

# **School of Social and Behavioral Sciences**

## **Department of CRIMINAL JUSTICE**

### **Program Review**

University of Arkansas at Monticello

Fall 2019

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# Goals, Objectives, and Activities

## 1. Describe specific educational goals, objectives, and activities of the program.

The criminal justice program is part of the School of Social and Behavioral Sciences (SSBS) at the University of Arkansas at Monticello (UAM). The program shares many goals with the School of Social and Behavioral Sciences and with the University at large. These include the development and dissemination of knowledge to improve society and the intellectual and social development of individual students.

The School of Social and Behavioral Sciences is guided by the following Student Learning Objectives (SLOs).

- (1) Research: Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) Critical Thinking: The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.
- (3) Grounded Knowledge: A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) Presentation Skills: The ability to evaluate and manage information for presentation in academic and professional settings, including the use of graphic and computer technology as well as the production of quality papers.
- (5) Self-Awareness: An understanding of self and the world by examining the content and processes used in social and behavioral sciences.
- (6) Sociocultural Awareness: Recognition for, understanding of, and respect for sociocultural diversity, cultural institutions, processes, and structures.
- (7) Preparedness for the Workforce: Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.
- (8) Career Planning: Realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

Specifically, the criminal justice program is designed to prepare students to join the workforce as criminal justice professionals as well as prepare students for graduate or professional programs in criminal justice, criminology, law, and other related fields. This twofold goal is accomplished through a curricular focus on criminal justice subject mastery, cogent and persuasive communication, critical thinking and problem solving, effective research and evaluation, and professionalism. The objective of this rigorous curriculum is to produce graduates from the criminal justice department able to excel in the workforce. To do this, students are required to take courses that will provide them with a comprehensive knowledge base that includes: first, the basic principles of criminal justice learned in the required (core) courses offered when a student enters the criminal justice department; and second, the critical thinking skills developed in specialized seminars taught according to the expertise of individual faculty members and in tune with the contemporary debates from the field of criminal justice.

The specific SLOs for criminal justice are designed to help students attain the highest level of academic achievement possible. Students who complete a Bachelor of Science in Criminal Justice degree are expected to have:

- A core knowledge that includes a foundation in the concepts, strategies and current issues in law enforcement, crime scene investigation and criminal law.
- A basic understanding of criminal justice terminology, trends, and the operation of the system in theory and practice.
- Understanding of the functions of law enforcement, courts, & correctional agencies.
- A basic knowledge of the evolution and application of law and philosophies of sentencing.
- A comprehensive understanding of the American criminal justice system including its history, purposes, organization, procedures and processes.
- A knowledge of how American criminal justice system function in a culturally diverse society.
- An ability to understand and discuss the ethics involved in the criminal justice system.
- Describe the pathway that an individual follows from first arrest to incarceration.
- Describe the basic structure, function, and origin of each of the major elements of the criminal justice system and the juvenile justice system at the local, state, and federal levels of government.
- Explain the roles of the various actors in the criminal justice process, and describe how constitutional safeguards limit the actions of these actors.
- Describe the roles of various actors, institutions, and political ideologies in shaping criminal justice policies.
- Explain the basic functioning of both the procedural and substantive criminal law.
- Identify and define basic terms and concepts that are needed for advanced study in criminal justice.
- Explain the importance of ethics, professionalism, communication skills, and an appreciation for diversity to a successful career in criminal justice.
- Identify and describe the various methods by which crime statistics are gathered, and identify trends in the data.

## 2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

Aside from providing the opportunity for criminal justice majors to earn a baccalaureate degree, the criminal justice program offers a minor program of study that complements the University's other degree programs. For example, psychology majors wishing to work in the area of forensic psychology can benefit from this additional understanding of how the criminal justice system operates. Similarly, students bound for law school can benefit from a more complete understanding of how the criminal legal system fits into the larger legal system. Students in computer science and the natural sciences wishing to specialize in forensic science applications of their fields can also greatly benefit from understanding the role of forensic science in the legal system.

In addition to providing social science electives, many courses taught by the criminal justice faculty are cross-listed as courses in cognate fields such as political science and sociology. Criminal justice faculty members also provide instruction for students in the Correctional Law Enforcement certificate program at the UAM College of Technology at McGehee. In addition, the degree and certificate program requirements offered by a cooperative agreement with the Criminal Justice Institute (CJI) require criminal justice as part of their curriculum. Since 1997, the CJI has operated as a separate educational division of the University of Arkansas System, where it has worked to meet the unfulfilled advanced educational needs of the Arkansas law enforcement community, including universities and training facilities. It does this by offering quality law enforcement education and training free of charge, specialized programs to enhance the job performance of law enforcement personnel, opportunities to complete professional certifications in Crime Scene Investigation and Law Enforcement Administration and educational resources and technical assistance.

## 3. Document market demand and/or state/industry need for careers stemming from the program.

Professional opportunities may be found and are growing in the areas of law enforcement, criminal investigation, protective services, probation and parole, human services, corrections, among many other career paths.

UAM students have been in high demand and have found placements in several areas listed above. For example, The Dallas Police Department recruits graduates from UAM each year and the starting salary is \$64,000. Many UAM graduates enter law enforcement at the state level. For example, Arkansas Game and Fish officers recruited UAM for the first time this year. Game and Fish officers start at \$42,000, with excellent benefits and an increased opportunity for promotion because of the size of the agency. The average national salary for state police officers is approximately \$52,000. Municipal law enforcement salaries vary greatly across the country depending on the size of the municipality and tax base. Typically, most law enforcement jobs are created by large city agencies. Therefore, UAM graduates often move to states such as Texas, because Texas has experienced an exploding job growth area with the best opportunity for promotion.

Many UAM students choose to enter the corrections field. For example, the Delta Regional Correctional Center in Dumas currently employs a minimum of ten UAM graduates, including the current warden of the institution. A correctional I officer earns between \$29,000 and \$42,000 starting salary. In other areas, Substance abuse counselors in Arkansas earn \$26,000 to \$50,000. Several UAM graduates also work in the area of Probation and Parole. Probation and Parole officers earn \$32,405 to \$46,987 yearly. Fraud investigators for the Arkansas Department of Human Services earn \$36,155 to \$52,425 yearly.

#### 4. Document student demand for the program.

The criminal justice major is one of the most popular majors at UAM.

**Table 1. Number of Undergraduate and Graduate Program Majors**

Classification CJ	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Average
Freshman	36	24	24	84 - 28	42.4
Sophomore	19	12	21	52 - 17.3	17.9
Junior	17	18	14	49 - 16.3	14.2
Senior	22	19	22	57 - 19.0	20.5
Post Bach					
Total	94	73	81	284 - 82.6	95.0

## Curriculum

1. Describe how program content parallels current thinking/trends in the field/trade (best practice, advisory committee recommendations, etc.)

ACJS Review Standards for Associate Programs:

[https://cdn.ymaws.com/www.acjs.org/resource/resmgr/certification/associate\\_degree\\_standards-.pdf](https://cdn.ymaws.com/www.acjs.org/resource/resmgr/certification/associate_degree_standards-.pdf)

ACJS Standards for BS programs:

[https://cdn.ymaws.com/www.acjs.org/resource/resmgr/certification/bachelor\\_degree\\_standards-.pdf](https://cdn.ymaws.com/www.acjs.org/resource/resmgr/certification/bachelor_degree_standards-.pdf)

The extremely broad scope of the field of criminal justice is reflected in its curriculum. The criminal justice program strives to achieve a balanced presentation of the issues of the field. Core courses mirror the Certification Standards for College / University Criminal Justice Baccalaureate Degree Programs of the Academy of Criminal Justice Sciences (ACJS). Table 2 on the next page presents the Academy's standard and the UAM courses that correspond to that standard.

ACJS Standards also require that an ethics component be integrated into the curriculum. This is accomplished by CJ 2133 Criminal Justice Ethics in the criminal justice program. In addition, the faculty is committed to weaving ethical issues into specific course content: for example, CJ 2123 Corrections includes a critical analysis of the death penalty, emphasizing inherent ethical dilemmas in addition to its deterrent and retributive function.

**Table 2. ACJS Standards Compared with UAM Curriculum**

<b>ACJS Certification Standard</b>	<b>UAM Criminal Justice Courses*</b>
Administration of Justice	CJ 1013 Introduction to Criminal Justice* CJ 1001 Criminal Justice Pathways CJ 2143 Juvenile Justice* CJ 374V Field Study in Criminal Justice
Corrections	CJ 2123 Corrections* CJ 3353 Probation and Parole
Criminological Theory	CJ 4373 Criminology* CJ 4413 Drugs and Society
Law / Adjudication	CJ 3233 Criminal Law* CJ 3243 Procedure Law CJ 4303 Evidence Law

<b>ACJS Certification Standard</b>	<b>UAM Criminal Justice Courses*</b>
	CJ 4313 Civil Liability in CJ CJ 4493 Civil Liberties
Law Enforcement	CJ 2113 Policing * CJ 3243 Procedural Law* CJ 3263 Criminalistics CJ 3613 Criminal Investigations CJ 4293 Homeland Security
Research and Analytic Methods	CJ 2283 Research Methods in the Social Sciences* CJ 3313 Statistics for the Social Sciences* CJ 440V Seminar in Criminal Justice CJ 479V Independent Study in Criminal Justice CJ 4903 Capstone*

\*Degree requirements applicable to all majors. Unmarked courses are electives that can be used toward the 12 hours of required criminal justice elective courses. These courses must be 3000-4000 level

The Academy of Criminal Justice Sciences (ACJS) also requires that undergraduates systematically explore the issues of diversity. Eliminating stereotypes based on a person's ethnic background, gender, sexual orientation, etc. is an essential part of the criminal justice education. This is accomplished by requiring students to take either CJ 2263 Multi Cultural Justice or SWK 3123 Cultural Diversity (Social Work). In these courses students are exposed to a comprehensive analysis of historical patterns and trends of ethnic relations in the U.S. beginning with the 1960's Civil Rights Movement to, most recently, violent encounters between police and minorities. The purpose of this course is to expose students to the idea that concepts of race are not biologically based but are rather social constructs that can be overcome.

Issues of diversity are also considered within specific courses such as the discussion of racial profiling in CJ 2213 Policing. Additional exposure to ethical issues is found in CJ 2133 Criminal Justice Ethics which examines the history and theory of ethics and its application to the field of criminal justice, and CJ 4393 Victimology, which examines the literature, research and current trends concerning the victim and the criminal justice system.

Criminal justice is largely an applied field and as such, experiential learning that reinforces the academic foundation laid in the classroom is strongly emphasized. There are various ways that criminal justice majors can expand their classroom knowledge, through field study trips and criminal justice internships. Elective criminal justice internship opportunities are available to upper-division students. Interns work closely with faculty to ensure that field experiences are relevant to the educational objectives of the program. Students have worked with agencies including local police and sheriff's departments, the Arkansas Game and Fish Commission, the Arkansas Department of Community Corrections, and the U.S. Marshals Service. The criminal justice faculty maintains agreements with many local agencies to facilitate student placement and routinely work with students to facilitate internships within agencies of the student's choosing, such as when a student wishes to work with an agency near his or her permanent home.

