate

A 90 - 100
 B 80 - 89
 C 70 - 79
 D 60 - 69
 F < 60

Weighted percentage of assignments (weekly journal entries 100 points, 2 supervisory evaluations 100 points, participation 50 points, reflection paper 50 points, final presentation 50 points.)

Catalog Description

Students participate in selected field placements under supervision for eight hours weekly and in a one-hour seminar per week. May be repeated once for credit.

☒ Prerequisite(s) ☐ Corequisite(s)

Preq: SOC 3880; and Junior standing; and consent of instructor.

57

Required course for students in

Leadership concentration of the proposed justice studies major.

Statement of need and justification based on assessment of student learning outcomes

This course is required to give students the opportunity to observe leadership issues in the context of a criminal justice work environment.

Textbook(s)

Northouse, Peter. Leadership Theory and Practice. Sage Publications.

Learning Objectives

At the conclusion of this course students will:

- Be able to define leadership in the criminal justice context and articulate the major leadership challenges relevant to this field.
- Evaluate case studies involving criminal justice leadership and correctly apply relevant concepts.
- Correctly employ criminal justice concepts in order to evaluate and critically reflect upon course field experiences.
- Critically analyze and articulate ethical dilemmas facing contemporary agency administrators

Topical Outline

Week One: Introduction Week Two: Trait Approaches to Leadership Week Three: Skills Approaches to Leadership Week Four: Style Approaches to Leadership Week Five - Exam 1 Week Six: Situational Approaches to Leadership Week Seven: Contingency Approaches to Leadership Week Eight: Exchange Approaches to Leadership Week Nine: Transformational Leadership Week Ten: Exam 2 Week Eleven: Authentic Leadership Week Twelve: Women and Leadership Week Thirteen: Culture and Leadership Week Fourteen: Leadership Ethics Week Fifteen: Final Presentations Week Sixteen: Final Examination

Chair, Department Curriculum Committee

Date

Department Chair

Date

Chair, College Curriculum Committee

Date

College Dean

Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Provost

Date

President

Date

Next Day SB

000058

Statement of need and justification based on assessment of student learning outcomes This course is required to give students the opportunity to observe leadership issues in the context of a criminal justice work environment.

Textbook(s)

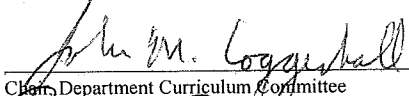
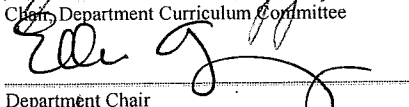
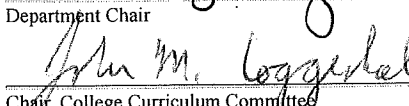
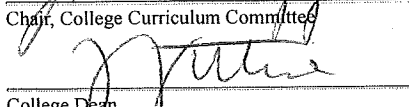
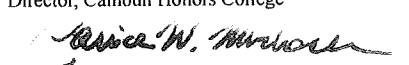
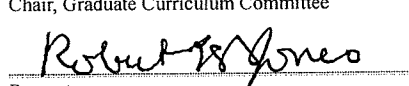
Northouse, Peter. Leadership Theory and Practice. Sage Publications.

Learning Objectives

At the conclusion of this course students will: • Be able to define leadership in the criminal justice context and articulate the major leadership challenges relevant to this field. • Evaluate case studies involving criminal justice leadership and correctly apply relevant concepts. • Correctly employ criminal justice concepts in order to evaluate and critically reflect upon course field experiences. • Critically analyze and articulate ethical dilemmas facing contemporary agency administrators

Topical Outline

Week One: Introduction Week Two: Trait Approaches to Leadership Week Three: Skills Approaches to Leadership Week Four: Style Approaches to Leadership Week Five - Exam 1 Week Six: Situational Approaches to Leadership Week Seven: Contingency Approaches to Leadership Week Eight: Exchange Approaches to Leadership Week Nine: Transformational Leadership Week Ten: Exam 2 Week Eleven: Authentic Leadership Week Twelve: Women and Leadership Week Thirteen: Culture and Leadership Week Fourteen: Leadership Ethics Week Fifteen: Final Presentations Week Sixteen: Final Examination

