

Wright State University

## CORE Scholar

---

Undergraduate Curriculum and Academic Policy Undergraduate Curriculum and Academic Policy  
Committee Minutes Committee

---

4-19-2001

### Undergraduate Curriculum and Academic Policy Committee Minutes, April 19, 2001

Follow this and additional works at: [https://corescholar.libraries.wright.edu/archives\\_ucapc\\_minutes](https://corescholar.libraries.wright.edu/archives_ucapc_minutes)



Part of the [Educational Leadership Commons](#)

---

#### Repository Citation

(2001). Undergraduate Curriculum and Academic Policy Committee Minutes, April 19, 2001. .  
[https://corescholar.libraries.wright.edu/archives\\_ucapc\\_minutes/47](https://corescholar.libraries.wright.edu/archives_ucapc_minutes/47)

This Minutes is brought to you for free and open access by the Undergraduate Curriculum and Academic Policy Committee at CORE Scholar. It has been accepted for inclusion in Undergraduate Curriculum and Academic Policy Committee Minutes by an authorized administrator of CORE Scholar. For more information, please contact [library-corescholar@wright.edu](mailto:library-corescholar@wright.edu).

# Undergraduate Curriculum and Academic Policy Committee

---

## Minutes of April 19, 2001 Meeting

**Present:** Jeanne Fraker, Janice Gabbert, Jennie Gallimore, Joe Law, Jan Maxwell, Richard Mercer, Patricia Renick, Tom Sav, Tim Wood. Guests from the COLA: Mary E. Mazey, Sharon Nelson, Carol Nathanson, Ed Fitzgerald, Gary Pacernick.

**Approved Minutes** of March 12 UCAPC Meeting

### **Report of the Writing Across the Curriculum Committee**

Joe Law, WAC Coordinator, submitted his report via e-mail. The WAC Committee met on Friday, April 6, 2001. The agenda consisted of a brief report on the student focus group conducted at the end of the previous quarter and a discussion of whether accommodations in addition to the independent writing project might be needed for returning students who need to complete two WI courses in the major. No action was taken on the discussion.

### **Unfinished Business**

#### Process, Procedures, and Guidelines for New Programs & Program Changes

The committee finalized work on integrating the Ohio Board of Regents procedures and guidelines for reviewing and approving new major degree programs into the WSU internal curriculum review and approval processes. Presently, our internal requirements do not substitute for the OBR requirements. As a result, departments, colleges, or schools initiating new programs are burdened with following two different review and approval paths with different requirements. That unnecessarily inhibits timely implementation of new programs. The committee's revision is intended to correct the above problems and accelerate the review and approval process. At the same time, the committee took the opportunity to revise the policies, procedures, and guidelines for proposing new minor programs and new certificate programs, as well as the same for proposing changes to existing programs.

The complete proposal to be submitted to the Faculty Senate is available for review at:

<http://www.wright.edu/ucapc/newguide/process.htm>

The proposed changes would replace the current procedures and guidelines available at::

<http://www.wright.edu/ucapc/process/process.htm>

### **Course Inventory and Modification Requests**

COLA: CHI 111 (one-time, approved by chair during spring break)

## CEHS

Approved Course Inventories: ED 407

Approved Course Modifications: HED 432, OA 201, OA 202, OA 203, OA 210, OA 301, OA 411, OA 401

## COBA

Approved Course Modifications: MS 438

## COLA

Approved Course Inventories: SOC 300, PLS 461, SOC 422, SOC 457, SOC 459

## CONH

Approved Course Modifications: NUR 304, NUR 498

## COSM

Approved Course Inventories: PHY 346, PHY 445, PHY 446, PHY 447, SM 446

Approved Course Modifications: PHY 461

Enrollment Restriction as "Instructor Permission Required After Term Begins" :MTH 102, MTH 126, MTH 127, MTH 128, MTH 129, MTH 130, MTH 131, MTH 143, MTH 145, MTH 228, MTH 229, MTH 230, MTH 231, MTH 232, MTH 233, MTH 243, MTH 244, MTH 253, MTH 257, STT 160, STT 264, STT 265

## New Programs

Approved the COLA Liberal Studies Major Proposal (B.A.):

General Education 57 hours

College of Liberal Arts

Foreign Language 20 hours

Research Methods 12 hours

Major (60 hours)

Core 24 hours

Concentration 36 hours

Electives 23 hours

Total 192 hours

The proposal is available to view and print as a PDF File:

(without appendices to the proposal)

[Liberal Studies Major Proposal \(B.A.\)](#)

Also, the proposal is available for review (with all appendices) in the Faculty Office.

Approved the COLA Criminal Justice Major Proposal (B.A.)

General Education 57 hours

Foreign Language/Research Methods 24-32 hours

Criminal Justice Core Requirements 20 hours

Criminal Justice Foundation Areas 36 hours

(3 courses from each area: Behavior, Institutions, Law)  
Criminal Justice Electives 12 hours  
General Electives 35 hours  
Total 192 hours

The proposal is available to view and print as a PDF File  
(without appendices to the proposal)

[Criminal Justice Major Proposal \(B.A.\)](#)

Also, the proposal is available for review (with all appendices) in the Faculty Office.