In addition, students may participate in various field studies which provide an opportunity to witness a professional criminal justice environment first hand. For example, as part of the Annual International Field Study, criminal justice students have traveled over a rotating three-year period to England (based in London), Scotland (based in Edinburgh), and the Republic of Ireland (based in Dublin) respectively. Students are exposed to elements of the legal and criminal justice systems of these various nations. Trips include visits to various parliaments, correctional facilities and museums, police museums and facilities, and various levels of courts. Students also visit a wide variety of locations with historical and cultural significance from castles to art, and natural history museums to Neolithic historical sites such as Stonehenge (England) and Newgrange (Ireland).

Domestic trips have also been established Philadelphia and New York as part of the curriculum in the School of Social and Behavioral Sciences (SSBS). The domestic trips are classified as a cross-listed field study trip between the criminal justice and political science departments.

Students are given the opportunity to go to select penitentiaries in Pennsylvania and New York. Included on this trip is a tour of one of the oldest and most infamous penitentiaries in the United States, Eastern State Penitentiary. This penitentiary was the first penitentiary in which a young Al Capone started serving time in prison.

### **Critical Thinking Skills**

One overarching objective of the criminal justice program is to encourage students to become critical thinkers who communicate their thoughts effectively in oral and written form. This is accomplished in part by requiring a substantial writing project in all upper-division criminal justice courses. To ensure that criminal justice majors are prepared for the rigorous standards in upper-division courses, a student entering the criminal justice program is required to actively read and analyze case briefs from appellate court decisions. This assignment emphasizes legal form, logic and reasoning, and substantive knowledge of current jurisprudence in a given area. In addition, all criminal justice majors are required to take substantive (discussed below) courses designed to impart these skills.

In CJ 2283 Research Methods, students are provided introductory knowledge and understanding of the different types of research methods used in criminal justice (and political science since it is a cross-listed course), but more importantly are taught how to approach using these existing methods in their own research projects undertaken while studying at UAM. In conjunction with the key terms and historical trends associated with Research Methods for the Social Sciences, a student is expected to write (one or more) project(s) on topics of his/her choice. To help in this process, selected lectures during the semester start with how to choose and develop topics, but more importantly students are introduced to different approaches to writing literature reviews and/or academic projects they may encounter at UAM. A key focus of the course is how material can be collected and analyzed including an in-depth discussion of each approach and whether each of these approaches produces logical, usable results.

In CJ 3313 Statistics, a student is presented with a foundation in the theoretical and computational elements of elementary statistics as commonly used in the social sciences. Lectures are organized to give the student an essential vocabulary which enables him/her to understand the basic concepts of statistics and basic computational techniques that have historically been applied to research in the area of criminal justice and political science. The ultimate goal is for the student to use this information in his/her own research projects and learn the analytical application of statistical vocabulary and concepts.

### **Oral/Verbal Communication Skills**

Oral/verbal communication is emphasized in all courses starting with CJ 1013 Introduction to Criminal Justice which teaches students to analyze concepts using the Socratic Method.

Because criminal justice has a large share of ethical issues, constructive debate and articulation of opposing viewpoints is strongly encouraged, especially in the upper-division courses which traditionally host between 10 and 20 students provide a comfortable, safe environment for a student to express his/her opinions openly and without fear of reprisal. These discussions are often quite lively since the students have, by this point, come to know one another in a classroom setting, but more importantly have come to trust that the faculty will not stifle their academic curiosity.

Criminal justice degree requirements concurrently utilize the expertise of other disciplines to achieve oral and verbal communications skills such as requiring criminal justice students to take ENG 3253 Technical Writing. All UAM students are also required to take one of four core public speaking courses offered through the speech department at UAM: COMM 1023 Public Speaking, COMM 1043 Honors Speech Communication, COMM 2203 Interpersonal Communication, or COMM 2283 Business and Professional Speech. These courses impart a combination of theory, skills practice and competency evaluation related to organizing thoughts and presenting those thoughts coherently in a verbal forum. These courses are complemented by the work criminal justice majors do in CJ 2283 Research Methods for the Social Science, where each individual student is required to give a conference-style presentation of his/her research to other students in the class at the end of the semester.

## 2. Provide an outline for each program curriculum including the sequence of courses.

The sequence of courses to complete a Bachelor of Science in Criminal Justice degree is outlined in the 8-Semester Degree Plan that is distributed and discussed with each criminal justice major when he/she enters the program. This suggested sequence of courses fulfills the requirements of Act 1014 of the 85th Arkansas General Assembly and is outlined in the table below:

### **Table 3. Criminal Justice Bachelor of Science (B.S.) Degree 8 Semester Program Planning Sheet**

**Freshmen Year**

<b>First Semester (FALL)</b>	<b>Course</b>	<b>Credit Hours</b>	<b>Second Semester (SPRING)</b>	<b>Course</b>	<b>Credit Hours</b>
ENGL 1013	Composition I	3	ENGL 1023	Composition II	3
CJ 1013	Intro to Criminal Justice	3	PSY 1013	Intro to Psychology	3
CJ 1001	Criminal Justice Pathways	1	CJ 2113	Policing in America	3
MATH 1003 <u>or</u> Higher	Survey of Math or Higher	3	General Education Science	Science (3 credit hrs.) and Lab (1 credit hr.)	4
PSCI 2213	American National Government	3	Fine Arts	Requirement	3
CIS 2223	Microcomputer Applications	3			
		Total: 16			Total: 16

**Sophomore Year**

<b>Third Semester (FALL)</b>	<b>Course</b>	<b>Credit Hours</b>	<b>Fourth Semester (SPRING)</b>	<b>Course</b>	<b>Credit Hours</b>
ENGL 2283 <u>or</u> ENGL 2293	World Lit I <u>or</u> World Lit II	3	CJ 2133	Criminal Justice Ethics	3
CJ 2123	Corrections	3	SOC 2213 <u>or</u> SWK1013	Intro to Sociology <u>or</u> Intro to Social Work	3
CJ 2143	Juvenile Justice	3	COMM 2203	Inter-personal Communications	3
COMM 1023	Public Speaking	3	CJ 2163 <u>or</u> SWK 3123	Multicultural Justice <u>or</u> Cultural Diversity	3
General Education Science	Science (3 credit hrs.) and Lab (1 credit hr.)	4	CJ	Elective	3
		Total: 16			Total: 15

**Junior Year**

<b>Fifth Semester (FALL)</b>	<b>Course</b>	<b>Credit Hours</b>	<b>Sixth Semester (SPRING)</b>	<b>Course</b>	<b>Credit Hours</b>
CJ 2153/ PSCI 2283	Research Methods (Same as PSCI 2283)	3	CJ 3313/ PSCI 3313	Statistics in Social Sciences (Same as PSCI 3313)	3
CJ 3233	Criminal Law	3	CJ 3243/ PSCI 3243	Procedural Law (Same as PSCI 3243)	3
CJ	Elective	3	CJ	Elective	3
	Elective	3		Elective	3
	Elective	3		Elective	3
		Total: 15			Total: 15

**Senior Year**

<b>Seventh Semester (FALL)</b>	<b>Course</b>	<b>Credit Hours</b>	<b>Eighth Semester (SPRING)</b>	<b>Course</b>	<b>Credit Hours</b>
CJ 4903	Criminal Justice Capstone	3	CJ 4373	Criminology	3
3000-4000 Level	Elective CJ	3	CJ	Elective	3
3000-4000 Level	Elective	3		Elective	3
3000-4000 Level	Elective	3		Elective	3
3000-4000 Level	Elective	3			
		Total: 15			Total: 12
				<b>Final Credit Hours</b>	<b>120*</b>

\*Criminal Justice Majors do not require a minor.

### 3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

To receive a Bachelor of Science in Criminal Justice degree from the University of Arkansas at Monticello, a student must complete degree requirements that include general education requirements, bachelor of science requirements, major requirements related to the Criminal Justice Department, and other registration requirements (i.e. fulfillment of specified upper-division credit hours, the maintenance of an acceptable G.P.A. and completion of UAM residency requirement).

A student can access this information electronically from the University catalog, From this page, the student must select the specific catalog that corresponds with his/her first year as a student at UAM. The general requirements that a student must successfully complete can be found in the Graduation Requirements section of the catalog. Course requirements specific to criminal justice are found in the School of Social and Behavioral Sciences section of the catalog.

**University of Arkansas at Monticello**  
**School of Social & Behavioral Sciences**

**Criminal Justice**

**Requirements for a Major: 49 hours**

- CJ 1001 Criminal Justice Pathways
- CJ 1013 Introduction to Criminal Justice (ACTS Equivalent# CRJU 1023)

**(Note: Criminal Justice majors are strongly encouraged to complete CJ 1013 before completing any other Criminal Justice courses.)**

- CJ 2113 Policing
- CJ 2123 Corrections
- CJ 2133 Criminal Justice Ethics
- CJ 2143 Juvenile Justice
- CJ 2153 Research Methods in the Social Sciences (same as PSCI 2283)
- CJ 2163 Multicultural Justice
- CJ 3313 Statistics for Social Sciences (Same as PSCI 3313)
- CJ 3233 Criminal Law
- CJ 3243 Procedural Law
- CJ 4373 Criminology
- CJ 4903 Criminal Justice Capstone

**\*12 hours of Criminal Justice electives 5 hours must be 3000-4000 level.**

**\*Supportive Requirements: 12 hours**

- COMM 1023 Public Speaking
- COMM 2203 Interpersonal Communication
- ENGL 3253 Technical Writing

- PSCI 2213 American National Government (ACTS Equivalent #PLSC 2003)
- PSY 1013 Introduction to Psychology (ACTS Equivalent #PSYC 1103)
- SOC 2213 Introduction to Sociology or SWK 1003 Survey of Social Work

\*(No minor required)

**Requirements for a Minor in Criminal Justice: 18 hours**

- CJ 1013 Introduction to Criminal Justice (ACTS Equivalent #CRJU 1023)
- CJ 3243 Constitutional Criminal Procedure 12 hours of electives in Criminal Justice: At least 6 of these hours must be at the 3000-4000 Level

4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.

A concerted effort is made to ensure that major courses are offered regularly throughout the academic year and in the summer terms to ensure that criminal justice majors can complete degree requirements in a timely manner. Interspersed is a selection of electives meant to promote critical thinking and simultaneously broaden the academic boundaries of all criminal justice majors. The semester and corresponding academic year that each of the major courses was last offered (and the professor who last taught them) is summarized and presented below in Table 4.

**Table 4. Major Offerings Timeline.**

Major Course	Last Offered	Professor
CJ 1013 Introduction to Criminal Justice	Fall 2019 (Offered each semester)	Bransford McKee Miller
CJ 2170 Police Methods	Fall 2019	McKee

Major Course	Last Offered	Professor
CJ 2123 Corrections	Fall 2019	Miller
CJ 2133 Criminal Justice Ethics	Fall 2019	Miller
CJ 2143 Juvenile Justice	Spring 2018	Miller
CJ 2283 Research Methods in the Social Sciences	Fall 2019 (Offered each Semester)	Davis McKee
CJ 2127 Procedural Law	Fall 2019	McKee
CJ 3233 Criminal Law	Fall 2019 (Offered each Fall Semester)	McKee
CJ 3243 Constitutional Criminal Procedure	Fall 2019	McKee
CJ 3313 Statistics for Social Sciences	Fall 2019 (Offered each semester)	McKee Davis

<b>Major Course</b>	<b>Last Offered</b>	<b>Professor</b>
CJ 3353 Probation and Parole	Spring 2018	Miller
CJ 3613 Criminal Investigation and Evidence	Summer 2019	McKee
CJ 374V Field Study in Criminal Justice	Summer, 2015	McKee
CJ 4373 Criminology	Spring 2019	Bransford
CJ 4903 Capstone	Fall 2019	Miller
CJ 4393 Victimology	Spring 2009	Bransford
CJ 4403 Seminar in C.J.	Fall 2019	McKee
CJ 4413 Drugs in Society	Spring 2019	Bransford
CJ 4293 Homeland Security	Fall 2017	Bransford
CJ 479V Independent Study in Criminal Justice	Fall 2019 Offered each semester as needed, especially for graduating seniors.	Miller McKee

Major Course	Last Offered	Professor
CJ 489V Internship	Fall 2019 Summer 2019 Spring 2019	Miller McKee

Selected syllabi for these courses are included in Appendix 1, as outlined below in Question 5.

