**Document N: Course and Program Development:**

**IMPACT AND APPROVAL SIGNATURES**

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

**SCHOOL:**
- LAW
- MSB
- CAS
- CPA

**CONTACT NAME:** Heather L. Pfeifer  
**PHONE:** x5292

**DEPARTMENT/DIVISION:** School of Criminal Justice  
**DATE PREPARED:** 8/1/13

**PROPOSED SEMESTER OF IMPLEMENTATION:**
- fall
- spring  
**YEAR:** 2014

**TYPE OF ACTION:**
- add (new)
- deactivate
- modify
- other

**LEVEL OF ACTION:**
- noncredit
- undergraduate
- graduate
- other

**ACTION BEING REQUESTED** (select one category, either Course Actions or Program Actions):

**COURSE ACTIONS**
- Original Subject Code/Course Number: CRJU 705
- Original Course Title: A Dialogue with a Victim

**PROGRAM ACTIONS**
- Original Program Title:

**Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):**

<table>
<thead>
<tr>
<th>COURSE ACTIONS</th>
<th>PROGRAM ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experimental Course</td>
<td>10. Program Requirements</td>
</tr>
<tr>
<td>2. Course Title</td>
<td>11a. Undergraduate Specialization (24 credits or fewer)</td>
</tr>
<tr>
<td>3. Course Credits</td>
<td>11b. Master's Specialization (12 credits or fewer)</td>
</tr>
<tr>
<td>4. Course Number</td>
<td>11c. Doctoral Specialization (18 credits or fewer)</td>
</tr>
<tr>
<td>5. Course Level</td>
<td>12. Minor (add or delete)</td>
</tr>
<tr>
<td>6. Pre- and Co-Requisite</td>
<td>13. Closed Site Program</td>
</tr>
<tr>
<td>7. Course Description</td>
<td>14. Program Suspension</td>
</tr>
<tr>
<td>8. New Course</td>
<td>15. Program Reactivation</td>
</tr>
<tr>
<td>9. Deactivate Course</td>
<td>16a. Certificate Program (UG/G) exclusively within existing degree program</td>
</tr>
<tr>
<td>11. Other</td>
<td>16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)</td>
</tr>
</tbody>
</table>

**ADDITIONAL DOCUMENTATION** (check all appropriate boxes of documents included; review the list of necessary documents):
- summary proposal (O)  
- course definition document (P)
- full five-page MHEC proposal (Q)
- financial tables (MHEC) (R)
- other documents as may be required by MHEC/USM (S)
- other (T)

Summer 2010
### IMPACT REVIEW (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Library</td>
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<tr>
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<td>b. OTS</td>
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<td>c. University Relations</td>
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<td>e. Records</td>
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</tbody>
</table>

### APPROVAL SEQUENCE (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
<td>Delma E. Stanley</td>
<td>10/21/13</td>
</tr>
<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td>Heath P. J.</td>
<td>10/21/13</td>
</tr>
<tr>
<td>D. Dean</td>
<td>Laura O. Robinson-Gentry</td>
<td>11/6/13</td>
</tr>
<tr>
<td>E. University Faculty Senate (Chair)</td>
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<tr>
<td>F. University Council (Chair)</td>
<td></td>
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</tr>
<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Board of Regents (notification only)</td>
<td></td>
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<tr>
<td>J. Board of Regents (approval)</td>
<td></td>
<td></td>
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<tr>
<td>K. MHEC (notification only)</td>
<td></td>
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<tr>
<td>L. MHEC (approval)</td>
<td></td>
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</tr>
<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University's mission is changed by the action</td>
<td></td>
</tr>
</tbody>
</table>

1 University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
**Document O: Course and Program Development: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

**SCHOOL:**  
- LAW  
- MSB  
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**CONTACT NAME:** Heather L. Pfeifer  
**PHONE:** x5292

**DEPARTMENT/DIVISION:** School of Criminal Justice

**DATE PREPARED:** 8/1/13  
**PROPOSED SEMESTER OF IMPLEMENTATION:** Fall 2014

**ACTION BEING REQUESTED** (select one category, either Course Actions or Program Actions):

- **COURSE ACTIONS**
- **PROGRAM ACTIONS**

**Original Subject Code/Course Number:** CRJU 705

**Original Course Title:** A Dialogue with a Victim

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

### COURSE ACTIONS

1. Experimental Course
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre- and Co-Requisite
7. Course Description
8. New Course
9. Deactivate Course
10. Other

