

UNIVERSITY OF BALTIMORE

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Heather L. Pfeifer	<b>Phone:</b> x5292
<b>DEPARTMENT / DIVISION:</b> Division of Criminology, Criminal Justice and Social Policy		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected)		
New Course – CRJU 720: Integration of Criminal Justice Policies & Practices; MSCJ		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Year: Summer 2007		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	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 <sup>1</sup>	NO	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	NO		ABCD
<input checked="" type="checkbox"/>	8. New Course	NO		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 <sup>9</sup>	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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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.

<b>Box 5: IMPACT REVIEW</b>	<b>SIGNATURES</b> (see procedures for authorized signers)	<b>DATE</b>
a. Library No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

<b>Box 6: APPROVAL SEQUENCE</b>	<b>APPROVAL SIGNATURES</b>	<b>DATE</b>
A. Department / Division	Chair: <i>Debra Stanley</i>	<i>12-8-06</i>
B. Final faculty review body within each School	Chair: <i>Margaret J. Southard</i>	<i>12-18-06</i>
C. College Dean	Dean: <i>Lay W. Joo</i>	<i>1/3/07</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Andy Mandall</i>	<i>1/18/07</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Michele Sullivan</i>	<i>1/23/07</i>
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	

**DOCUMENT O: SUMMARY PROPOSAL**

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<b>DEPARTMENT / DIVISION:</b> Criminology, Criminal Justice and Social Policy		
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<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: Summer 2007		

O-1: Briefly describe what is being requested:

The course started off as a series of directed studies over the summer term but was formally converted to an on-line course in Summer of 2005 and was subsequently taught this past summer as well. Enrollment in the web-course has ranged from 12 to 18 students. Given the continued interest in the course from the student body, it is requested that this course be added to the course catalogue for the MSCJ degree and be assigned the course number CRJU 720.

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

<b>OLD Title:</b>	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title:</b> Integration of Criminal Justice Policies <i>and</i> Practices <i>MSCJ</i>	<b>Course # / HEGIS Code:</b> CRJU 720	<b>Credits:</b> 3

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

The course is an elective for students who are at the stage where they must begin to prepare for their comprehensive exams. Although students have been exposed to most of the material needed for the exams through their previous coursework, by the time they qualify to take the comprehensive exams, new research and policies have often been introduced in the field that requires students to further broaden their knowledge-base. The course helps students fill in these gaps by assigning a series of papers and that requires them gather new research material from various databases and agencies that will further complement what they have already learned.

The course has already been offered as an on-line class twice during the Summer term (2005, 2006) with no adverse impact upon other academic or administrative units within the University. Since this seminar has been introduced, the comprehensive exam pass rate has significantly increased in the Division, thereby improving the overall retention/completion rate among our graduate students. The proposed change will ensure that the course continues to be available to the MSCJ students. Making CRJU 720 a permanent course will not only allow the Division to continue to offer it in the summer term, but eventually begin to offer one section of the course during the regular academic school year, thereby providing more students the opportunity to take the course.

## **Document P: Required Format for Course Definition Document**

Date Prepared: October 10, 2006

Prepared by: Heather L. Pfeifer

Department: Division of Criminology, Criminal Justice and Social Policy

Course Number(s), including HEGIS code(s): CRJU 720

Course Title: Integration of Criminal Justice Policies <sup>and</sup> Practices

Credit Hours: 3 credits

Catalog Description: (Paragraph should reflect general aims and nature of the course) Seminar course that helps students learn how theory and action are integrated into policy and practice. Students will develop a profile of crime at the national and local levels, and compare and contrast those trends from an empirical as well as theoretical perspective. They will then identify emerging policies or issues that have a direct effect on the efficiency of the criminal justice system as whole, as well as within their area of specialization (e.g., law enforcement, courts and law, corrections, and juvenile justice), and develop a series of action plans to address those issues.

Prerequisites: Permission of instructor

Faculty qualified to teach course: Wright, Pfeifer, Stanley, Block

Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop): Seminar

Suggested approximate class size: 15-20

### Content Outline:

- I. Developing a 'crime profile' ... where should we be focusing our efforts, and why?
  - a. National trends
  - b. State trends
  - c. Baltimore City trends
  - d. Similarities and differences? Why?
  
- II. Identifying the 'top' contributing factors to today's crime profile
  - a. Empirical evaluation
  - b. Theoretical evaluation

- III. Developing a ‘sound’ action plan to reverse current crime trends
  - a. Promising programs
  - b. Ineffective programs
  - c. Program design
  
- IV. Creating a more efficient system
  - a. Identifying problem areas within each domain (law enforcement, courts and law, corrections, juvenile justice)
  - b. Developing more effective policies and practices within each domain

Learning Goals:

- I. The student should have a better understanding of current crime trends on a national and local level, and be able to provide a substantive explanation for any similarities and differences between the two, as well as identify the most relevant factors that contribute to said trends.
  
- II. The student should be able to develop a series of strategies, based upon empirical literature and “grounded in reality,” that will specifically target the contributing factors of crime.
  
- III. The student should be have a better understanding of the most pressing issues within their respective area of specialization that threaten its relative efficiency, and be able to develop some practical solutions to improve the outcomes.

Assessment Strategies: Student progress in the course will be measured by classroom (or on-line) discussion and the completion of a series of research papers and action plans.

Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.): Students will use previous course material and textbooks, as well as be required to locate the most current empirical literature, to lend support for their proposals. As such, students will be setting up personal search engines through Langsdale Library to help gather journal articles and reports from various electronic databases that are relevant to their area of specialization.