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.

Course syllabi are the primary source of information for students. Each syllabus must clearly list the academic purpose for taking that course as well as specific student learning objectives to be achieved. The syllabi for the discipline-specific courses taught during the past academic year are provided in Appendix 1. Syllabi include the following courses

- CJ 1013 Introduction to Criminal Justice  
(Face to face and online for all faculty)
- CJ 2143 Juvenile Justice
- CJ 3233 Criminal law (8 week online)
- CJ 3233 Criminal Law (full term face to face)
- CJ 3413 Procedural Law (8 weeks on line)
- CJ 3413 Procedural Law (face to face)
- CJ 4293 Homeland security

6. Outline the process for the introduction of new courses including all internal curriculum review processes and the findings.

To keep the criminal justice curriculum current and relevant to the evolving needs of the student population, UAM provides two avenues for the introduction of new courses: one that is short-term and related to the specific interests/expertise of individual professors and a second that is more substantive and must pass through official review procedures.

First, criminal justice faculty is given the opportunity to develop and deliver courses related to their particular expertise. Criminal justice faculty, so long as the core courses are covered, are actively encouraged to develop these courses. With these courses, students not only gain a different perspective on the issues debated in the core criminal justice curriculum, but the student is also exposed to faculty who are actively pursuing a contemporary research agenda which should inspire the student to undertake his/her own research with serious intent. Procedurally, this type of seminar requires the use of the CJ 440V Seminar in Criminal Justice. Given the credentials and research agendas of the criminal justice faculty at UAM, students are routinely exposed to a wide-range of special topics courses.

Second, the criminal justice faculty continually reviews the curriculum to ensure that course offerings are reflective of the current knowledge base which is perpetually changing. Students are allowed to repeat these seminar courses when the topics change; a maximum of 12 credit hours can be taken in special topics courses. Substantial curriculum changes begin with proposals from the criminal justice faculty. These proposals are reviewed by the Dean of Social and Behavioral Sciences. When approved, the Dean submits the proposal to the Academic Council, which includes the Deans of all UAM units, the Registrar, and the Provost and Vice Chancellor of Academic Affairs. After a ten-day review period, the proposal is presented at an Academic Council meeting for Council approval. Proposals receiving the Academic Council's approval are forwarded to the Curriculum and Standards (C&S) Committee. The C&S Committee representative from the School of Social and Behavioral Sciences then presents the proposed changes to the C&S Committee for their discussion. If approved by the C&S Committee, the proposal is forwarded to the UAM Assembly where it is brought to a vote. Once it has received the approval of the Assembly the proposal is sent to the Chancellor for final approval then to the Registrar's Office for inclusion in the official University catalog. Changes to the curriculum that involve substantial changes to the current program of study must then be approved by the University of Arkansas System Board of Trustees and the Arkansas Department of Higher Education.

A summary of the seminars offered over the last three years is provided in Table 5.

**Table 5. Specialized Criminal Justice Seminars since 2016**

<b>Seminar Title</b>	<b>Semester/Year Offered</b>	<b>Faculty</b>
Evidence Law	Spring, 2017	Miller
Crime Prevention	Spring, 2016	Bransford
Gangs	Summer, 2018	Miller
Violence in America	Summer, 2018	Miller
Organized Crime	Fall, 2016	McKee
Courts	Summer, 2019	Bransford
Finance for Helping Prof.	Fall, 2018	McKee

7. List courses in the proposed degree program currently offered by distance delivery.

In 2015, the criminal justice department adopted a rotation system where all core requirement courses would be taught on a rotating basis both in online and in face to face formats. This rotation ensures that each core course is taught in both platforms in a given nine month period. The rotation allows distance learners, who take predominantly online classes, the opportunity to fulfill necessary requirements in order to graduate in a timely manner. The rotation system also allows the criminal justice department the opportunity to recruit distant learners who are unable to commute to campus on a daily basis. The criminal justice department is one of a select group of departments on the UAM campus that offers their students this type of opportunity.

- CJ 1013 Introduction to Criminal Justice (Online)

- CJ 2123 Corrections (Online)
- CJ 2133 Ethics (Online)
- CJ 2143 Juvenile Justice (Online)
- CJ 2163 Multicultural Justice (Online)
- CJ 3263 Criminalistics (Online)
- CJ 2133 Policing (Online)
- CJ 3233 Criminal Law (Online)
- CJ 3313 Statistics in Social Science (Online)
- CJ 3613 Criminal Investigations (Online)
- CJ 2127 Procedural Law (Online)
- CJ 2283 Research Methods (Online)
- CJ 3273 Mental Health and Criminal Justice (Online)
- CJ 3353 Probation and Parole Both (Online)
- CJ 4393 Victimology (Online)
- CJ 440V Courts (Online)
- CJ 440V Evidence Law (Online)
- CJ 440V Gangs (Online)
- CJ 440V Crime Prevention (Online)
- CJ 440V Justice Leadership (Online)
- CJ 440V Violence in America (Online)
- CJ 4413 Drugs in Society (Online)

Seminar: Finance for Helping Professionals [F2F]

8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures—online/proctored, instructor response to student assignments).

Faculty members use various methods to facilitate meaningful interaction between the instructor and student. Online discussion boards are used to allow students to interact with one another and with the instructor. Instructors also interact with students through online content delivery, assessment, and email. The multiple methods of interaction allow the instructor to monitor the progress of the students through both quantitative (time/user-related) data and qualitative (discussion-related) information gathered in response to the levels of student interaction observed. This type of forum helps overcome the diversity issues since students interact with comments/questions posed on the message boards/discussion forums without knowing the diversity among classmates. This also allows a student that might otherwise sit quietly in class to express his/her opinion.

One of the primary concerns of online instruction is the interaction between the instructor and the student. The criminal justice faculty has worked diligently to ensure that the information presented to the student through the online forum was equal to that presented in the classroom. Comprehensive PDF files or PowerPoint slides meant to complement the assigned readings were created to deliver the lecture information to the student. All assignments are submitted through the Blackboard System

In addition, the criminal justice faculty members are available to the students via the Blackboard email system or through faculty email. Students may follow up in person, through email, or through telephone contact. Instructor expectations, learning outcomes, and goals are clearly defined prior to content delivery for each module. Students are encouraged to discuss content from each module through discussion boards. In some classes, students are given a quiz over each module with instructor feedback on each missed question. Other classes require the online submission of a paper which is returned electronically with instructor feedback. Exams may be administered online or are given on the UAM campus at a set time by the instructor. On a procedural note, online courses were typically capped between 25-30 students to ensure that the instructors have time to respond adequately to each student. Faculty members are expected to respond to student e-mails in less than 24 hours, which includes Saturday and Sunday because the majority of UAM students also work during the week.

### Program Faculty (full-time/adjunct/part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certification/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service

activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

Dr. Adam McKee  
Dr. Scott Bransford  
Dr. Jennifer Miller

**Adam McKee, Ph.D.**

Full Curriculum Vitae:

See Appendix 2

Degrees/Granting Institutions:

- Ph.D., Administration of Justice, [University of Southern Mississippi](#)
- M.A., Criminal Justice, University of Southern Mississippi
- B.S., Criminal Justice, University of Southern Mississippi

Primary Fields of Study/Research:

Cognitive Therapy, Psychological Assessment, Depression/Anxiety,  
Aggression/Violence

Additional areas of expertise included in the attached curriculum vitae.

Years of Service:

Dr. McKee joined the UAM Faculty in Fall 2002.

**Academic Rank:**

**Professor of Criminal Justice**

Professional Certifications/Licenses:

- Completed *Communication Excellence in Law Enforcement*, Criminal Justice Institute
- Completed *Document Fraud Prevention & Identification Fraud*, U.S. Attorney's Office Law Enforcement Coordinating Committee, Eastern District of Arkansas.

- Completed *Legislative Update for Law Enforcement*, Arkansas Coalition Against Domestic Violence
- Completed *Law Enforcement Summit*, Office of the Attorney General Dustin McDaniel.
- Awarded Certificate of Achievement for completion of the Emergency Management Institution's Professional Development Series.
- Completed *Exercise Design* [IS-00139] FEMA / Emergency Management Institute (EMI)
- Completed *Developing and Managing Volunteers*. [IS-00244] FEMA / EMI
- Completed *Decision-Making & Problem Solving* [IS-00241] FEMA / EMI
- Completed *Effective Communication* [IS-00242] FEMA / EMI
- Completed *Leadership & Influence* [IS-00240] FEMA / EMI
- Completed *Emergency Planning* [IS-00235] FEMA / EMI
- Completed *National Response Plan (NRP): An Introduction* [IS-00800] FEMA / EMI
- Completed *ICS for Single Resources and Initial Action Incidents* [IS-00200] FEMA / EMI
- Completed *Introduction to the Incident Command System, 1-100 for Law Enforcement* [IS-00100.LE] FEMA / EMI
- Completed *National Incident Management System (NIMS): An Introduction*, [IS-00700] FEMA / EMI
- Completed *Principles of Emergency Management* [IS-00230] FEMA / EMI
- Completed *Crime Scene Investigation*, Criminal Justice Institute
- Completed *ACIC/NCIC Level 1 Terminal Operations Training*, Arkansas Crime Information Center

- Completed *Methamphetamine Awareness, Identification and Safety for First Responders*, CJI
- Completed *Basic Crime Scene Processing*, CJI
- Completed *Courtroom Testimony*, CJI
- Completed *Managing the Interview and Interrogation Process*, CJI
- *Certified Law Enforcement Instructor*, Arkansas Commission on Law Enforcement Standards & Training (C.L.E.S.T.)
- Completed *CPR/AED for the Professional Rescuer*, American Red Cross
- Completed *First Aid*, American Red Cross
- Completed *Arkansas Auxiliary Police Officer Training (A.L.E.T.A. Designed Course)*
- Completed C.L.E.S.T. Mandated *Racial Profiling Training*, UAM Department of Public Safety
- Completed *OC Pepper spray Training (Contaminated with OC during Training)*, UAM Department of Public Safety
- Completed Lt. Col. Dave Grossman's *Bulletproof Mind Critical Incident Training*, CJI

Research Agenda:

Service:

- University/School of Social and Behavioral Sciences committees, including UAM Social and Behavioral Sciences Community Outreach Committee (2007-Present), UAM Curriculum and Standards Committee (2007-08), UAM Strategic Planning Steering Committee (2005-07), UAM Academic Partnership (IV-E) Interdisciplinary Committee (2005-Present), UAM Information Technology Committee (2005-07), UAM Faculty Equity and Grievance Committee (2004-06), Parliamentarian of the UAM Assembly (2004-06), UAM Leadership Council (2004-06) which involved chairing the UAM Assembly Constitution Revision Committee, UAM Graduate Council (2003-Present).