**Scheduled Meetings:** The committee scheduled its final meeting for the academic year for May 22 at 3:00. As such, the committee wishes to inform all colleges, schools, and academic units that **any curricular matters to be reviewed by UCAPC at their final meeting this academic year must be received by noon May 15.** Curricular matters received after this will be forwarded to next year's committee for consideration in October 2001

---

[UCAPC HOME](#)

I. Proposal for a New Degree Program

Title: B.A. in Liberal Studies

Location: Dayton Campus and Lake Campus

II. Objectives of the Program

This is a proposal for a new major in Liberal Studies, leading to a B.A. degree. The program was designed for people who are having difficulty finding an existing major tailored to their interests and/or are seeking a more interdisciplinary educational experience than is currently available. Similar programs—both undergraduate and graduate—exist in many colleges and universities throughout North America. Additionally, such a program at WSU is a direct response to a recommendation made by University College to encourage timely movement of students into appropriate majors.

Prior to the drafting of this proposal, the College of Liberal Arts did a web search and uncovered 46 liberal studies programs for both undergraduate and graduate students. Most of these programs listed goals one would expect from a broad-based liberal arts education. For example, the web site for the University of Delaware said the following:

A liberal studies degree focuses on the history of ideas and the connection between fields of learning, encouraging a multidisciplinary approach to knowledge. In the job, students with these degrees offer future employers the ability to analyze issues from a global perspective, to think critically, and to envision creative solutions to old problems. As interdisciplinary generalists with enhanced communications skills, graduates of these programs possess a capability valued by all employers: the flexibility to adapt to rapidly changing political and economic environments. .... Students with the ability to think critically, to analyze or synthesize information, and to express themselves well orally and in writing have a solid foundation for future studies or for the job market.

The web page for Antioch Seattle identified five core competency areas addressed in its liberal studies program:

Communicating: Ability to communicate effectively, both orally and in writing.

Thinking: Ability to critique ideas, to be self-reflective, to respond creatively to the ideas and experiences of others and to analyze, synthesize and evaluate ideas and information.

Understanding Self: Ability to reflect on the question of relationships: between yourself and others; between personal values and actions; between your understanding of self and what you see as "your work in the world."

Understanding Society: Ability to understand the dynamic social forces affecting your community, the nation and the world through study in such areas as history, economics, politics, social studies, and cultural studies.

Integrating Theory and Practice: Ability to understand the dynamic relationship between theory and practice.

The objectives expressed in the above two quotations are laudable and representative of the genre of liberal studies in general. The actual curricula of such programs vary considerably; there is no one model for attaining the objectives. The curriculum that we have designed for this program will fulfill these general objectives, while reflecting our own needs and the existing academic resources in our own College of Liberal Arts.

The three broad Liberal Arts constituencies comprising this program are the humanities, the fine arts, and the social sciences. The boundaries between the three constituencies are not always easy to discern, but in general, the fine arts include courses offered by the departments of Art and Art History, Music, and Theatre Arts. The humanities consist of Classics, Communication, English Language and Literatures, History (which can also be classified as a social science), Modern Languages, Philosophy, and Religion. The social science departments include Economics, Political Science, Social Work, Sociology and Anthropology, and Urban Affairs and Geography.

### III. Rationale and Need for the Program

The Liberal Studies program will be an interdisciplinary major offered by the College of Liberal Arts. It is designed for students who are having difficulty finding an existing major tailored to their specific academic interests and/or are seeking a more interdisciplinary educational experience than is available with a traditional major.

The initial impetus for this program was a report from University College dated January 18, 2000, entitled, "University College Recommendations for Addressing Perceived Barriers to the Timely Movement of Students into Appropriate Majors." As of Fall 1999, there were 4,732 students in the college. Of these, 1,056 were sophomores, 429 juniors and 164 were seniors. (These figures exclude Lake Campus and non-degree students.) Excluding new freshmen, their overall GPA was 2.41. Of these, 1,062 are undecided about their major and many of the others may desire a major such as Business or Education, that requires a 2.5 GPA for admission, which the student has not attained.

Among those designated as Liberal Arts majors but still in University College the average GPA is 2.32. There are 437 freshmen, 124 sophomores, 68 juniors, and 42 seniors. While many of them were Liberal Arts–undecided, others may be trying to enter majors like communications and social work with GPA or other admissions requirements higher than the 2.0 for most Liberal Arts majors. In short, there appear to be many students who cannot be admitted to their major of choice or have not yet chosen a major but whose GPAs are above 2.0, and so are in good academic standing.

These students in good standing who have not selected a major are candidates for a Liberal Studies program. One can assume that among these students are people who have not selected a major because they would prefer a wider choice of course opportunities than a traditional major would provide. Like many students, they would benefit from an expansion of the listing of available majors to include a major such as this with its increased flexibility in course selection.

