

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Heather L. Pfeifer	Phone: x5292
DEPARTMENT / DIVISION: CCJFS		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected): New Course – CRJU 501: Professional Skills in Criminal Justice		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2010		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
<input checked="" type="checkbox"/>	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract
			T. Other

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

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SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
New Course - CRJU 501: Professional Skills in Criminal Justice

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a 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.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee: <i>Judith A. Wood</i>	5/6/09
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee: <i>Shirley M.</i>	5.6.09
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee: <i>J. E. Murre</i>	5/6/09
e. Records <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee: <i>J. E. Murre</i>	5/6/09

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Debra L. Stanley</i>	
B. Final faculty review body within each School	Chair: <i>Margaret J. Potthast</i>	5/21/2009
C. College Dean	Dean: <i>Ray W. ...</i>	5/2/09
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Mary Weber for Susan Zocur</i>	6-1-09
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Betsy ...</i>	6-3-09
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents - notification only		
J. Board of Regents - approval		
K. MHEC - notification only		
L. MHEC - approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

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DEPARTMENT / DIVISION: CCJFS		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
New Course – CRJU 501: Professional Skills in Criminal Justice		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2010		

O-1: Briefly describe what is being requested:

The addition of a new course, CRJU 501 "Professional Skills in Criminal Justice" to help to strengthen students' critical thinking and writing and oral communication skills needed to successfully complete the degree requirements. The course would be required of only those students admitted to the program with a GPA of 3.3 or below.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title:	Course # / HEGIS Code:	Credits:

O-2: Set forth the rationale for the proposal:

Presently, the only admission standard to the MSCJ program is based upon a student's undergraduate GPA. We recognize however that GPAs are not a perfect measure of a student's ability to succeed in graduate school. Two of the most important skills our graduate students need to successfully complete all of the degree requirements are to be able to critically evaluate information and to articulate their position in a clear and concise manner. Therefore we would like to add a new course that can help students develop their critical thinking (e.g., ability to correctly interpret and summarize research findings) and technical writing skills. Students would be graded on a pass/fail basis in the course, however, to earn a passing grade, the student must earn a grade of B or better.

Required Format for Master Course Document (Document P)

1. Date Prepared – May 1, 2009
2. Prepared by – Heather L. Pfeifer
3. Department – Division of Criminology, Criminal Justice & Forensic Studies
4. Course Numbers – CRJU 501
5. Course Title – Professional Skills in Criminal Justice
6. Credit Hours – 3
7. Prerequisites – none
8. Course Purpose – Required course
9. Rationale –

Presently, the only admission standard to the MSCJ program is based upon a student's undergraduate GPA. We recognize however that GPAs are not a perfect measure of a student's ability to succeed in graduate school. Two of the most important skills our graduate students need to successfully complete all of the degree requirements are to be able to critically evaluate information and to articulate their position in a clear and concise manner. Therefore we would like to add a new course that can help students develop their critical thinking (e.g., ability to correctly interpret and summarize research findings) and technical writing skills. Students would be graded on a pass/fail basis in the course, however, to earn a passing grade, the student must earn a grade of B or better.

10. Catalog Description –

CRJU 501: Professional Skills in Criminal Justice (3) –
Content focuses on professional skills that will prepare students for graduate-level coursework, as well as future employment. Units include navigating criminal justice databases, interpreting empirical research, writing in a technical style, creating an effective power-point, and strengthening oral presentation skills. Class relies on a combination of group and individual exercises in both traditional lecture format and 'hands-on' workshops to address each skill set. Students are graded on a 'pass/fail' scale, however to earn a passing grade, a student must earn a B or better in the course.

11. Suggested approximate class size - 20

12. Content Outline -

The course will consist of approximately five units: a) Navigation of criminal justice databases; b) Analysis of empirical research; c) Writing in a technical style; d) APA citation; and e) Oral presentation skills.

The first unit will expose students to some of the most inclusive databases for criminal justice research. Students will participate in library workshops where they will receive group and individual instruction on effective search strategies within the different databases, and how to locate the most recent and relevant research on a selected topic.

The second unit will teach students how to interpret both qualitative and quantitative research findings, and to relay that information in an accurate and concise manner. Specific attention will be directed at teaching students how to critically select information and data that will lend support to their research question.

The third and fourth units will help students refine their technical writing skills. Particular attention will be focused on teaching students how to be more concise and organized in their writing. Students will also be taught various strategies to avoid plagiarism, including proper citation rules as stipulated by APA.

The fifth and final unit will help students refine their oral presentation skills. Students will be taught how to construct an engaging and professional power-point presentation, and how to present the material in a clear and professional manner. Students will also work on professional leadership skills, focusing on how to give constructive criticism to their peers.

13. Learning Goals -

Students will be expected to:

- a) Use research skills to find appropriate academic, empirically-based resources in relation to a specific research topic;
- b) Analyze qualitative and/or quantitative data and present information in a concise, accurate, and original manner;
- c) Present a well-organized and thorough discussion on a select research topic;
- d) Demonstrate proper citation standards in written work, as outlined by APA guidelines;
- e) Present a well-organized and thorough oral and visual presentation on a select research topic

14. Assessment Strategies -

Assessments will occur in the form of written assignments and oral presentations. For the former, students will be required to complete different types of writing assignments that are incorporated

in the graduate curriculum (e.g., annotations, literature review, position paper); for the latter, students will be required to create a power-point on one of their research topics and present it to the class.

15. Text(s) and Materials – American Psychological Association. Writing Manual (6th ed.)

16. Lab Fees - None

Impact Statement From the Office of University Relations

These changes could potentially affect the undergraduate and graduate catalogs—which the Office of University Relations currently manages and produces—as well as other recruitment publications that contain this type of specific academic material. The timing of the final approval for these changes will be a determining factor in our ability to incorporate the new information in a timely fashion in any related materials that are on our production schedule.