- Reviewer for the American Journal of Criminal Justice.
- Auxiliary law enforcement officer, UAM Department of Public Safety.
- Reserve deputy, Drew County Sheriff's Department.
- As a certified law enforcement instructor, delivered several training classes to the local law enforcement community.

Professional Activities and Non-Teaching Work Experiences related to courses taught:

- Regularly attends law enforcement related training sessions offered by the Criminal Justice Institute and local law enforcement agencies.
- Annually attends training sessions in racial profiling, domestic violence, and firearms in order to keep law enforcement certifications current.

### **Courses Taught During 2015-2019 Academic Years:**

#### **Fall 2015**

Criminal Law [ONLINE]  
 Ethics [F2F]  
 Introduction to Criminal Justice [F2F]  
 Introduction to Criminal Justice [ONLINE]  
 Criminal Investigations [F2F]  
 Statistics for the Social Sciences [ONLINE]  
 Internship

#### **Spring 2015**

Independent Study  
 Internship  
 Introduction to Criminal Justice [ONLINE]  
 Policing [F2F]  
 Procedural Law [F2F]  
 Statistics for the Social Sciences [ONLINE]

#### **Fall 2016**

Criminal Law [F2F]  
 Ethics [ONLINE]  
 Introduction to Criminal Justice [ONLINE]

Criminal Investigations [ONLINE]  
Statistics [F2F]

### **Spring 2016**

Statistics [F2F]  
Criminology [F2F]  
Policing [ONLINE]  
Procedural Law [ONLINE]  
Introduction to Criminal Justice [F2F]

### **Fall 2017**

Criminal Law [F2F]  
Seminar: Finance for Helping Professionals [F2F]  
Introduction to Criminal Justice [F2F]  
Procedural Law [ONLINE]  
Statistics [ONLINE]

### **Spring 2017**

Independent Study  
Internship  
Policing [F2F]  
Procedural Law [F2F]  
Research Methods [ONLINE]  
Statistics [ONLINE]

### **Fall 2018**

Criminal Law [F2F]  
Introduction to Criminal Justice [ONLINE]  
Procedural Law [ONLINE]  
Seminar: Finance for Helping Professionals [F2F]

### **Spring 2018**

Criminal Law [ONLINE]  
Policing [F2F]  
Procedural Law [F2F]  
Research Methods [ONLINE]  
Statistics [F2F]

## **Fall 2019**

Criminal Law [F2F]  
Police Methods [F2F]  
Statistics [F2F}  
Introduction to Criminal Law [ONLINE]  
Procedural Law [ONLINE]

## **Spring 2019**

Criminal Law [ONLINE]  
Statistics [ONLINE]  
Research Methods [ONLINE]  
Criminal Law [F2F]  
Procedural Law [F2F]

## **Scott Bransford, Ph.D.**

Full Curriculum Vitae:

See Appendix 2

### **Degrees/Granting Institutions:**

- Ph.D., Criminal Justice, [University of Southern Mississippi, Hattiesburg, MS](#)
- M.A., Legal Studies, Webster University, Saint Louis, Missouri
- B.A., Criminal Justice/Sociology, Eckerd College, Saint Petersburg, Florida

### **Primary Fields of Study/Research:**

Legal Studies, Student Success, and Homeland Security

Additional areas of expertise included in the attached curriculum vitae.

### **Years of Service:**

Dr. Bransford joined the UAM Faculty in Fall 2016.

Academic Rank:

Assistant Professor

**Professional Certifications/Licenses:**

Certified Paralegal, State of Missouri, Sworn in 9th Judicial Circuit, State of Missouri, June 1, 1995.

Court Appointed Special Advocate (CASA) Volunteer: Sworn in 10th Judicial Circuit, State of Arkansas, January 15, 2019

Autism Safety in Law Enforcement and Education, Ashley County, Arkansas, June 13, 2019.

**Courses Taught from 2016-2019**

2016 - 2019 Intro to Criminal Justice (Every Semester Face to Face and Online)

2016 -2019 Criminology (face to face)

2017 and 2019 Crime Prevention (Online)

2016-2019 Victimology (Online)

2016, 2017, 2019-Homeland Security (Face to Face)

Drugs in Society (Online)

2019- Courts (Online)

**Jennifer M. Miller, Ph. D.**

Full Curriculum Vitae:

See Appendix 2

**Degrees/Granting Institutions:**

- Ph.D., Criminal Justice University of Arkansas at Little Rock
- M.A., Criminal Justice, University of Arkansas at Little Rock
- B.S., Criminal Justice, University of Arkansas at Little Rock

**Primary Fields of Study/Research:**

Corrections and Student Success

Additional areas of expertise included in the attached curriculum vitae.

**Years of Service:**

Dr. Miller joined the UAM Faculty in Fall 2015.

**Academic Rank:**

Assistant Professor

**Professional Certifications/Licenses:**

**Certifications**

September 2016 Recertification in Collaborative Institutional Training Program (CITI): Responsible Conduct of Research Refresher for Social, Behavioral, and Education (SBE) Researchers

September 2016 Certification in Collaborative Institutional Training Program (CITI): Social and Behavioral Investigators and Key Personnel

October 2013 Certification in Collaborative Institutional Training Program (CITI): Social and Behavioral Responsible Conduct of Research

Research Agenda:

Service:

**Dr. Miller's Service to the UAM community**

2019 – Present Member

University Committee on Committees

2018 – Present Member

Institutional Review Board

2019. Judge, Websites and Documentaries Category. Arkansas Region 4 History Day, Monticello, Arkansas.

2019. Judge, Behavioral and Social Sciences Category. The Southeast Arkansas Regional Science Fair, Monticello, Arkansas.

2019. Judge, Poster Presentations. Annual LSUS Student Scholars Forum Conference; Shreveport, LA.

2018. Co-developer of new associate of science in criminal justice at the University of Arkansas at Monticello.

2018. Chair/Discussant, Roads to Riches: Foreign Campaigns in Mexico. Phi Alpha Theta Arkansas Regional Conference, Monticello, Arkansas.

2018. Judge, Behavioral and Social Sciences Category. The Southeast Arkansas Regional Science Fair, Monticello, Arkansas.

2019 – Present Advisor

2018 – 2019 Co-Advisor Law & Justice Society

2018 – Present Member

UAM Gay/Straight Alliance

2017 – Present Member Course Catalog Review Committee

2017. Reviewer of criminal justice curriculum for the University of Arkansas at Monticello's course catalog.

2017. Judge, Cellular and Molecular Biology Category. The Southeast Arkansas Regional Science Fair, Monticello, Arkansas.

2016. Philadelphia Field Study, co-tau

2016. Judge, Cellular and Molecular Biology Category. The Southeast Arkansas Regional Science Fair, Monticello, Arkansas. (This conference was cancelled due to weather.)

2016. Chair/Discussant, Undergraduate Panel. Public Policy and the Criminal Justice and American Legal Systems. The Arkansas Political Science Association, Monticello, Arkansas.

2016 – Present Chair Criminal Justice Assessment and Planning Committee

2016. Developer of recruitment materials including pamphlets and bookmarks for the criminal justice program at the University of Arkansas at Monticello.

2015 – 2017 Committee Member Library Committee

2015 – 2016 Member Faculty Search Committee (Criminal Justice/Sociology & Social Work)

2015 – Present Member Bullying Awareness Event Committee

2015 – Present Committee Member Retention Committee

2015 – Present Faculty Advisor Alpha Phi Sigma – Chapter Mu Gamma

2015 – Present Faculty Representative American Association of University Women

2016 – Present Member

2015 – 2016 Chairperson Honors Convocation Committee To the Public

2018 – Present Chairperson CASA of the 10th Judicial District Board of Directors

2016 – 2016 Member Pan-African Festival Planning Committee

2015 – Present Member Crime Victims Assistance Association of Arkansas (CVAAA)

2015 – Present Member Arkansas Coalition Against Sexual Assault (ACASA)

2015 – Present Member AR Victim Assistance Academy (AVAA) Steering Committee

2017 – 2018 Member Monticello Friends of the Library

2011 – 2013 Project Director Arkansas Victim Assistance Academy

**Professional Activities and Non-Teaching Work Experiences related to courses taught:**

- Regularly attends law enforcement related training sessions offered by the Criminal Justice Institute and local law enforcement agencies.
- Annually attends training sessions in racial profiling, domestic violence, and firearms in order to keep law enforcement certifications current.

**Courses Taught During 2015-2019 Academic Years:**

- CJ 1001 Pathways (Face to Face)
- CJ 1013 Introduction to Criminal Justice (Face to Face and Online)
- CJ 2123 Corrections (Face to Face and Online)
- CJ 2133 Ethics (Face to Face and Online)
- CJ 2143 Juvenile Justice (Face to Face and Online)
- CJ 2163 Multicultural Justice (Face to Face and Online)

- CJ 3263 Criminalistics (Online)
- CJ 3273 Mental Health and Criminal Justice (Face to Face and Online)
- CJ 3353 Probation and Parole Both (Face to face and Online)
- CJ 4393 Victimology (Face to Face and Online)
- CJ 440V Courts (Face to Face and Online)
- CJ 440V Evidence Law (Face to Face and Online)
- CJ 440V Gangs (Online)
- CJ 440V Justice Leadership (Online)
- CJ 440V Violence in America (Online)
- CJ 4413 Drugs in Society (Face to Face and Online)
- CJ 479V Independent Study (3 credit hours)

## 2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

Criteria and procedures for the initial appointment of all faculty members (adjunct/part-time or otherwise) teaching for the criminal justice department are adopted by the School of Social and Behavioral Sciences through its governance structure and on the advice of the School of Social and Behavioral Sciences Dean who submits appointments to the Provost and Chancellor for final approval. An appropriate graduate degree (preferably a Ph.D.), or professional experience in criminal justice, or a related field or Juris Doctor (law degree), constitute an essential qualification for appointment to positions at all academic ranks. Other important qualifications, especially for adjunct and part-time faculty, include experience in teaching, research, or other creative activity, and educational service either at other colleges and universities and/or in non-academic settings specifically related to the course to be taught. Various forms must be completed and submitted to both the School of Social and Behavioral Sciences Dean and the UAM administration before any new faculty member (full-time, part-time or adjunct) can be hired.

An adjunct/part-time faculty member serves for a short period and fits a particular need for the University such as a course that would not otherwise be offered because of scheduling problems with the full-time faculty or because specific expertise deemed relevant to the department curriculum is required. The expectations for adjunct/part-time faculty are explained

by the Dean of the School of Social and Behavioral Sciences and outlined in the following form found on the UAM website at:

[/www.uamont.edu/AcademicAffairs/Forms/Adjunct%20Faculty%20Responsibilities.pdf](http://www.uamont.edu/AcademicAffairs/Forms/Adjunct%20Faculty%20Responsibilities.pdf)

### 3. Describe the orientation and evaluation processes for faculty including adjunct and part-time faculty.

**Orientation Procedures:** During the Professional Development Week that occurs the week prior to the beginning of the fall semester, there is an official orientation program for full-time faculty which contains information concerning changes in advising, academic regulations, and University procedures and policies. Throughout the week there are a number of workshops on topics including institutional software updates and online teaching training

The criminal justice department has various methods of both orientation and evaluation for faculty to ensure that the students receive the highest quality education before graduating from UAM. The School of Social and Behavioral Sciences has departmental-specific policies where new faculty meet on a regular basis with the Dean to discuss issues and challenges that arise during the first year of service. New faculty members are assigned an informal faculty mentor within the department. This provides another avenue for inquiry while learning the academic expectations and procedures specific to UAM. Adjunct/part-time faculty members report directly to the Dean. It is the Dean who is expected to ensure that faculty member is meeting these standards and to observe their relationship with the students.