	1/30/15	Date
Chair, Department Curriculum Committee		
	2/6/15	Date
Department Chair		
	2/20/15	Date
Chair, College Curriculum Committee		
	2/23/15	Date
College Dean		
		Date
Director, Calhoun Honors College		
	3/6/2015	Date
Chair, Undergraduate Curriculum Committee		
		Date
Chair, Graduate Curriculum Committee		
	4/22/15	Date
Provost		
		Date
President		

59

Add Major

Major Name: Justice Studies
Degree: Bachelor of Science
Effective Catalog Year: 2016-2017
Curriculum Map:
Description: Justice Studies BS Curriculum Map
Additional Information:
Description: Description of Major Curriculum, Justice Studies

Summary/Explanation

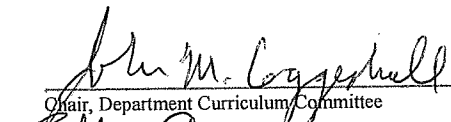
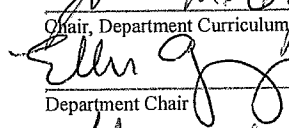
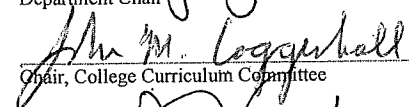
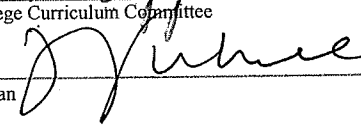
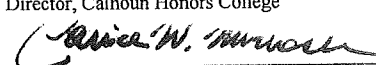
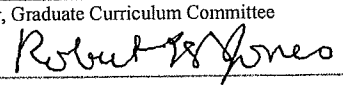
Currently our Department offers a BS in sociology with a concentration in criminal justice. Over time, criminal justice has evolved to be a standalone academic discipline with its own academic core. There is also considerable student demand for a degree that places greater emphasis on the criminal justice curriculum. For both these reasons, we are proposing to create a new major in Justice Studies. We call major the "Justice Studies", rather than criminal justice, because our major is unique in incorporating course work on social justice as an important contributor to both crime and responses to crime. Our major proposes two concentrations. The first is a general concentration that is very consistent with the current criminal justice emphasis area curriculum in the sociology major. The primary difference is that the core curriculum in the major consists of courses in criminal justice. Students then select a set of social justice electives drawn from the sociology curriculum. The second concentration is in leadership. In this concentration students take elective courses including group dynamics, administration of justice, and a leadership practicum. At this time, we plan to leave the criminal justice emphasis area in place in the sociology major. We will monitor enrollments over time and look at closing out the criminal justice concentration once the justice studies major is fully operational. We propose to offer both a BA and a BS in justice studies for a number of reasons. The most important reason is that the field itself has two different orientations, one highly technical and data focused the other with a more humanistic orientation. The BS curriculum is designed for students interested in the former. It includes a two semester research methods sequence and will also outline a framework of science courses designed to aid students interested in pursuing more technically oriented criminal justice careers.

Rationale for Add New Major

- ☒ Strengthen Program Requirement(s)
- ☐ Alignment of Student Learning Outcomes
- ☐ Alternative Delivery of Content
- ☐ Improve Time to Degree
- ☒ Evolution of the Discipline
- ☐ Changing Prerequisites
- ☐ Address DWF Rates
- ☐ General Education Modifications
- ☐ Other (Please specify.)