It was recommended that the College of Liberal Arts create this Liberal Studies program to accommodate such students as well as some transfer students and others who simply want a broader or self-defined program in lieu of a traditional major. In fact, though we have no way of knowing exactly how many people fall into the last category, they represent the groups that other Liberal Studies programs elsewhere are designed to attract and, of course, this program reflects our faculty's shared belief in the benefits of a broad-based liberal arts education.

To further investigate the potential attraction of this program, a student survey was conducted in March, 2000. The findings were as follows:

Students having earned at least 24 credit hours and maintained at least a 2.0 cumulative GPA were surveyed. Of the 34 returned questionnaires, five (14.7% of the students responding) said they were very interested in this program and another nine (26.5%) said they were somewhat interested.

We estimate a pool of 553 available students who have been in the University College one year and are in good academic standing. To extrapolate our survey's findings to the available student pool, we multiplied 553 by the 14.7% who, in our survey, were very interested in our program. We estimate, therefore, that 81 students would be very interested. When we add those who said they were somewhat interested to the 81 very interested, the total rises to around 228. There is no way to estimate how many of the 228 might select this major, but we feel secure that at least 81 of them will seriously consider it. Of these, we estimate 69 will be full-time and 12 will be part-time, reflecting the overall freshmen and sophomore pattern at Wright State. *These are current WSU students.* Assuming steady state enrollment at WSU over a four-year period, we estimate a maximum of 324 students in the program (81x4), but actual figures could well be smaller since not all expressing interest are likely to select this program. Thus, ample evidence exists to verify both the need for and the interest in a Liberal Studies degree program.

Within a fifty mile radius of Wright State, there are portions of three metropolitan areas (Dayton-Springfield, Cincinnati and Columbus) and scores of colleges and universities. The catalogs and/or web sites of fourteen four-year institutions in the region were reviewed for descriptions of Liberal Studies or similar programs. (Many call these programs "General Studies" – not to be confused with what we at Wright State call General Education which is sometimes referred to as General Studies at other institutions.)

Among the state-supported institutions, Miami University (Oxford) has its Western program through its School of Interdisciplinary Studies. This is based on the curriculum of Western College, which was once an independent Liberal Arts College but is now a part of Miami. Miami University also has a two-year associates program in General Studies, offered only at their Hamilton and Middletown branch campuses, for students who will then complete a traditional four-year degree program. The University of Cincinnati offers a Bachelor of Applied and General Studies for students already having applied or technical associates degrees. In structure and/or intent, the Miami and Cincinnati programs appear quite different from what we are proposing at Wright State. We found no Liberal Studies programs at Central State University or the Ohio State University.

The only other state-supported university in the region with a seemingly similar program is Wright State itself. For years we have offered a program called Selected Studies which differs from the program we are proposing in that the former is designed for students with a very definite educational objective not met by any existing major, whereas such an objective is not necessarily required in our Liberal Studies program. While a student-defined Special Studies program is often interdisciplinary to some degree, it does not have the broader interdisciplinary base which spans the liberal arts disciplines represented in our proposed program.

Among the nine private colleges we reviewed, three have General Studies programs – Capital University, the University of Dayton (through its Adult Degree Advancement Program), and Urbana University. Three have Liberal Studies programs (Wilberforce University, Wilmington College, and Wittenberg University), and one, Xavier University, offers a degree in Liberal Arts in its adult program. Antioch and Cedarville appear to have no such programs. (Catalog descriptions of the programs cited will be appended to our final program proposal.)

Even if similar programs exist in the region, we do not view them as competitors. Liberal Studies at our institution will almost entirely draw students already enrolled at Wright State and should have little or no impact on our neighboring institutions and their resources. However, we are likely to attract those students in the geographic area we serve who are already interested in a Liberal Studies program but cannot afford a private college and/or had previously ruled out Wright State because such a degree program was unavailable here.

#### IV. Academic Planning

In WSU's 1998-2003 Strategic Plan, Vision 2020, (p. 29), it was directed that the then University Division be transformed into a freshman year University College with a goal of moving students into the academic colleges by the end of their freshman year. The report referred to in Part III above was a direct consequence of the creation and implementation of University College and this proposal is a direct consequence of that report.

Prior to submission to the Ohio Board of Regents, this proposal will have been reviewed and approved by the Liberal Arts College Curriculum Committee, the University Undergraduate Curriculum and Academic Policy Committee, the Faculty Senate, and will have received final approval from our Board of Trustees.

V. Academic Control

Upon attaining final university and OBR approval of this program, the Dean of the College of Liberal Arts will appoint a program director from within the college's current faculty. The director will work with a steering committee of faculty, including representatives from each of the three constituencies, also appointed by the dean.

VI. Curriculum

There are no specific required courses in this program. Students will first complete a core of eight hours (2 courses) in each of the three broad areas of humanities, fine arts, and social sciences. This is followed by a 36-hour concentration in one of the three areas—all of which are 300 and 400 level courses. This comprises the major.