**Evaluation Procedures:** The purpose of the evaluation is to improve teaching effectiveness and other aspects of job performance and to support decisions concerned with promotion, tenure, and merit pay. Full-time faculty members, administrators, and staff are evaluated annually by both their students, peers, and the Dean, as outlined in the UAM Faculty Handbook, which is given to all new faculty members upon arrival at UAM. An excerpt from the Faculty Handbook giving full details of the evaluation process and a page explaining the timetable in which annual evaluations must be completed are included in Appendix 5.

**Student Evaluations:** Student evaluations are distributed in all classes (taught by full-time, adjunct and part-time faculty) towards the middle-to-end of each semester. These evaluations are anonymous and ask the student to provide both qualitative and quantitative analysis of their instructor and the specific course taken during that semester. This information is returned to the individual faculty member after final grades for that semester have been finalized and after being pursued by the Dean.

Quantitative questions include the following:

The student's average G.P.A.

Number of times the student was absent from class

How much the student studied test material throughout the semester

The grade the student expected to get from the class

The interest the student had for the subject before and after taking the class

To specifics about the course and the instructor:

How well the information is explained in class

Presentation style

The use of teaching aids

Preparation for class

Knowledge of the subject

Other information comes from questions related to the overall effectiveness of the professor, including his/her concern for the student, his/her capacity to lead class discussions and the type of feedback provided on the assignments when the assignments are returned to the student.

As valuable as this information is, however, faculty members agree that the most helpful information gained from student evaluations comes from the qualitative question at the end of the evaluation where the student is given the opportunity to write his/her own comments about the merits and challenges of that particular course and how it was organized. This information is then used by the individual faculty member to continually improve his/her course syllabi and expectations to better meet the needs of the student without compromising the objectives held for class assignments/tests. [The actual Student Evaluation of Teaching can be found at: http://www.uamont.edu/AcademicAffairs/Forms/Student%20Evaluation%20of%20Teaching.pdf](http://www.uamont.edu/AcademicAffairs/Forms/Student%20Evaluation%20of%20Teaching.pdf)

**Self-Evaluations:** Each fall semester the individual faculty member is required to submit a self-evaluation to his/her Dean covering his/her activities from the previous academic year in the areas of teaching, scholarly activity, professional development and service. With regard to teaching, faculty members must discuss their syllabi, how they communicate their expectations and objectives to students, and advising techniques and approaches. This section outlines a teaching philosophy that clearly conveys the right message to the students, culminating in a coherent agenda for the faculty member to follow. Essentially, this section provides faculty the opportunity to think about what went right and what went wrong over the preceding year and take steps to improve teaching methods. Information from student evaluations may be included in the self-evaluation, but it is not required.

The section related to scholarly activities and professional development combines questions covering research agendas and how these are related to teaching methods. Specific information is requested about publications and presentations to the academic community whether locally, nationally or internationally. This section culminates with questions about professional development, i.e. the steps taken by individual faculty member to improve his/her approach to teaching at the university level.

The next section asks the faculty member to list service activities undertaken during the preceding academic year. This is an opportunity to assess what the faculty member has given back to the University during each semester. In addition to teaching, faculty members are expected to participate in campus-wide committees (ranging from search committees to those considering curriculum and standards or departmental annual reports). It is also expected that faculty join academic organizations with the expectation that this will allow the faculty member to

make and maintain acquaintances with others working in the same field. Participation in professional organizations specific to criminal justice allow faculty to present papers, serve as panelists, and publish research in association journals.

The self-evaluation report ends with a plan for improvement over the next year where the faculty member reflects on his/her teaching, research and teaching successes and challenges and finds ways to improve the product that is delivered to the student. The following excerpt questions must be answered before submitting the document to the Dean.

<p style="text-align: center;"><b>Evaluation Section</b></p>	<p style="text-align: center;"><b>Guiding Questions</b></p>
<p><b>Part I:</b> <b>Teaching</b></p>	<p>A. How do you communicate course objectives to your students? How do your examinations and other student evaluations reflect these objectives? (Please provide documentation.)</p> <p>B. Demonstrate how your courses comply with departmental expectations, e.g. if your course is a prerequisite for another course; provide evidence that students are adequately prepared to progress.</p> <p>C. Describe how you require students to “learn outside the classroom.” Do you require research, outside projects, or interdisciplinary assignments, etc.?</p> <p>D. What activities do you require of your students which are designed to improve their (1) oral and written communication skills, and (2) quantitative and problem-solving skills?</p> <p>E. Describe how you have modified and/or improved your courses during this past year. (Please provide documentation.)</p> <p>F. Do you serve as an academic advisor? If yes, for which program do you advise? How many advisees do you advise? What do you do to ensure that your advisees are receiving good advice?</p> <p>G. In summary, what has been your greatest contribution as an instructor during this past year?</p> <p>H. List any other contribution to teaching not mentioned above.</p> <p>I. List all agencies/programs to which you have submitted proposals for the funding of instructional programs.</p>

<b>Evaluation Section</b>	<b>Guiding Questions</b>
<p><b>Part II:</b></p> <p><b>Scholarly Activity and Professional Development</b></p>	<p>A. List all publications during this period. Provide separate bibliographic listings for refereed and non-refereed publications.</p> <p>B. Discuss any off campus duty assignments, courses taken, workshops attended, etc.</p> <p>C. List all presentations to professional organizations.</p> <p>D. Describe any professional consulting activities during this period.</p> <p>E. List any other professional development activities.</p> <p>F. Research Support. List all proposals funded by: UAM, external agencies or proposed.</p>
<p><b>Part III:</b></p> <p><b>Service</b></p>	<p>A. Institutional: Describe your on-campus activities, e.g. committee membership, sponsoring student groups, etc.</p> <p>B. Professional: List all professional organizational memberships, professional contributions to the community and/or professional services.</p>
<p><b>Part IV:</b></p> <p><b>Plan for Improvement</b></p>	<p>A. Teaching</p> <p>B. Research</p> <p>C. Service</p>

Soon after the evaluation is completed, faculty members are required to cooperate with their Dean toward a written plan of professional development. The extent to which the faculty member follows his/her plans of action for improvement impacts decisions for promotion, tenure, and merit pay.

**Peer and Dean Evaluations:** Each year each fulltime, tenure-track faculty member is required to be evaluated by three of his/her peers. Tenured faculty members are required to undergo an annual evaluation by the Dean and one peer. Adjunct faculty must be observed and evaluated by the Dean. The required paperwork includes an evaluation document that posts quantitative questions based on a modified Likert-scale grading system (i.e. excellent, good, satisfactory, needs improvement, unsatisfactory) to assess and appraise each faculty member's contribution to teaching, scholarship, service, professional renewal and overall performance during the preceding academic year as mandated by the Faculty Handbook, Chapter 3 and Appendix C. Reviewers (both peers and the Dean) may then provide qualitative comments to supplement the quantitative answers given for each of these categories. These documents are then considered by the Dean/Unit Head in conjunction with the faculty member's self-evaluation. The results of this process are discussed in a meeting between each faculty member and the Dean/Unit Head to discuss any needed improvements to the faculty member's performance.

The Peer/Dean evaluation document can be viewed at:

<http://www.uamont.edu/AcademicAffairs/Faculty%20Eval%20PT/Annual%20Faculty%20Evaluations/Annual%20Faculty%20Evaluation%20by%20Faculty%20Peer,%20Chair,%20Dean-Director.pdf>

**Average Work-Load:** Full-time faculty is usually appointed for a nine-month period although faculty and administrative personnel may be appointed for up to a twelve-month period, depending upon the needs of the unit or the nature of the assigned research or administrative work. Adjunct faculty are appointed for the duration of the courses taught, usually consisting of a semester appointment. All of the current criminal justice faculty are on nine-month contracts and assigned a four course teaching load for the fall and spring semesters, with three hours assigned for professional research. Each member also typically teaches one three hour overload each semester. Class sizes range from 10 – 30 students. Faculty members are also expected to actively participate in University committees and faculty governance. This is generally less than three hours a week.

#### 4. Average number of courses and the number of credit hours taught for full-time program faculty for the current academic year.

The course load for a full-time faculty member holding an academic rank of Assistant Professor or higher is 12 semester credit hours per term. The course load for those holding the rank of instructor is 15 semester credit hours per term. Occasionally, there are opportunities for extra courses to be taught as an overload for additional pay. Summer teaching opportunities are available for courses that meet the minimum enrollment of 10 students. Currently one faculty member holds the rank of Professor and two hold the rank of Assistant Professor. Each teaches one overload a semester.

## Program Resources

### 1. Describe the institutional support available for faculty development in teaching, research, and service.

In the area of teaching, faculty are encouraged to seek areas of special interest and, when possible, teach in those specific areas. Faculty members are encouraged to develop special topics courses, which may later become part of the regular curriculum if appropriate. Faculty members are supported with institutional training and financial incentives for those wishing to develop on-line or hybrid courses. The University also provides technical support for those wanting to use instructional software such as Blackboard in their courses. Through support provided by Social and Behavioral Sciences and institutional expenditures, all classrooms in the Memorial Classroom Building (MCB) are equipped with a computer and a projector.

The School of Social and Behavioral Sciences supports faculty research and scholarly activity by providing research opportunities, including laboratory space and equipment. The School further supplies funds for faculty to attend professional meetings. Each faculty is allotted funds to attend one national and one regional meeting. The School typically provides funds for student/faculty participation in the before mentioned undergraduate symposium each spring. Faculty Research Grants (currently \$1500 per year) are available through the University on a competitive basis for funding basic research.

Faculty members are encouraged to serve on the university committees and the criminal justice faculty members are very active in this regard. Faculty members use their experience and specific skills serving on committees. This provides a growth opportunity for faculty members and the university appreciates the services.

### 2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

The criminal justice faculty (along with colleagues from other disciplines) has made great strides in the development and utilization of Open Educational Resources (OER). OER provides students with free access to course materials, which results in substantial cost savings for students and (we believe) facilitates student retention and student success by making college more affordable. In addition to the affordability aspect of the commitment to using OER whenever possible, the materials are available to all students on the first day of class, and there are no issues with edition changes, backorders, and the host of other impediments to student success that haunt the for-profit textbook market. Dr. McKee has authored several OER texts for his courses and maintains a website to house the texts as well as ancillary materials such as PowerPoint presentations, links to primary source documents, and video content. Because these ancillary documents are OER as well, they too are available to students for free, as well

as the broader criminal justice community. Dr. McKee and Dr. Miller have been able to leverage their relationships with the University of Arkansas System eVersity to provide expertly curated and organized content to UAM's criminal justice students. The faculty has set a goal of exclusively using OER materials for required criminal justice courses by the end of 2025.