Form

User ID: granber **Name:** Ellen Granberg
Date: 02/09/2015 **Number:** 5454

 Chair, Department Curriculum Committee	1/30/15 Date
 Department Chair	2/6/15 Date
 Chair, College Curriculum Committee	2/13/15 Date
 College Dean	2/24/15 Date
Director, Calhoun Honors College	Date
 Chair, Undergraduate Curriculum Committee	3/6/2015 Date
Chair, Graduate Curriculum Committee	Date
 Provost	4/22/15 Date
President	Date

Catalog Description and Curriculum Map

Justice Studies B.S.

The Justice Studies B.S. major prepares students for a variety of professional careers related to law enforcement, criminal justice, and public policy. The major offers two concentrations: general and leadership. The general concentration allows students to pursue a science oriented education while still being able to choose from a wide variety of course options. The leadership concentration allows students to prepare for leadership or management roles in their field. The degree requires a total of 121 semester hours, including 39 credit hours in relevant courses. In addition, students take 18 hours of math and/or science courses (from a department-approved list). These additional courses provide students with greater scientific literacy on topics relevant to the technical elements of criminal investigations and prepare students for graduate work. Courses used to fulfill General Education Requirements and Departmental Science and Math courses may be used to fulfill minor requirements.

Bachelor of Science

Freshman Year

First Semester

3/4 – MATH 1010 Essential Math for Society *or* MATH 1020 Introduction to Mathematical Analysis *or* MATH 1060 Calculus of One Variable (recommended)

3 – SOC 2010 Introduction to Sociology or Soc 2020 Social Problems

3 – Social Science Requirement¹

4 – Natural Science Requirement¹

3 - Elective

16/17

Second Semester

3 - ENGL 1030 Accelerated Composition

3 – STAT 2300 Statistical Methods I

3 – Departmental Math or Science Requirement²

3 – Arts and Humanities (Non-Literature) Requirement¹

3 – COMM 1500 Intro. to Human Comm. or

____ COMM 2500 Public Speaking

15

Sophomore Year

First Semester

3 – SOC 3880 The Criminal Justice System

3 – Arts and Humanities (Lit) Requirement¹

3 – Department Math or Science Requirement²

3 – Minor Requirement³

3 – Cross-Cultural Awareness Requirement¹

15

¹ See General Education Requirements (Note: Social Science Requirement must be in an area other than sociology).

² Must be selected from a department approved list.

³ See page ____ for approved minors.

Second Semester

3 – SOC 3020 - Research Methods I
3 – Criminal Justice Elective⁴
3 – Department Math or Science Requirement²
3 – Science and Tech in Society Requirement¹
3 – Elective
15

Junior Year

First Semester

4 – SOC 3040 - Research Methods II
3 – Justice Studies Core⁵
3 – Social Justice Elective⁶
6 – Department Math or Science Requirement²
16

Second Semester

3 – Justice Studies Core⁵
3 – Department Math or Science Requirement²
6 – Minor Requirement³
3 – Elective
15

Senior Year

First Semester

3 – Justice Studies Core⁵
3 – Criminal Justice Elective⁴
3 – Social Justice Elective⁶
6 – Minor Requirement³
15

Second Semester

2 – JUST 4970 - Justice Studies Capstone
3 – Criminal Justice Elective⁴
3 – Minor Requirement³
6 – Electives
13

121/2 Total Semester Hours

⁴ Students in the general concentration choose from POSC 4360, 4370, SOC 3910, 3920, 3970, 3980, 4280, 4680, 4860, 4940, 4950; Students in the leadership concentration choose from JUST 4290, 4920, POSC 4360, SOC 4500, 4860.

⁵ Justice Studies core courses for the BS are SOC 4680, 4910, 4930

⁶ Social Justice Electives are ANTH 4230, SOC 3510, 3600, 4140, 4330, 4600, 4610

Curriculum:

Curriculum Overview:

A BS in Justice Studies requires:

SOC 2010	(3)	Introduction to Sociology
SOC 3880	(3)	The Criminal Justice System

Plus 9 Hours of Core Courses:

SOC 4910	(3)	The Sociology of Policing
SOC 4680	(3)	Sociology of Criminal Evidence
SOC 4930	(3)	Sociology of Corrections

Plus 2 semesters of research methods:

SOC 3020	(3)	Research Methods I
SOC 3040	(4)	Research Methods II

Plus 2 hours in “professional development;”

JUST 4960	(2)	Justice Studies Capstone
-----------	-----	--------------------------

In addition to the courses listed above, students take a set of electives in social justice and criminal justice. The electives vary by concentration.