The remaining 43 hours of coursework must include a minimum of 24 upper division hours, in order that students will earn at least 60 hours of 300 and 400 level courses, per College of Liberal Arts requirements. Of these 43 hours, 12 must be in coursework designed to enhance student employment or career advancement and will be chosen from a list of courses offered by a variety of colleges. (See Appendix C for sample programs in Art and Art History and pre-Law.)

Each student will also complete two courses in what we call interdisciplinary studies. These are existing courses that include material from more than one discipline, such as Women's Studies or International Studies, that require students to synthesize concepts from more than one field or methodology.

The remaining 23 hours are electives and may be from any department in the University. Careful advising will ensure that all prerequisites for courses will be met. The entire process will be carefully monitored by the program director and a committee of faculty representing all three constituencies. Initially there will be centralized advising, supervised by the program director and the College administration. When students shift to their concentration area, an advisor from that area (or discipline, if appropriate) will be selected from among the area's faculty. All students will prepare a program of study which must be approved by their advisor, the committee of faculty representing the three constituencies and the program director.

Students must also meet college foreign language and research methods requirements and the university's writing across the curriculum requirements.

This major requires 60 credit hours which is quite common in the college. Sixty out of 192 total hours is 31.25%, well within WSU guidelines. A cumulative 2.0 GPA is

required for admission to, long-term continuation in, and graduation from this program. The complete requirements for the program are summarized below:

**Summary: B.A. in Liberal Studies – Degree Requirements**

WSU General Education:	57 hours
College of Liberal Arts:	
Foreign Language	20 hours
Research Methods	12 hours
Major (see below):	60 hours
Related Requirements:	
Professional Component	12 hours
Interdisciplinary Studies	8 hours
Electives:	23 hours
<hr/>	<hr/>
TOTAL	192 hours

**Major:**

1. Core (24 hours): Eight hours in each of the three Liberal Arts College constituencies: Humanities, Fine Arts, and Social Sciences.
2. Concentration (36 hours): These are *upper division* courses from within **one** of the three constituencies. Two of these courses must be writing intensive. These 36 hours may constitute a minor (or equivalent) within a single area or over several disciplines within the constituency. (At this point, the student's academic advisor should be from a department within the constituency or in the department offering the minor being sought.)

Note: For Related Requirements and Electives below, there are 43 remaining credit hours, of which at least 24 must be upper division, selected in consultation with the student's advisor.

3. Related Hours:

*Professional Component* (12 hours): These are courses which will enhance the student's chances for employment or career advancement, such as courses in Business, Communications, Computer Science, Education, Public Administration, etc. These will be selected from a list of approved courses developed in consultation with the departments or colleges offering them.

*Interdisciplinary Studies* (8 hours): These are courses that transcend a single field of study. Examples include approved courses in African and African American Studies, International Studies, Women's Studies, and others selected from a list of courses approved by the program and developed in consultation with the departments or programs offering them.

4. Electives (23 hours): Courses selected by the student. These should include any needed prerequisites.

In addition to the University's normal program review process, the program director and the program's steering committee will provide ongoing program evaluation and report regularly to the dean of the college. The advising process will be regularly reviewed, since curricula will be student specific and care must be taken to ensure that all requirements for each student's timely graduation will be met.

#### VII. Staffing Qualifications

This program makes use of existing university faculty, particularly those in the College of Liberal Arts. There are no faculty specific only to this program. Additional faculty to participating departments in the college would be based, as always, on programmatic and enrollment considerations.

#### VIII. Facilities and Support Services

Facilities, faculty and support services will not be impacted overall, as the students are already attending the university and *are currently using existing resources*. Since these resources are sufficient for our existing academic programs, they will also be sufficient for our Liberal Studies degree, which makes use of the resources of the existing programs.

The University's Paul Laurence Dunbar Library would serve as the primary library supporting work in the proposed major. Its holdings include over 634,000 volumes, 4,300 periodical subscriptions, and 4,000 videocassettes and other media. Students and faculty also have access to on-line borrowing of print and electronic resources through the University Libraries' membership in OhioLINK.

#### IX. Financial Resources

This program requires no new courses and no new faculty. The modest costs for computer, clerical and administrative personnel, and office space will be provided by the College of Liberal Arts. Advising will be done by current or future college faculty. No other resources are anticipated at this time.