### 3. Provide the annual library budget for the program or describe how library resources are provided for the program.

Each academic unit, along with library liaisons, recommends library purchases of materials. The library budget for the entire School of Social and Behavioral Sciences is \$18,700. This budget is not allocated by specific discipline but the criminal justice program is granted the capability of making recommendations for purchases for the UAM library. To acquire titles and materials, faculty place requests with the Social and Behavioral Sciences department liaison who forwards these requests to the Director of the library. The request is then considered by the University Library Committee. The budget is spent on books, e-books, journals, e-journals, and databases. Electronic databases are upgraded regularly giving faculty access to new publications. The library also offers a very liberal interlibrary loan policy allowing each faculty multiple interlibrary loan requests, often with no charge or only minimal charges to acquire the desired publication (see list below).

### 4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

The School of Social and Behavioral Sciences provides "Smart Rooms" to integrate technology with classroom experiences. The Memorial Classroom Building where SSBS is housed currently has six Smart Rooms. Each room is equipped with a computer connected to the internet, a digital projector, and an audio system. The building also houses a computer lab dedicated for students who need assistance in the process of writing reports and papers. The University Writing Center is staffed by a professional full-time director who, in turn, supervises tutors for students needing help. The School's research lab has a full observation room that can accommodate six observers and recording equipment.

The UAM Library features a large volume of content for faculty research and development as well as instructional technology. Library resources in the area of Social Sciences and criminal justice, in particular, include the electronic databases and subscriptions listed below:

1. Academic Search Complete
2. ArticleFirst
3. Biography in Context
4. Credo Reference Online
5. EBSCO World Psychology Collection
6. FirstSearch Databases
7. WorldCat Advanced Search
8. MasterFILE Premier
9. ProQuest Research Library

In addition to the printed and electronic resources, a professor may contact the library liaison to schedule a class period in which the librarian teaches students about resources that will be most useful in completing their assignments. The current library liaison to the Social and Behavioral Sciences department, including the criminal justice program, is Blake Denton, who serves as University Archivist and Special Collections Librarian at the UAM Taylor Library. He is qualified to assist students and faculty researching topics relating to criminal justice and social sciences. Mr. Denton will conduct a class session for any requesting professor to instruct students on the use of research journal articles and information. Students and faculty can also request individual research consultations with a reference librarian.

## 5. Provide a list of program equipment purchases for the past three years.

The following chart is a list of equipment purchases for the School of Social and Behavioral Sciences as a whole. All programs housed in SSBS use these items including criminal justice. The CJ program does not have a separate budget for equipment purchases.

<i><b>Item Description</b></i>
Dell Optiplex 960 Desktop Computers (1 purchased for faculty office)
Dell 1440c Laser Printer
Dell Laptop Computer (2 for faculty use at conference presentations)
Fujitsu Scan Snap document scanner (1x 500 for test scoring)
Dell Optiplex 960 Desktop Computer (for classroom)
Remark Office OMR software for Survey scoring and analysis
Back-Ups 550VA Backup Power Up Supply (for faculty office)
SPSS statistical software
Dell 1210S Projector ( 2 for classroom)
Projector mount

## 6. Instruction via Distance Technology

This section should be completed if at least 50% of any program/major course is delivered electronically.

1. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.
2. Summarize the policies and procedures to keep the technology infrastructure current.
3. Summarize the procedures that assure the security of personal information.
4. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:
  - Advising
  - Course registration
  - Financial aid
  - Course withdrawal
  - E-mail account
  - Access to library resources
  - Help Desk
5. Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.
6. Describe the orientation for students enrolled in distance technology courses/programs.
7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

### Instruction via Distance Technology

1. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.

The UAM campus governance and academic approval processes are followed for any new course added to the curriculum. Any new degree program, regardless of the method of delivery (distance technology or not) must be reviewed by the faculty, approved by the academic dean, the Academic Council, Assembly, Chancellor, the University of Arkansas Board of Trustees, and the Arkansas Department of Higher Education Coordinating Board prior to implementation.

For an existing course to be offered via distance delivery, the faculty submits a request to the academic dean for approval.

The UAM Office of Instructional Technology is responsible for the management and maintenance of the learning management system, Blackboard, and must communicate with the Office of Academic Affairs regarding available space/seats and other administrative concerns. Additionally, the Office of Instructional Technology is responsible for providing training and technical assistance to the faculty who teach online courses.

2. Summarize the policies and procedures to keep the technology infrastructure current.

University of Arkansas at Monticello faculty and students have access to infrastructure and technology that includes intranet, Blackboard, Compressed Interactive Video, broadband Internet, and access to the online catalog, electronic books, and journals available in the Fred J. Taylor Library and Technology Center, as well as web-based mediums. Regular funding is part of an ongoing process that includes technology upgrades, software licensing, and technical support.

In the summer of 2010, UAM, a founding member of the Arkansas Research and Education Optical Network(ARE-ON) connected to the ARE-ON Network allowing access to two high-speed national networks, the Internet2 and National Lambda Rail. Completion of this project allowed UAM to collaborate with all universities and colleges that share the network as well as accessing the Internet at a much faster rate. All buildings are connected.

UAM implemented PeopleSoft Campus Solutions, HCM, and Financials in 2010, allowing the students, faculty, and staff access to all the ERP resources through secure internet connections.

UAM began offering distance education courses in 1999 with WebCT, and utilized various versions of WebCT until summer 2010, when UAM started using Blackboard as its distance learning course management product of choice. The current version of Blackboard is a SAS, system as a service, model meaning that the updates and new advances are automatically rolled-out.

3. Summarize the procedures that assure the security of personal information.

The UAM Information Technology Department sets forth guidelines for the protection of personal information following the information security policies regulated by the State of Arkansas security recommendations. These guidelines state that UAM can only collect personal information through a secure link and with prior approval from that individual. Personal information is not stored on the course management system by the students and/or faculty. The Office of Instructional Technology regularly scans websites for the presence of personal information. The removal of any personal information found on the course management system is immediate. The Learning Management System, Blackboard, is subject to the same security measures as all other Information Systems on the UAM campus and meets the State of Arkansas security guidelines for protecting personal information.

4. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:

- Advising
- Course Registration
- Financial Aid
- Course Withdrawal

- Email Account
- Access to library resources
- Help Desk

Online students receive the same advising support as students taking courses on campus. Advisors are available via published contact phone numbers and email and are always ready to help students with preparing for registration.

In regard to course registration or withdrawal, students who are enrolling into or withdrawing from only online courses are directed to contact the UAM Office of Academic Advising for support and assistance.

For financial aid for distance education students, students may complete the Free Application for Federal Student Aid (FAFSA) online and can view their financial status via WeevilNet (UAM enterprise computer portal). Requested verification documents, loan requests, and award acceptance letters can be submitted via mail, email or fax rather than through a personal visit.

Student email accounts are governed by the University Information Technology department. The UAM webpage contains links to connect to email, tutorials on using the email system, instructions for initial login, and support phone numbers to contact in the event students are unable to login to their email. Information Technology is open 8am-4:30pm Monday-Friday for student email account problems. Online students may access library resources in the same fashion as other students. The Library website has a link under the Academics section on the main UAM homepage, and provides distance education students access to Subject Guides, Library Guides, the Library catalog, an extensive list of databases, and a tool for searching magazines, newspapers, and journals for information. The Library webpage also provides contact information should students need specific services that are not linked to the main page.

The Office of Instructional Technology webpage also linked off the main UAM webpage features Blackboard tutorials on “Submitting Assignments in Blackboard” and “Taking a Test in Blackboard” for students to reference for quick resolutions. The support page also features contact phone numbers for Blackboard help and an online forum to submit requests for assistance. The Office of Instructional Technology also periodically offers workshops on Blackboard usage.

5. Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.

Support services are provided to students enrolled in distance technology courses primarily by the Office of Instructional Technology. The Office of Instructional Technology supports distance technology courses with training workshops on how to use the course management software utilized for distance courses), online tutorials, electronic forum for support, and by providing contact phone numbers for Blackboard help. These features put users in contact with support personnel who gather information about the users’ computer, Internet connection, and the

problem. Using this information, support personnel will attempt to diagnose the issue and provide a timely resolution to the problem. The faculty members teaching the online courses are also great resources for students to ask basic Blackboard questions.

6. Describe the orientation for students enrolled in distance technology courses/programs.

Institutional policy in regard to orientation for distance technology courses is as follows (from UAM Faculty Distance Education Handbook):

“Conduct an orientation (online) in each course at the beginning of each term to ensure each student understands the requirements of the course and can access the course. Advise students of the time and energy demands of the course as well as establishing clear limits on what the course is and is not.”

Each faculty member interprets this orientation process in a slightly different manner, but all complete the requirements to ensure students understand how to use the software, view the syllabus, utilize the calendar and discussion boards, and other software features. For the online general education science courses, there is an on campus orientation session where the instructor covers the basics of Blackboard, homework requirements, and testing dates are presented in person. Each style of orientation session presents the instructors contact information, office hours, and expectations for student performance in the course.

7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

In regard to faculty course load, again referring to the UAM Faculty Handbook, “The course load for fulltime faculty holding the rank of instructor is 15 semester credit hours. The course load for fulltime faculty holding the rank of Assistant Professor or above is 12 semester credit hours.”

Distance education courses are treated as part of faculty’s standard workload. Thus, distance technology courses are viewed the same as classroom courses in the area of workload, credit hours taught, and compensation. Faculty is given a special one-time incentive payment for development of each new online course that they teach.

In regard to ownership of intellectual property in the area of previously copyrighted materials, the UAM Distance Education faculty handbook sets forth the following guidelines for the use that all faculty must abide by:

“Under Section 107 of the copyright law ([www.lcweb.loc.gov/copyright](http://www.lcweb.loc.gov/copyright)) passed in 1976, educators are given special exemptions from the law under the Fair Use Doctrine (<http://fairuse.stanford.edu>). Educators may use copyrighted works without first obtaining permission of the copyright holder, within limits. There are four criteria for determining whether copyrighted materials have been used legally under this doctrine:

(1) Purpose and character of the use; (2) Nature of the materials used; (3) Amount and importance of the part used; and (4) Effect on the market of the use.

This site ([www.cetus.org/fairindex.html](http://www.cetus.org/fairindex.html)) shows illustrations of the amounts of copyrighted work that may be used under the Fair use Doctrine. Copyright and Online Instruction

The Technology, Education and Copyright Harmonization Act (TEACH Act) passed in 2002 expands the Fair Use Doctrine to cover distance education. Generally, exemptions given for face-to-face instruction will apply to online instruction. Please visit the American Library Association website for more information.

Copyright Permission: The Fair Use Doctrine currently enables educators to use copyrighted materials without first seeking permission. An educator can also use any materials where copyright permission has been obtained. The following sites offer more information.

The Copyright Clearance Center ([www.copyright.com](http://www.copyright.com)) will obtain permission for educators; a fee is attached to this service. The Copyright Management Center at Indiana University/Purdue University site has information on how to seek copyright permissions. ([http://www.iupui.edu/~webtrain/web\\_samples/cmc.html](http://www.iupui.edu/~webtrain/web_samples/cmc.html)) The US Copyright Office ([www.lcweb.loc.gov/copyright](http://www.lcweb.loc.gov/copyright)) allows one to search a database for copyright ownership.”