General Concentration:

Plus 6 hours of “Social Justice Electives” selected from:

ANTH 4230	(3)	Women in the Developing World
SOC 3510	(3)	Collective Behavior and Social Movements
SOC 3600	(3)	Social Class and Poverty
SOC 4140	(3)	Policy and Social Change
SOC 4330	(3)	Globalization and Social Change
SOC 4600	(3)	Race and Ethnicity
SOC 4610	(3)	Sociology of Sex and Gender

Plus 9 hours of “Criminal Justice Electives”

POSC 4360	(3)	Law, Courts, & Politics
POSC 4370	(3)	American Constitutional Law: Rights & Liberties
SOC 3910	(3)	Sociology of Deviance
SOC 3920	(3)	Juvenile Delinquency
SOC 3970	(3)	Substance Abuse: Social Causes, Consequences, and Treatment
SOC 3980	(3)	Computer Crime
SOC 4280	(3)	Criminal Law
SOC 4680	(3)	Sociology of Criminal Evidence
SOC 4860	(3)	Creative Inquiry--Sociology
SOC 4940	(3)	Sociology of Organized Crime

SOC 4950 (3) Field Experience

Leadership Concentration

Plus 6 hours of “Social Justice Electives” selected from:

ANTH 4230	(3)	Women in the Developing World
SOC 3510	(3)	Collective Behavior and Social Movements
SOC 3600	(3)	Social Class and Poverty
SOC 4140	(3)	Policy and Social Change
SOC 4330	(3)	Globalization and Social Change
SOC 4600	(3)	Race and Ethnicity
SOC 4610	(3)	Sociology of Sex and Gender

Plus 9 hours of “Criminal Justice Electives”

POSC 4360	(3)	Law, Courts, & Politics
JUST 4290	(3)	Administration of Justice
SOC 4500	(3)	Sociological of Groups and Group Processes
SOC 4860	(3)	Creative Inquiry--Sociology
JUST 4920	(3)	Justice Leadership Practicum

- The proposed Major program includes a total of 39 semester hours.
- No more than 6 hours of Creative Inquiry may count toward the Major.
- At least 12 hours must be at the 400 level.
- Bachelor of Science students must complete 15 hours of additional Math or Science courses from a department-approved list.

602

Add Major

Major Name: Justice Studies
Degree: Bachelor of Arts
Effective Catalog Year: 2016-2017
Curriculum Map: Justice Studies BA Curriculum Map-20150126143401.docx
Description: Justice Studies Curriculum Map
Justice Studies General BA Curriculum
Additional Information: V2-20150126143401.docx

Description: Justice Studies Curriculum Description

Summary/Explanation

Currently our Department offers a BA in sociology with a concentration in criminal justice. Over time, criminal justice has evolved to be a standalone academic discipline with its own academic core. There is also considerable student demand for a degree that places greater emphasis on the criminal justice curriculum. For both these reasons, we are proposing to create a new major in Justice Studies. We call major the "Justice Studies", rather than criminal justice, because our major is unique in incorporating course work on social justice as an important contributor to both crime and responses to crime. Our major proposes two concentrations. The first is a general concentration that is very consistent with the current criminal justice emphasis area curriculum in the sociology major. The primary difference is that the core curriculum in the major consists of courses in criminal justice. Students then select a set of social justice electives drawn from the sociology curriculum. The second concentration is in leadership. In this concentration students take elective courses including group dynamics, administration of justice, and a leadership practicum. At this time, we plan to leave the criminal justice emphasis area in place in the sociology major. We will monitor enrollments over time and look at closing out the criminal justice concentration once the justice studies major is fully operational. We propose to offer both a BA and a BS in justice studies for a number of reasons. The most important reason is that the field itself has two different orientations, one highly technical and data focused the other with a more humanistic orientation. The BA curriculum is designed for students interested in the latter. It includes more theoretical training in criminology theory, a required foreign language sequence, and advanced work in the humanities.