### PROGRAM ACTIONS

10. Program Requirements
11a. Undergraduate Specialization (24 credits or fewer)
11b. Master's Specialization (12 credits or fewer)
11c. Doctoral Specialization (18 credits or fewer)
12. Minor (add or delete)
13. Closed Site Program
14. Program Suspension
15. Program Reactivation
16a. Certificate Program (UG/G) exclusively within existing degree program
16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
17. Off-Campus Delivery of Existing Programs
18a. Undergraduate Concentration (exceeds 24 credits)
18b. Master's Concentration (exceeds 12 credits)
18c. Doctoral Concentration (exceeds 18 credits)
19. Program Title Change
20. Program Termination
21. New Degree Program
22. Other

For changes to existing courses:

**OLD TITLE**

**NEW TITLE**

<table>
<thead>
<tr>
<th>SUBJECT CODE/COURSE NO.</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

Add a new class that will provide students the opportunity to explore the impact of victimization from the victim's perspective and analyze how such experiences may affect the victim's ability and willingness to communicate with criminal justice personnel. This will be offered to undergraduate students under CRJU 400.

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

Every sector of the criminal justice system, from police to corrections, will interact with victims of crime. When victims have a negative experience with criminal justice personnel, they are more likely to become less cooperative and may ultimately refuse to engage in the process further thereby jeopardizing the system's ability to respond to crimes. Unfortunately very little training is provided to those who work in the criminal justice system on how to effectively communicate with victims in order to prevent further traumatizing them, and to elicit greater cooperation. This course will teach students how to communicate with victims of crime more effectively, thereby help to improve their professional investigative skills while simultaneously work to increase a victim's satisfaction with the system.
See Course and Program Development Policy and Procedures (http://www.ubalt.edu/template.cfm?page=257) for instructions.

1. DATE PREPARED
August 1, 2013

2. PREPARED BY
Heather L. Pfeifer

3. DEPARTMENT/DIVISION
School of Criminal Justice

4. COURSE NUMBER(S) with SUBJECT CODE(S)
CRJU 705

5. COURSE TITLE
A Dialogue With a Victim

6. CREDIT HOURS
3

7. CATALOG DESCRIPTION
Provides a critical and in-depth review of some of the communication barriers criminal justice personnel encounter when interacting with victims and witnesses in the course of an investigation. Critically examines competing narratives (e.g., individual, professional, personal, cultural) often present when interviewing a victim/witness and how these narratives can impede communication flow and the investigative process. Explores strategies to reduce these obstacles.

8. PREREQUISITES
None

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)
Elective

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean’s office if you are unsure of the correct entry)
12. FACULTY QUALIFIED TO TEACH COURSE

Heather Pfeifer

13. CONTENT OUTLINE

The course provides students the opportunity to explore the impact of victimization from the victim's perspective and analyze how such experiences may affect the victim's ability and willingness to communicate with criminal justice personnel. A specific case study (with corresponding artwork created by the victim) will be used to facilitate discussion on how to communicate with victims of crime more effectively, thereby help to improve a professional's investigative skills and increase a victim's satisfaction with the system.

The major themes and activities that will be covered in the class will include:

1. Victimization trends in United States
   - Adult v. child
   - At-risk populations
2. Cultural profiles in Maryland
   - Attitudes towards victimization
   - Barriers to reporting
   - Applying cultural norms
3. The impact of trauma on an individual's recall and ability to communicate
4. Empathic Listening in the Criminal Justice Process
   - The role of empathy in facilitating effective communication with victims, witnesses, & offenders
   - Barriers to empathy
   - Competing narratives during the interview process
5. Presentation of Art Piece #1 – What it means to be a victim
6. Presentation of Art Piece #2 – the often complicated relationship between victim and offender
7. Presentation of Art Piece #3 – the 'indirect victims'; the collateral damage of victimization on a victim’s family

14. LEARNING GOALS

At the end of the term, students should be able to:

1. Define the concept of empathy and distinguish it from sympathy and identification
2. Identify the role of empathy in effectively communicating with crime victims and witnesses throughout the criminal justice process.
3. Identify and critically evaluate the competing narratives (e.g., the victim’s, our own personal narrative, the professional narrative of our job, the broader cultural narrative of society, etc.) that can manifest throughout the course of an investigative interview and how they may impede the flow of communication with a victim/witness.

4. Identify and critically evaluate the different verbal and non-verbal barriers victims/witnesses may present during the course of an investigative interview.

5. Identify verbal and non-verbal strategies criminal justice professionals can use when interacting with victims/witnesses to promote a positive and beneficial interaction.

15. ASSESSMENT STRATEGIES

- Reflective Essays
- Case Analyses
- Term Paper
- Project and Presentation

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

There are no required texts for this course; instead students will be responsible for pulling literature on their selected topic for their term paper and presentation

17. SPECIAL GRADING OPTIONS (if applicable)

18. SUGGESTED CLASS SIZE

20

19. LAB FEES (if applicable)

Summer 2010