# **PROPOSAL FOR NEW DEGREE PROGRAM**

## **Bachelor of Arts in Criminal Justice**

**Submitted by:**

**The Criminal Justice Proposal Committee**

Dr. Marlese Durr – Sociology/Anthropology  
Dr. Jack Dustin – Urban Affairs and Geography  
Dr. Edward Fitzgerald – Political Science

**College of Liberal Arts  
Wright State University**

**April 2001**

## Table of Contents

I.	Nature of Request.....	1
A.	Type of New Degree .....	1
B.	Location of Proposed Criminal Justice Degree.....	1
II.	Objectives for the Proposed Criminal Justice Degree .....	1
A.	General and Specific Educational Objectives.....	1
B.	How the Role and the Mission of the Criminal Justice Degree Achieves Institutional Goals and Objectives .....	1
C.	Unique Characteristics of Wright State University’s Criminal Justice Degree .....	2
III.	Rationale and Need for the Criminal Justice Degree .....	2
A.	Rationale for the Criminal Justice Degree .....	2
B.	Benefits for Students, Institution and Region or State .....	2
C.	Specific Local, State or National Need for Individuals Earning Criminal Justice Degrees.....	3
D.	Licensure or Certification Requirements for which the Criminal Justice Degree Prepares Students .....	6
E.	Need Met by the Criminal Justice Degree Other Than Employment Opportunity .....	6
F.	Evidence of Student Interest for Criminal Justice Degree, Including Projected Enrollment, Full-Time and Part-Time for the First Five Years .....	6
G.	Criminal Justice Programs Offered Within a Fifty-Mile Radius of Wright State University’s Main Campus.....	7
H.	How the Criminal Justice Programs Differ from Wright State University’s Criminal Justice Degree.....	7
IV.	Academic Planning.....	7
A.	Wright State University Planning Process for the Criminal Justice Degree .....	7
B.	Wright State University Approval Process .....	7
C.	Advisory Committees Developing the Criminal Justice Degree.....	8
V.	Academic Control .....	8
A.	Administration of the Criminal Justice Degree .....	8
B.	Cooperative Arrangement with Sinclair Community College.....	8
C.	Articulation Agreements with Sinclair Community College .....	9

VI.	Curriculum.....	9
A.	Description of the Criminal Justice Degree .....	9
B.	List of Criminal Justice Courses.....	10
C.	Evaluation of the Criminal Justice Degree after Implementation.....	18
D.	Special Accreditation.....	18
VII.	Staffing Qualifications.....	18
VIII.	Facilities and Support Services.....	19
A.	Describe Facilities and Equipment Currently Available for the Criminal Justice Degree .....	19
B.	Impact Criminal Justice Degree Will Have on Other Programs.....	19
C.	Additions or Modifications to Facilities and Equipment .....	19
D.	Plans to Meet Additional Needs for Facilities or Equipment.....	19
E.	Library Resources Related to Criminal Justice .....	19
IX.	Financial Resources.....	20
A.	Projected Criminal Justice Degree Budget FY-2001 to FY-2005.....	20
B.	Adequacy of Subsidy and Income .....	20
C.	Reallocations Required to Fund the Criminal Justice Degree .....	20
Appendices		
A	Criminal Justice Committee Report and Survey Questionnaires.....	A-1
B	Letters of Support From Department Chairs .....	B-1
C	Articulation Agreement with Sinclair Community College.....	C-1
D	Letter From Victoria Montavon, University Librarian .....	D-1
E	Projected Costs .....	E-1
F.	Projected Revenues .....	F-1

## **BACHELOR OF ARTS in CRIMINAL JUSTICE**

### **I. NATURE OF REQUEST**

- A. *Type of New Degree.* The College of Liberal Arts and Departments of Political Science, Sociology and Urban Affairs request a new Bachelor of Arts degree titled Criminal Justice.
- B. *Location of Proposed Criminal Justice Degree.* The proposed degree program will be located on the main campus of Wright State University within the College of Liberal Arts. The Departments of Political Science, Sociology and Urban Affairs will jointly administer the new degree.

### **II. OBJECTIVES FOR THE PROPOSED CRIMINAL JUSTICE DEGREE**

- A. *General and Specific Educational Objectives.* The Criminal Justice (CRJ) major leading to a Bachelor of Arts educates and prepares students entering positions in a growing public and private workforce. The criminal justice curriculum involves law, law enforcement, the administration of law and the corrections system. Students will examine interdisciplinary criminal justice theories, including criminal behavior, administration, and policy. Courses also involve the study of issues and conditions confronting and changing the criminal justice system. Students will participate in the practice of criminal justice through internship and service-learning courses. Finally, the CRJ major will require students to demonstrate competencies in (1) analytical and ethical decision making; (2) applications of technology; (3) methods of collecting and using data; and (4) multi-cultural and multi-media communications.
- B. *How the Role and Mission of the Criminal Justice Degree Achieves Wright State University's Goals and Objectives.* The role of the CRJ improves criminal justice programs now offered by Political Science, Sociology and Urban Affairs in the College of Liberal Arts (COLA). This initiative evolved from an evaluation of student needs, program offerings and discussions with Sinclair Community College. The proposed CRJ degree requires the three social science departments to collaborate and share administrative services. This arrangement will improve the quality of education offered to current and future students coming to Wright State University. It is our mission to prepare the current and next generation of criminal justice professionals. The proposed CRJ degree addresses the University's goal to continuously improve education and meet the educational needs of citizenry in the Miami Valley (1998-2003). It addresses the University's objective to specifically identify

quality improvement and organizational enhancement that involve collaboration and shared administration.