Concerning course ownership of intellectual property developed by University faculty, please refer to attached Appendix F – University of Arkansas Board of Trustees Policy 210.2 regarding course ownership. In summary, this policy states that in most instances, faculty will own the copyright to material they have created, and retain the right to update, edit, or revise their work. Faculty also will receive all revenues of commercialization of content they create of their own initiative. For materials developed about faculty contract pursuits, the University will retain the right for all revenues, but may decide to share such revenues with the developer at the discretion of the University.

## Majors/Declared Students

1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

## Majors by Year

Classification	Fall 2016	Fall 2017	Fall 2018	3-Year Total & Average	10-Year Average
Freshman	36	24	24	84 - 28	42.4
Sophomore	19	12	21	52 - 17.3	17.9
Junior	17	18	14	49 - 16.3	14.2
Senior	22	19	22	57 - 19.0	20.5
Post Bach					
Total	94	73	81	284 - 82.6	95.0

## 2. Describe strategies to recruit, retain, and graduate students.

The School of Social and Behavioral Sciences communicates the SSBS Student Learning Outcomes (SLOs) and expectations (both by and for the student) to **prospective students** for all SSBS majors (including criminal Justice) in the following ways:

- Prospective students are contacted by the School of Social and Behavioral Sciences by **letter** in response to recruitment lists provided by the University and/or students attending orientation sessions hosted by the university. These individuals are encouraged to visit with faculty during office hours, sit in on lectures and/or attend orientation meetings hosted by the department at the beginning of the fall semester.
- Faculty from the School visit local schools to discuss fields related to SBSS majors.
- The early College program has grown greatly and helps prepare students for college.
- For those students that have already designated their interest in majoring in criminal justice, the SSBS sends out **recruitment letters** addressing a specific interest in the field of psychology and how UAM prepares them for their future.
- Direct contact is made to prospective students through **departmental displays** manned by representatives of SSBS at UAM campus-wide events connected with Homecoming, Parents Day, Weevil Welcome Days, etc., whereby students are offered informational material related to studying criminal justice in the School of Social and Behavioral Sciences.
- Additionally, the SBSS produces **brochures** and **fact sheets** about careers in the various departments found in the SSBS. All promotional information is either given/mailed to the students directly or is available in the School of Social and Behavioral Sciences main office, on request.

The SSBS is engaged in several programs/methods to help retain students, including:

- **SSBS Student Research Forum:** Several students attended and presented at state-wide conferences and are scheduled to attend national conferences in the 2019-20 academic year – other SSBS students inquired about whether or not there would be an opportunity for the general student body to hear about the experiences of these students, and thereby encourage them to participate in independent research themselves. The students develop and refine their presentation as part of the research methods or related courses within their majors.
- **Academic honor societies** have been established and reorganized this year to help build a social cohesion to our student body and to help retain our high achieving students. All five majors have a UAM chapter, including Alpha Phi Sigma – the National Criminal Justice

Honor Society; Phi Alpha Theta – The National History Honor Society; Pi Sigma Alpha – the National Political Science Honor Society; Psi Chi – the National Psychology Honor Society; and Phi Alpha – the National Social Work Honor Society.

- The **Annual Awards Banquet**, where outstanding seniors (and a limited number of other students that have gone above and beyond what is expected of them) are brought together and honored for their academic achievements and/or their service to the school
- **Academic Achievement Letters** are currently being drafted to be sent in future semesters to students that excel academically, whether they make the Chancellor or Dean’s lists or they present a paper at a conference. These letters can then be put into their portfolios and used to promote themselves for jobs, graduate school or law school.
- **Encouragement Letters** are currently being drafted to be sent in future semesters to students that have been put on academic probation to encourage them to take steps in the next semester to bring their grades up and thereby get off of probation. Included in this letter will be brochures about services already available at UAM to help them improve their study habits and improve their academic performance, i.e. information will be included about such services as the Writing Center and the new e-mentoring program.
- A **Display Case** on the 2<sup>nd</sup> and 3<sup>rd</sup> floor hallway showcases the achievements of students and faculty in the department. The student achievements that have been highlighted in this case range from various political science, psychology and social work students going to and presenting at conferences to a number of students that have won prestigious scholarships based on their academic performance.

### 3. Provide the number of program graduates over the past three years.

*Number of graduates by year*

<b>Year</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Total</b>	<b>Three Year Mean</b>
<b>Graduates</b>	21	17	20	58	19.3

## Program Assessment

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

In the School of Social and Behavioral Sciences curricular evaluation has always been conducted at the classroom level. Outcomes are assessed against the criteria set forth by the instructor. The faculty evaluates students employing instructor made tests, standardized tests, research papers, short theme papers, projects, class presentations, research projects, and presentation. Additional evaluation is based upon student performance at regional, national,

and international professional meetings at various state and regional professional meetings. The SLOs are assessed against the criteria set forth on a course by course basis by the instructor. Faculty members from each major meet annually to discuss standards and appropriate academic rigor.

This does not mean, however, that consistency is not important throughout the School. Faculty members are required to create comprehensive syllabi for each course to ensure that each professor is adhering to the standards set forth for the SSBS. Each syllabus is then reviewed by the SSBS dean to ensure that they include the information needed by students to complete the course (i.e., specific grading components, student learning outcomes specific to the course, assignments, daily schedule, disciplinary guidelines, etc.). Faculty members meet by discipline each year to plan the next years' courses and to review the curriculum and suggest changes. All suggestions or concerns are then presented to the dean. The dean further evaluates each course by reviewing student evaluations, peer reviews, classroom observations, and student comments. EAB and data from other sources are also reviewed including pass rates, enrollment numbers, and ability to serve a predictor course. The dean and the faculty then initiate the proper changes.

Efforts to develop a more structured assessment have generally been unsatisfactory. The primary problem has been the difficulty in tracking non-majors or any other comparable control group. This caused the design to become one dimensional with no viable control or comparison group. Such a design fails to provide meaningful quantifiable data. In addition, the transferring of students in and out of the major greatly diluted the results as did the difficulty in maintaining contact with the major pre-test groups. These difficulties resulted in the decision to move to a capstone course. This course is described below.

Additional procedures were added to ensure student have the best possible tools for success and a quality education. These included:

- Criminal justice students are required to take PSCI 2213, American National Government and complete their General Education History prior to advancing to major courses.

- Criminal justice students are required to take PSY 1013 Introduction to Psychology.

- Skills related to the development of the student's research, writing, and critical thinking capabilities come with experience. The successful completion of writing assignments, learning how to use references, and how to report analytical research is critical to success. As stated earlier, each major requires its students to complete a research methods class. In these classes students develop the ability to write coherently and concisely, as well as develop their ability to interpret statistical reports encounter in the workplace, are critical. Criminal justice students take courses in Statistics and Research Methods for the Social Sciences at the sophomore level, since both majors are writing-intensive. The completion and presentation of research methods papers both in class and at conferences demonstrates student mastery of these skills.

-All SSBS majors require Comp 1 as a pre or co-requisite.

These changes resulted from our evaluation of comments from our graduates who attended graduate school and our discussions with faculty from other universities. These discussions indicated that our graduates are well prepared for the empirical courses in graduate school. Fifteen UAM graduates who were currently in graduate school or recently received a post-graduate degree unanimously agreed that they were better prepared for the quantitative courses than most of their peers.

## 2. Describe program/major exit or capstone requirements.

### *CJ 4903 Capstone*

A senior-level course designed to allow the student to review, analyze, and integrate the work he/she has completed toward a degree in Criminal Justice. This course is designed to help students learn to navigate the job search including developing a final portfolio they can use to apply for jobs, demonstrations of how to stay current with research literature in their respective fields, and critically analyze differing aspects of the job search (i.e. cost of living vs. pay scale). Students also learn to provide and receive constructive criticism from their peers.

This class utilizes OER material completely and will be offered every semester (at this time at least) as it was added to the curriculum as a class required for graduation. The current schedule has Capstone offered face-to-face during the spring semester and online during the fall semester.

Students are required to develop a resume and cover letter, as well as write recommendation letters for three classmates. Students also develop state job website profiles – generally Arkansas, unless they are planning to return to their home state’s website. The profiles are so extensive that even if students wish to apply in the private section they can refer back to old information (i.e. how much money they made at their first jobs).

Instead of writing a new paper, students are required to bring a previously written paper in for feedback. They are then required to make changes to that paper that include removing first-person writing, adding at least two additional sources, and adding any missing pieces of APA formatting (i.e. title pages and running headers).

Students also participate in mock interviews – in front of class – that I attempt to schedule with someone in their chosen field. It is a nerve-wracking experience for the students, but allows their classmates to see what to do (and not do) and to provide constructive feedback to the interviewee.

At the end of the semester, students turn in a portfolio of accumulated work (after being given guidelines), complete a poster presentation of the previously written paper, and take a

comprehensive exam that tests their knowledge upon completion of a criminal justice bachelor's degree.

### 3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

Students complete a University designed course evaluation via *Blackboard* near the end of each semester. The survey has been simplified greatly to seven specific questions, with opportunities to include written comments on some of the questions. Faculty can also add specific questions for their individual courses if they choose. In the survey, statements are made and the student has the opportunity to choose options from Strongly Disagree (1) to Strongly Agree (5). The data from these surveys indicate a high degree of satisfaction with the curriculum and the delivery of that curriculum. Despite the lack of any obvious demands for change, the criminal justice faculty is always attempting to improve their individual courses and their presentation of new material. The survey statements used for the last four semesters (Fall 2017 through Spring 2019) evaluations are tabulated below:

Criminal justice faculty members are also evaluated through a series of peer evaluations that make up part of the annual faculty evaluation process. These evaluations consist of a classroom observation and written comments that are submitted to the Dean of Social and Behavioral Sciences which are then made available to the faculty member for review. Peer reviews are valuable as they contain advice from experienced classroom teachers and do not suffer from the documented tendency of student evaluations to reflect the expected grade of the student reviewer.

Teaching and student evaluations are discussed by the Dean and the individual faculty. Common concerns listed by students are carefully examined to determine how the concerns may be addressed. For example, in one class students had a reoccurring complaint that they were not receiving timely and adequate feedback. The dean worked with the instructor to examine the causes of the concerns. It was determined that the instructor would occasionally post results without informing the students that grades were available. The instructor then made certain that students were aware of the approximate time they would receive feedback and the instructor would notify the class when grades were posted.

The greatest change came from students wanting more online courses. Many of our students are active law enforcement officers. In response the faculty developed a rotation of courses to allow a student to complete the major online.

### 4. Provide transfer information for major/declared students including the receiving institution for transfer and programs of study.

Incoming transfer students are easily assimilated into the criminal justice program. If the student is transferring from another Arkansas college/university, general education courses are guaranteed to transfer if the school has participated in the Arkansas Department of Higher Education Arkansas Course Transferability System (ACTS). All public institutions are required to participate in ACTS and course transferability is insured for university courses included in ACTS. The transfer of criminal justice courses from other institutions is fairly seamless because the core curricula at most institutions are similar enough that transfer is simplified. Equivalent

transfer courses may be substituted to meet UAM requirements by completing the Recommendation for Course Substitution form that must be signed by the student's academic advisor, Dean of Social and Behavioral Sciences, and the Vice Chancellor for Academic Affairs before submission to the Registrar's office for inclusion in the student's advisement report.