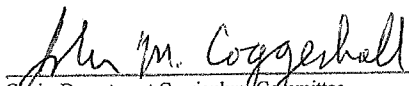
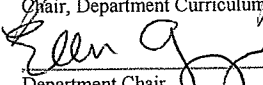
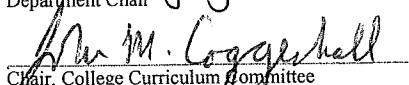
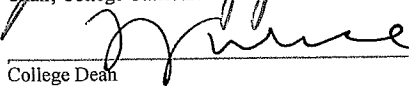
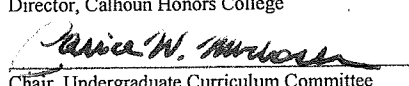
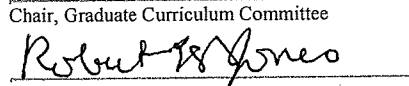
Rationale for Add New Major

- ☒ **Strengthen Program Requirement(s)**
- ☐ **Alignment of Student Learning Outcomes**
- ☐ **Alternative Delivery of Content**
- ☐ **Improve Time to Degree**
- ☒ **Evolution of the Discipline**
- ☐ **Changing Prerequisites**
- ☐ **Address DWF Rates**
- ☐ **General Education Modifications**
- ☐ **Other (Please specify.)**

Form

User ID: granber **Name:** Ellen Granberg
Date: 02/09/2015 **Number:** 5455

65

 Chair, Department Curriculum Committee	1/30/15 Date
 Department Chair	2/6/15 Date
 Chair, College Curriculum Committee	2/13/15 Date
 College Dean	2/24/15 Date
Director, Calhoun Honors College	Date
 Chair, Undergraduate Curriculum Committee	3/6/2015 Date
Chair, Graduate Curriculum Committee	Date
 Provost	4/22/2015 Date
President	Date

Catalog Description and Curriculum Map**Justice Studies B.A.**

The Justice Studies B. A. major is an interdisciplinary degree that prepares students for a variety of professional careers related to law enforcement, social services, and criminal investigation. In addition, the degree provides excellent preparation for graduate training in criminology and public policy. The degree requires a total of 121 semester hours, including 38 credit hours in classroom work on the topics of criminal and social justice, as identified below. In addition, students take a foreign language and 9 additional hours of relevant social science or humanities courses. These additional courses provide students with a greater depth and broader diversity of skills and knowledge useful for careers in these fields. Courses used to fulfill General Education Requirements and Departmental Social Science and Humanities courses may be used to fulfill minor requirements.

Bachelor of Arts**Freshman Year**

First Semester

3/4 – MATH 1010 Essential Math for Society *or* MATH 1020 Introduction to Mathematical Analysis *or* MATH 1060 Calculus of One Variable
 3 – SOC 2010 Introduction to Sociology *or* SOC 2010 Social Problems
 4 – Natural Science Requirement¹
 3 – Foreign Language Requirement²
 3 – Social Science Requirement¹

 16/17

Second Semester

3 - ENGL 1030 Accelerated Composition
 3 – STAT 2300 Statistical Methods I
 3 – Foreign Language Requirement.²
 3 – Cross-Cultural Awareness Requirement.¹
 3 – COMM 1500 Intro. to Human Comm., *or*
 ____ COMM 2500 Public Speaking

 15
Sophomore Year

First Semester

3 – Science and Tech. in Society Requirement¹
 3 – Arts and Humanities (Literature) Requirement¹
 3 – Arts and Humanities (Non-Lit.) Requirement¹
 3 – SOC 3880 – The Criminal Justice System
 3 – Elective

 15

¹ See General Education requirements (Note: Social Science Requirement must be in an area other than sociology.)