- C. *Unique Characteristics of Wright State University's Criminal Justice Degree.* Creating the CRJ major draws together and coordinates separate but related programs. The proposed CRJ Degree is built on courses that have been developed and taught over the last twenty-five years in the Departments of Political Science, Sociology and Urban Affairs. These three fields of study uniquely educate and prepare students for careers in criminal justice. Faculty representing the three departments, one serving as Director, will administer, coordinate scheduling, and advise students.

### **III. RATIONALE AND NEED FOR THE CRIMINAL JUSTICE DEGREE**

- A. *Rationale for the Criminal Justice Degree.* Currently, students cannot earn a degree in criminal justice at Wright State University, but they may focus their studies by concentrating on criminal justice courses within three majors. They may major in Political Science, Sociology or Urban Affairs. Roughly, students pursuing careers in the administration of law major in Political Science. Students planning to become parole and correction officers major in Sociology and students planning to be law enforcement officers major in Urban Affairs. Over many years of advising, we have learned that criminal justice students are confused by our concentrations—*Which degree is best for me?* They are uncertain about how future employers will value degrees other than criminal justice. Students also find taking courses offered by the three departments difficult. Each department offers criminal justice related courses independently, creating scheduling problems. Further, students do not have a single entity exclusively directing and advising criminal justice students.
- B. *Benefits for Students, Institution and Region or State.* The proposed CRJ major addresses these weaknesses and seeks to improve the overall quality of our criminal justice education. The proposed CRJ major: 1) provides a seamless interdisciplinary program structure; 2) provides coordinated course scheduling; and 3) identifies staff dedicated to criminal justice students and continuous program improvement.

Integrating separate programs into a single high quality degree will benefit the students and eliminate student confusion when selecting a major. Courses will be available for students and scheduled in logical sequences. In some cases, courses will be more sharply focused on criminal justice, e.g., Ethics in Public Service, eliminating the need for students to independently relate what they have learned to criminal justice. The CRJ degree will encourage department and faculty collaboration, perhaps leading to new

research and advances in knowledge. Finally, the CRJ degree addresses educational need in the Miami Valley and Ohio. Given the choice, government and nonprofit and private sector organizations concerned with public safety prefer entry-level employees with four-year bachelor degrees in criminal justice. Students graduating with the CRJ degree will, for example, become state and local police officers, county and state parole officers, welfare fraud investigators, and private and public safety managers.

- C. *Specific Local, State or National Need for Individuals Earning Criminal Justice Degrees.* Faculty representing the Departments of Political Science, Sociology, and Urban Affairs assessed the need for a criminal justice degree during the 1999-2000 academic year. They conducted a survey of criminal justice professionals and administrators. (Please see Appendix A for four questionnaires developed to measure need.) One questionnaire was developed and sent to criminal justice professionals working in law enforcement and court positions located in Clark, Darke, Greene, Miami, and Montgomery counties and Beavercreek and Kettering municipalities. A second questionnaire went to criminal justice personnel administrators in the same locations. In Section E we discuss student need. Below we discuss local need through the survey of professionals and personnel administrators.

Ninety-four criminal justice professionals, e.g., police and parole officers, in our region responded to our survey. Also, eleven criminal justice administrators who hire and promote in the criminal justice system returned the questionnaire. Questionnaires were designed specifically for these two populations. We summarize the results below.

Criminal Justice Professionals. Seven out of ten professionals who had earned at least a bachelor degree believed a four-year degree helped them advance in their career field. Five out of ten professionals, who had not earned at least a bachelor degree, thought a four-year degree would help advance them in their career field. Over eight out of ten of the professionals surveyed said they would like WSU to offer a criminal justice degree.

Criminal Justice Administrators. The criminal justice administrators we surveyed hire front-line and mid-level employees. All of the administrators said a two-year criminal justice degree was important (very important, important or somewhat important) when hiring front-line personnel. Nine out of the eleven administrators believed a four-year degree was important when promoting front-line personnel, while all said a four-year degree was important when hiring mid-level personnel. Similar responses were given when asked about the importance of a four-year criminal justice degree. Nine out of ten said the degree was important for front-line personnel and all said it

was important for promoting or hiring mid-level personnel. The survey questioned personnel administrators about the advantages of a criminal justice degree over other degrees. Nine out of the eleven said a criminal justice degree was advantageous.

#### Projected Enrollment.

Urban Affairs: Approximately 10 students will change their major to CRJ when the program is offered. Each year another 20 students that would have majored in Urban Affairs will seek a CRJ degree instead.

Political Science: Approximately 14 students will change their major to CRJ when the program is offered. Each year another 20-32 students that would have majored in Political Science will seek a CRJ degree instead.

Sociology: Approximately 32 students will change their majors to CRJ when the program is offered. Each year another 30-55 students that would have majored in Sociology will seek a CRJ degree instead.