There are a small number of criminal justice students who transfer to another institution; the data regarding how well prepared the UAM student is to function at a transfer school is not available. Very limited anecdotal information, however, suggests that our students are well prepared so that they can assimilate into the new program without any obvious deficiencies.

## 5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.

Employment/Educational Status of Recent Graduates (past three years).

Completed MS Program	2
Currently Enrolled in Graduate Program	5
Employed with Dept. of Corrections	4
Other law Enforcement related Field	4
Employed Non-related Fields	2
Traveling	1
Total Responses	21

## 6. Provide aggregate results of student/alumni/employer satisfaction surveys.

Attempts to survey students, employers and alumni have met with low return rates and a consequent inability to analyze the results quantitatively. As a result, the School of Social and Behavioral Sciences is instituting an exit interview requirement for graduates as part of the capstone course. It is hoped that this new process will ultimately provide more information to improve the program. This qualitative assessment information will be aggregated by year and accumulated for subsequent years to provide better assessment of student satisfaction.

## 7. Describe how the program is aligned with the current job market needs of the state or local communities.

According the Criminal Justice Institute at the University of Little Rock there are currently 53 "urgent" positions open in the State of Arkansas. These positions must be filled as soon as possible. In addition, a review of postings on the website *Indeed.com* list over two dozen positions available in the southern Arkansas. These include:

- Corrections Officers
- Investigators
- Family Intervention Officers
- Probation Officers
- Law Enforcement Officers

In addition, there is a nationwide need for law enforcement related professionals.

## 8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

Criminal justice graduates over the past several years have followed many varied paths after graduation (see question 5 above). Of those who did not proceed to graduate school for advanced degrees, we have had students employed in each of the areas for which they are most prepared including: State of Arkansas in the Department of Corrections, Department of Human Services (DHS), Division of Child and Family Services, as probation and parole officers.

Exit surveys with job placement information are being developed by the School of Social and Behavioral Sciences, which will provide more information in the future about graduate placement.

# Program Effectiveness (strengths, opportunities)

## 1. List the strengths of the program.

The faculty has continued to develop their individual research interests, teaching, and service. They have all developed open educational resource (OER) materials from their offered courses. Publications include academic journal articles, books, and book sections; all accomplished while maintaining a full-time teaching load. Also, two criminal justice faculty members have been actively involved in the development and teaching of courses for the Arkansas University System online-only school, eVersity. The faculty members receive high scores on student evaluations of teaching and constantly revise their courses to remain up to date on issues within the criminal justice system.

Most importantly, the faculty in the criminal justice program is student centered. While the faculty regards scholarship as important, it comes second to the teaching and mentoring roles the faculty fills. The faculty works under heavy advising loads, helping students succeed in the criminal justice program and the University in general. Faculty also assist students in career planning and graduate program admission or finding work in the field. The criminal justice faculty frequently teaches overloads, summer courses, intersession courses, and conduct field studies to ensure the diversity of courses needed for a high quality criminal justice program. The intent is to help students collectively in the classroom as well as individually as the student pursues his/her own independent research projects.

Dr. Adam McKee graduated with his doctorate from the University of Southern Mississippi and has been involved in professional development activities since joining the UAM faculty in 2002. McKee's training includes a wide-range of specialty seminars hosted by the Criminal Justice Institute (C.J.I.), the Arkansas Crime Information Center, the Emergency Management Institute (E.M.I.), FEMA and the Arkansas Commission on Law Enforcement Standards & Training (C.L.E.S.T.). With these experiences and training, Dr. McKee brings a knowledge base to his core courses but more specifically his specialized seminars. Dr. Jennifer Miller is the first woman to graduate with a Ph.D. in criminal justice from an Arkansas institution. Dr. Miller's efforts have been recognized on multiple occasions at the campus level. Dr. Miller has been a finalist for the Alpha Chi Rookie of the Year four times and won once in 2016. Criminal justice faculty also advises the highest number of students within the School of Social and Behavioral Sciences. Dr. Miller is the Criminal Justice faculty coordinator of The Alpha Phi Sigma Honor Society, which is highly active on campus, though small in membership. As such, Alpha Phi Sigma partnered with the psychology honor society, Psi Chi, during the 2018 – 2019 school year to pursue fundraising and service projects. The partnership has been nicknamed PCAPS and regularly engages in service projects in the community, runs donation drives (i.e. clothing, dog supplies, and food) for various non-profit organizations in the community, and prepares students to present their research at academic conferences. The success of the Alpha Phi Sigma chapter was recognized by the national headquarters in early 2019, being awarded a \$200 grant for Paws in Prison, one of the non-profit organizations for which several donation drives have been conducted. Criminal justice faculty is now solely in charge of the Law & Justice Society, an interdisciplinary student organization, that engages in various activities on campus, such as the Bullying Awareness events each year and donation drives.

An additional strength of the criminal justice program is its curriculum. The judicious use of cognate fields such as political science and sociology has made it possible to provide a degree program of significant breadth. In addition, specifying courses within the University's general education requirements helps the criminal justice program achieve desired learning outcomes (e.g., ENGL 3253 Technical Writing). These strategies allow the criminal justice program to maximize the available resources within the program and those of the larger university community. Core courses alone do not, however, speak to the overarching strength of the department. As demonstrated in this assessment report, the required and elective courses offered for the criminal justice major have been specifically crafted to provide UAM students with the knowledge and skills needed to excel in the criminal justice field following graduation. The wide range of seminars (from Problem Policing to White Collar Crime) and field study trips (internationally to the United Kingdom and domestically to Philadelphia and New York) further enhance the critical thinking skills required for a successful transition from a university setting to the workforce. The result of this carefully crafted curriculum has been a program that is academically rigorous and of high quality.

## 2. List the areas of the program most in need of improvement.

Recruiting of new majors is an ongoing issue for all majors. Currently, most majors come from the general education course, CJ 1013 Introduction to Criminal Justice. However, there is some

attrition when law enforcement focused students reach the age of 21, when they can become certified law enforcement officers (LEO). Though many police departments require some college, many of them require only an associate degree. To this end, criminal justice faculty has developed a curriculum for the Associate of Science in Criminal Justice and is currently waiting for approval from HLC. It would be beneficial for criminal justice faculty in the recruitment of area high school students if they could present students with the Associate option that can lead directly to a four-year degree. The curriculum was developed with a clear, easy transition to the bachelor's degree for those students who remain in school and those who return later.

Further, access to additional electronic journals specific to criminal justice and legal research would be helpful. While the faculty is aware of budget limitations, it is hoped that a joint effort with the University of Arkansas System will provide access to numerous additional electronic resources for faculty and students. For example, UAM recently elected to end the institution's subscription to Lexis Nexis, which has placed a need for the updating of all OER materials related to case briefs and legal proceedings.

A third area in need of improvement is the assessment process of the criminal justice program, notably the graduate/alumni survey. Several steps are required to improve this process. First, as the graduate/alumni survey is conducted by the Social and Behavioral Sciences Dean, it is not specific to criminal justice graduates, meaning that the information collected is predictably more generalized than would be needed to capture concrete, quantitative data related to the criminal justice faculty and/or curriculum. To do this, the current survey must be revamped to include questions that are: 1) directly related to the criminal justice department, majors and/or graduates; 2) easily comparable; and 3) reliable enough to yield comparable results based in concrete statistical data. Without this survey data, it is difficult to assess the areas in most need of improvement in the criminal justice department. Discussions are underway regarding alternative ways to use the Internet to bridge the gap between the faculty and recent graduates. One such proposal is to create a criminal justice Facebook page to contact alumni.

### 3. List program improvements accomplished over the past two years.

The criminal justice department has added two core requirement classes over the past two years. The first is CJ 1001 Criminal Justice Pathways, which is a one hour lecture course, utilizes guest speakers in a variety of criminal justice-related jobs to give students a wide breadth of knowledge regarding careers they can pursue with a criminal justice degree.

The second course added by the criminal justice department is CJ 4903 Criminal Justice Capstone. Capstone is a senior level course designed to allow the student to review, analyze and integrate the work the student has completed toward a degree in criminal justice. Capstone focuses on developing a job search portfolio, including a cover letter, resume, three letters of recommendation and a writing sample. In addition, mock interviews are conducted, as well as presenting research in a poster session.

Finally, the UAM Associate of Science program (A.S.), which is currently in the final stages of approval by HLS, is designed to help UAM students in a variety of ways. The criminal justice

faculty believes that an Associate's degree will solve many problems specifically attributed to UAM students in search of an immediate and viable career path. The UAM Associate of Science (A.S.) degree can be earned in two years, and thus will result in UAM awarding more credentials. UAM regards earning a credential that opens a path to employment in the field as the ultimate measure of student success.

We believe that this new degree program will increase student success and simultaneously aid the University's bottom line in current days of performance based funding. The awarding of a degree (i.e. badging) has been proven to improve self-confidence and motivation in students of higher education. The awarding of an A.S. degree will not preclude a UAM student from pursuing a bachelor's degree. Moreover, with the addition of our department's course rotation method, juniors and seniors can now for the first time take all of their upper division core classes and electives online, allowing the students the convenience of working in a career job while completing their education. In summation, Our new two-year program meets the students short and long term work objectives, which is one of the many reasons why the criminal justice department allocated the considerable time and resources needed in order to make this new and valuable degree program viable.

#### 4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

Among the best ways to improve the criminal justice program over the next two years is for the faculty to apply for and receive faculty research grants through the UAM Faculty Research Committee. In addition, faculty members should be encouraged to pursue outside grant funding for research topics. In addition, the faculty will also seek a way for their honor society to become more prominent on the campus.

Another improvement objective is to acquire additional hardware and software for recording lectures to be incorporated in online course offerings and hybrid courses. The estimated cost for this enhancement is approximately \$4,500. An additional enhancement for the program is to create a stable and predictable budget for supporting undergraduate student travel for presentation of scholarly research at conferences. A stable budget could allow for students to prepare and submit papers to reviewers with more certainty that their scholarship would be supported. The UAM administration has been very generous in the past with financial support of these students and their expenses for attending meetings.

Finally, enrollment is a critical concern. Assisting in recruitment of new majors could be enhanced by having current students work with prospective students at such events as Scholar's Day at UAM and Weevil Welcome. During these campus events students could be encouraged to complete a postcard with their address and phone number. This information could be utilized afterwards by sending information about the criminal justice department as well as opportunities for individuals attaining a degree in criminal. The information could be used by

faculty to contact the potential student as a means of introducing those individuals to the program of study on our UAM campus.

One problem identified by our department is a lack of data concerning overall student learning satisfaction, especially in the area of alumni relations. We had tried an exit interview process with limited success. We are now beginning to use social media to keep in contact with students and to reach our former students. We plan to formalize this outreach to better follow our students and to develop a strong alumni organization.

One of the greatest opportunities for criminal justice is the work we have begun on developing a Master Degree in Criminal Justice Administration. UAM would be the only Arkansas school offering this specific degree. Our information shows a strong demand for the degree at little additional cost. Current facilities would be sufficient with the addition of nine semester hours taught by adjunct/part-time faculty. We will be sending a letter of intent to the Arkansas Department of Higher Education next spring (2020). The actual proposal will be sent to the Arkansas Department of Higher Education in the fall of 2020 with the hopes of offering our first classes in fall of 2021.