² Two semesters (through 202) in the same modern foreign language are required.

Justice Studies Curriculum Proposal – BA

Second Semester

- 3 – Core Requirement³
- 3 – Criminal Justice Elective⁴
- 3 – Departmental Humanities/Social Science Requirement⁵
- 6 – Minor Requirement⁶
- 15

Junior Year

First Semester

- 3 – Departmental Humanities/Social Science Requirement⁵
- 6 – Core Requirements³
- 3 – Social Justice Elective⁷
- 3 – Criminal Justice Elective⁴
- 15

Second Semester

- 3 – Core Requirements³
- 3 – Social Justice Elective⁷
- 3 – Departmental Humanities/Social Science Requirement⁵
- 6 – Minor Requirement⁶
- 15

Senior Year

First Semester

- 3 – Core Requirements³
- 3 – Social Justice Elective⁷
- 3 – Minor Requirement⁶
- 6 – Electives
- 15

Second Semester

- 2 – JUST 4970 - Justice Studies Capstone
- 3 – Criminal Justice Elective⁴
- 6 – Minor Requirement⁶
- 4 – Electives
- 15

121/2 Total Hours

³ Justice Studies core courses for the BA are SOC 3890, 4680, 4910, 4930

⁴ Students in the general concentration choose from POSC 4360, 4370, SOC 3910, 3920, 3970, 3980, 4280, 4680, 4860, 4940, 4950; Students in the leadership concentration choose from JUST 4290, 4920, POSC 4360, SOC 4500, 4860.

⁵ Departmental Humanities and Social Science courses must be from a department-approved list.

⁶ See page _____ for approved minors.

⁷ Social Justice Electives are: ANTH 4230, SOC 3510, 3600, 4140, 4330, 4600, 4610

Curriculum Overview:

A BA in Justice Studies requires:

SOC 2010	(3)	Introduction to Sociology
SOC 3880	(3)	The Criminal Justice System

Plus 12 Hours of Core Courses:

SOC 3890	(3)	Criminology
SOC 4680	(3)	Sociology of Criminal Evidence
SOC 4910	(3)	The Sociology of Policing
SOC 4930	(3)	Sociology of Corrections

Plus 2 hours in “professional development;”

JUST 4960	(2)	Justice Studies Capstone
-----------	-----	--------------------------

In addition to the courses listed above, students take a set of electives in social justice and criminal justice. The electives vary by concentration.

General Concentration:

Plus 9 hours of “Social Justice Electives” selected from:

ANTH 4230	(3)	Women in the Developing World
SOC 3510	(3)	Collective Behavior and Social Movements
SOC 3600	(3)	Social Class and Poverty
SOC 4140	(3)	Policy and Social Change
SOC 4330	(3)	Globalization and Social Change
SOC 4600	(3)	Race and Ethnicity
SOC 4610	(3)	Sociology of Sex and Gender

Plus 9 hours of “Criminal Justice Electives”

SOC 3910	(3)	Sociology of Deviance
SOC 3920	(3)	Juvenile Delinquency
SOC 3970	(3)	Substance Abuse: Social Causes, Consequences and Treatment
SOC 3980	(3)	Computer Crime
SOC 4680	(3)	Sociology of Criminal Evidence
SOC 4860	(3)	Creative Inquiry--Sociology
SOC 4940	(3)	Sociology of Organized Crime
SOC 4950	(3)	Field Experience

Leadership Concentration

Plus 9 hours of “Social Justice Electives” selected from:

ANTH 4230	(3)	Women in the Developing World
SOC 3510	(3)	Collective Behavior and Social Movements
SOC 3600	(3)	Social Class and Poverty
SOC 4140	(3)	Policy and Social Change
SOC 4330	(3)	Globalization and Social Change
SOC 4600	(3)	Race and Ethnicity
SOC 4610	(3)	Sociology of Sex and Gender