SCC Transfer: Sinclair Community College enrolls approximately 500 students in criminal justice programs. Of this number, 150 are full-time students and the most likely to seek a four-year degree. We project 50 students of this 150 will go to WSU if a CRJ program is offered. This would approximately double the current transfer pool.

#### National Trends in Criminal Justice.

##### **Trends in Recruiting New Police Officers**

Across the country, police departments are expressing concern about a shrinking qualified applicant pool, which the Department of Justice describes as a major concern. Simply stated, of the majority of the recruits the post boomer generation is more likely to have experimented with illegal substances, which include heroin, marijuana, and methamphetamines. In trying to fill the vacancies, police departments from New York to San Antonio have lowered their employment standards to hire recruits to serve our citizenry.

In response to this trend in hiring law enforcement officials, the majority of police chiefs share their concerns about public trust, stating that public sentiment about crime is lessened as long as statistics continue to reflect such changes within our communities, but will heighten when there are not enough police officers to answer their calls. Although many police chiefs do not feel that standards should not be lowered, they hire and train from the post boomer pool of applicants. Through our Criminal Justice Major, WSU will be able to educate a new pool of applicants prepared to work within our nation's justice system who possess the requisite skills necessary to assist the down turn of crime.

### **Bureau of Justice Survey Results**

Survey of the public's perception of crime addresses citizen concern regarding streets, schools, malls, and neighborhood crime, coupled with factors contributing to the violence, e.g., the influence of popular culture and the availability of guns. The Bureau of Justice Studies reports the trends in crime:

### **Violent Crimes and Victimization Rates**

Violent crime rates have declined since 1994 reaching the lowest ever recorded in 1999, with homicide rates being recorded at their lowest levels seen since 1967; although statistics for rape show no change from 1996 through 1999. Robbery rates have declined since 1994 with the 1999 rates being the lowest ever-recorded in 1999. Assault rates have declined since 1994. Crime victimization rates display that teens experienced the highest rates of violent crime reported, with African Americans experiencing the highest serious rates of violent crime. Victims report that juveniles ages 12 to 17 commit about one quarter of the serious violent crime, while theft and burglary rates have declined.

### **Federal, State Expenditures and Trends in the Courts**

Direct expenditures for each of the major criminal justice functions (police corrections and judicial) have been increasing from 10 billion to 60 billion dollars (does not include intergovernmental figures from 1982-1996). States now spend more on criminal justice than municipalities, counties or the federal government.

The proportion of individuals convicted in federal court who are sentenced to prison has been increasing. Of the cases in federal court, there have been more drug cases than any other type of cases. The federal government, as well as the states, have tried to combat the rise in area of crimes through various projects and the introduction of new police recruits through the Clinton Administration's six-year \$8 billion dollar grant program which is aimed at putting 100,000 more officers on the street.

**Source:** Bureau of Justice Studies, 2000 [www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/)  
USA Today, November 21, 2000

- D. *Licensure or Certification Requirements for which the Criminal Justice Degree Prepares Students.* There are no specific licensure or certification requirements; however, the CRJ degree will better prepare students entering Police Academy programs.
- E. *Need Met by the Criminal Justice Degree Other than Employment Opportunity.* The CRJ addresses educational quality, as well as Wright State and transfer student preference and program administration effectiveness needs.
- F. *Evidence of Student Interest for the Criminal Justice Degree, Including Projected Enrollment, Full-Time and Part-Time for the First Five Years.* The COLA Criminal Justice Committee surveyed Wright State University and Sinclair Community College students. Questionnaires were completed by 247 WSU and 120 SCC students. The results are summarized below.

Wright State University Students. Five out of ten students who were surveyed had some level of interest in criminal justice. The following evidence exclusively comes from their completed questionnaires. Over six out of ten current students enrolled in one of the three majors said they would either change their major (23%) or minor (40%) in CRJ. Almost two out of ten students were unsure what they would do if a CRJ degree was offered. Only one out of ten said they would not make a change of any kind.

Sinclair Community College Students. Unlike the WSU survey, the questionnaire only went to SCC students majoring in CRJ (WSU cannot do this as described above). Over half of the students reported they needed more than an Associate's Degree in criminal justice to achieve their career goals. Three out ten students were unsure and only 14% believed an Associate's Degree was enough education. Over seven out of ten students said they planned to transfer to a four-year university and less than one out of ten reported no plans to attend a four-year university in the future. Seven out of ten students said they would consider enrolling in a CRJ major at Wright State while less than one out of ten said they would not consider enrolling in a CRJ major at Wright State. Thirty-five out of 109 students who said they planned to earn a four-year degree indicated they would transfer to Wright State University and 24 were undecided. The remaining 50 students said they were considering twelve universities other than Wright State, identifying the University of Dayton most often (18 students).