Plus 9 hours of “Criminal Justice Leadership” selected from:

POSC 4360	(3)	Law, Courts, & Politics
JUST 4290	(3)	Administration of Justice
SOC 4500	(3)	Sociology of Groups and Group Processes
SOC 4860	(3)	Creative Inquiry--Sociology
JUST 4920	(3)	Justice Leadership Practicum

- The proposed Major program includes a total of 38 semester hours.
- No more than 6 hours of Creative Inquiry may count toward the Major.
- At least 12 hours must be at the 400 level.
- Bachelor of Arts students must complete 2 years of a language or equivalent and 9 hours of additional Arts or Humanities courses from a department-approved list.

Blank

65

<u>Mr. M. Coggeshall</u>	<u>1/30/15</u>	Date
Chair, Department Curriculum Committee		
<u>Elen G.</u>	<u>2/6/15</u>	Date
Department Chair		
<u>Mr. M. Coggeshall</u>	<u>2/13/15</u>	Date
Chair, College Curriculum Committee		
<u>[Signature]</u>	<u>2/24/15</u>	Date
College Dean		
_____ Director, Calhoun Honors College		Date
<u>Janice W. [Signature]</u>	<u>3/6/2015</u>	Date
Chair, Undergraduate Curriculum Committee		
_____ Chair, Graduate Curriculum Committee		Date
<u>Robert S. Jones</u>	<u>4/22/2015</u>	Date
Provost		
_____ President		Date

Catalog Description and Curriculum Map**Justice Studies B.A.**

The Justice Studies B. A. major is an interdisciplinary degree that prepares students for a variety of professional careers related to law enforcement, social services, and criminal investigation. In addition, the degree provides excellent preparation for graduate training in criminology and public policy. The degree requires a total of 121 semester hours, including 38 credit hours in classroom work on the topics of criminal and social justice, as identified below. In addition, students take a foreign language and 9 additional hours of relevant social science or humanities courses. These additional courses provide students with a greater depth and broader diversity of skills and knowledge useful for careers in these fields. Courses used to fulfill General Education Requirements and Departmental Social Science and Humanities courses may be used to fulfill minor requirements.

Bachelor of Arts**Freshman Year**

First Semester

3/4 – MATH 1010 Essential Math for Society *or* MATH 1020 Introduction to Mathematical Analysis *or* MATH 1060 Calculus of One Variable
 3 – SOC 2010 Introduction to Sociology *or* SOC 2010 Social Problems
 4 – Natural Science Requirement¹
 3 – Foreign Language Requirement²
 3 – Social Science Requirement¹

 16/17

Second Semester

3 - ENGL 1030 Accelerated Composition
 3 – STAT 2300 Statistical Methods I
 3 – Foreign Language Requirement.²
 3 – Cross-Cultural Awareness Requirement.¹
 3 – COMM 1500 Intro. to Human Comm., *or*
 ____ COMM 2500 Public Speaking

 15
Sophomore Year

First Semester

3 – Science and Tech. in Society Requirement¹
 3 – Arts and Humanities (Literature) Requirement¹
 3 – Arts and Humanities (Non-Lit.) Requirement¹
 3 – SOC 3880 – The Criminal Justice System
 3 – Elective

 15

¹ See General Education requirements (Note: Social Science Requirement must be in an area other than sociology.)

² Two semesters (through 202) in the same modern foreign language are required.

Justice Studies Curriculum Proposal – BA

Second Semester

- 3 – Core Requirement³
- 3 – Criminal Justice Elective⁴
- 3 – Departmental Humanities/Social Science Requirement⁵
- 6 – Minor Requirement⁶
- 15

Junior Year

First Semester

- 3 – Departmental Humanities/Social Science Requirement⁵
- 6 – Core Requirements³
- 3 – Social Justice Elective⁷
- 3 – Criminal Justice Elective⁴
- 15

Second Semester

- 3 – Core Requirements³
- 3 – Social Justice Elective⁷
- 3 – Departmental Humanities/Social Science Requirement⁵
- 6 – Minor Requirement⁶
- 15

Senior Year

First Semester

- 3 – Core Requirements³
- 3 – Social Justice Elective⁷
- 3 – Minor Requirement⁶
- 6 – Electives
- 15

Second Semester

- 2 – JUST 4970 - Justice Studies Capstone
- 3 – Criminal Justice Elective⁴
- 6 – Minor Requirement⁶
- 4 – Electives
- 15

121/2 Total Hours

³ Justice Studies core courses for the BA are SOC 3890, 4680, 4910, 4930

⁴ Students in the general concentration choose from POSC 4360, 4370, SOC 3910, 3920, 3970, 3980, 4280, 4680, 4860, 4940, 4950; Students in the leadership concentration choose from JUST 4290, 4920, POSC 4360, SOC 4500, 4860.

⁵ Departmental Humanities and Social Science courses must be from a department-approved list.

⁶ See page _____ for approved minors.

⁷ Social Justice Electives are: ANTH 4230, SOC 3510, 3600, 4140, 4330, 4600, 4610

Curriculum Overview:

A BA in Justice Studies requires:

SOC 2010	(3)	Introduction to Sociology
SOC 3880	(3)	The Criminal Justice System

Plus 12 Hours of Core Courses:

SOC 3890	(3)	Criminology
SOC 4680	(3)	Sociology of Criminal Evidence
SOC 4910	(3)	The Sociology of Policing
SOC 4930	(3)	Sociology of Corrections

Plus 2 hours in “professional development;”

JUST 4960	(2)	Justice Studies Capstone
-----------	-----	--------------------------

In addition to the courses listed above, students take a set of electives in social justice and criminal justice. The electives vary by concentration.

General Concentration:

Plus 9 hours of “Social Justice Electives” selected from:

ANTH 4230	(3)	Women in the Developing World
SOC 3510	(3)	Collective Behavior and Social Movements
SOC 3600	(3)	Social Class and Poverty
SOC 4140	(3)	Policy and Social Change
SOC 4330	(3)	Globalization and Social Change
SOC 4600	(3)	Race and Ethnicity
SOC 4610	(3)	Sociology of Sex and Gender

Plus 9 hours of “Criminal Justice Electives”

SOC 3910	(3)	Sociology of Deviance
SOC 3920	(3)	Juvenile Delinquency
SOC 3970	(3)	Substance Abuse: Social Causes, Consequences and Treatment
SOC 3980	(3)	Computer Crime
SOC 4680	(3)	Sociology of Criminal Evidence
SOC 4860	(3)	Creative Inquiry--Sociology
SOC 4940	(3)	Sociology of Organized Crime
SOC 4950	(3)	Field Experience

Leadership Concentration

Plus 9 hours of “Social Justice Electives” selected from:

ANTH 4230	(3)	Women in the Developing World
SOC 3510	(3)	Collective Behavior and Social Movements
SOC 3600	(3)	Social Class and Poverty
SOC 4140	(3)	Policy and Social Change
SOC 4330	(3)	Globalization and Social Change
SOC 4600	(3)	Race and Ethnicity
SOC 4610	(3)	Sociology of Sex and Gender

Plus 9 hours of “Criminal Justice Leadership” selected from:

POSC 4360	(3)	Law, Courts, & Politics
JUST 4290	(3)	Administration of Justice
SOC 4500	(3)	Sociology of Groups and Group Processes
SOC 4860	(3)	Creative Inquiry--Sociology
JUST 4920	(3)	Justice Leadership Practicum

- The proposed Major program includes a total of 38 semester hours.
- No more than 6 hours of Creative Inquiry may count toward the Major.
- At least 12 hours must be at the 400 level.
- Bachelor of Arts students must complete 2 years of a language or equivalent and 9 hours of additional Arts or Humanities courses from a department-approved list.

Blank