G. *Criminal Justice Programs Offered within a Fifty-Mile Radius of Wright State University's Campus.* The faculty committee reviewed four-year CRJ programs in a fifty-mile area surrounding Dayton. The programs identified include:

Capital University-Dayton Campus  
Cedarville College  
University of Dayton

Wilmington College  
Xavier University  
Urbana University

H. *How the Criminal Justice Programs Differ from the WSU's Criminal Justice Degree.* The WSU criminal justice program is an interdisciplinary degree, which is composed of political science, sociology, and urban studies courses. It focuses on the administration of the criminal justice system and provides a broad background on the cultural, economic, institutional, political, and social factors of the criminal justice system. The WSU criminal justice degree has a very strong legal emphasis. There are numerous courses, such as Administrative Law, Civil Liberties, Constitutional Law, Criminal Law, Criminal Procedure, and International Law that are taught by professors with a J.D. and Ph.D.

#### IV. ACADEMIC PLANNING

A. *Wright State University Planning Process for the Criminal Justice Degree.* The planning process began in Fall 1999. The Dean of the College of Liberal Arts (COLA), Mary Ellen Mazey, appointed a faculty Criminal Justice Review Committee to study the need for a criminal justice degree. Criminal Justice Program administrators at Sinclair Community College encouraged this step. The committee unanimously recommended that WSU establish a Criminal Justice Degree. The committee based their conclusion on survey information, existing curriculum, and discussions with SCC. Further, the committee recommended a joint degree program to provide administrative coordination and the organization of a committee to discuss degree requirements and course options. Dean Mazey appointed a second committee after March 10, 2000 to draft degree requirements.

B. *Wright State University Approval Process.* The approval process begins with the Dean accepting the recommendations of the committees and follows the following sequence.

- Department Resolution
- College of Liberal Arts Chairs' Resolution
- College of Liberal Arts Curriculum Committee
- WSU Council of Deans

- ❑ WSU Undergraduate Curriculum and Academic Policy Committee
- ❑ WSU Faculty Senate
- ❑ WSU Board of Trustees

C. *Advisory Committees Developing the Criminal Justice Degree.* Drs. Donna Schlagheck, Department of Political Science, Jeanne Ballantine, Department of Sociology, and Jack Dustin, Department of Urban Affairs, comprised the Criminal Justice Review Committee. The committee surveyed students and professionals, reviewed criminal justice programs at WSU and met with Sinclair Community College administrators/teachers. This was a priority initiative in terms of improving program quality and meeting the educational needs of both WSU and SCC students. The Committee submitted “A Report to the College of Liberal Arts on March 10, 2000.” (Please see Appendix A for the text of the report.)

Drs. Edward Fitzgerald, Department of Political Science, Marlese Durr, Department of Sociology, and Jack Dustin, Department of Urban Affairs, comprised the Criminal Justice Degree Committee. Each discussed with their department faculty members the degree title, degree requirements, and course options.

## V. ACADEMIC CONTROL

A. *Administration of the Criminal Justice Degree.* The Criminal Justice Degree will be located within the College of Liberal Arts. The Dean will appoint a Director of the CRJ program. Two or three advisors will assist this person. All three organizing departments will be represented through the Director or Advisors. The Director and Advisors will schedule and coordinate quarterly course offerings, recommend course modifications, and other curricular matters. The Director will manage the budget, advise students, meet with participating departments, plan student events and other matters associated with degree programs. Please see Appendix B for letters of support from department chairs.

B. *Cooperative Arrangements with Sinclair Community College.* Wright State University (WSU) and Sinclair Community College (SCC) met twice; the first time to discuss the need for a CRJ degree offered by WSU, and a second time to discuss cooperative arrangements and transfer credit from SCC’s Police and Corrections Programs. The latter discussion resulted in the program structure described below and a proposal to better fit the programs.

C. *Articulation Agreements with Sinclair Community College.* Wright State University signed an articulation agreement with Sinclair Community College. Please see Appendix C for a copy of the agreement.

## VI. CURRICULUM

A. *Description of the Criminal Justice Degree.* Criminal Justice (CRJ) is an interdisciplinary Bachelor of Arts degree. The program is designed to educate and prepare students for entry and mid-level criminal justice positions in local, state, and federal government and nonprofit and private agencies involved in protecting public safety and implementing the law. The curriculum will develop knowledge of the criminal justice system, theories of criminal behavior, institutions formed to ensure public safety and enforce the law, and the law. Student core competencies will be developed and required in areas of (1) analytical and ethical decision making; (2) the use of technology; (3) methods of collecting and using data; and (4) communicating to diverse people and through diverse media.

Students admitted into the CRJ must have earned a minimum cumulative grade point average of 2.3 and have completed a minimum of 24 credit hours including ENG 101 and 102, PLS 200 and 210, PSY 200 and SOC 200. Majors are required to complete five Criminal Justice core requirements, including an internship; three courses in Criminal Justice Foundation Areas of Behavior, Institutions and Law; and three Criminal Justice electives.

Criminal Justice Internship (SOC 433): Students may participate in supervised field experiences within correction, probation, and law enforcement agencies. Student interns will work in the field within the Miami Valley or other locations. This class will require keeping a log and progress reports, as well as preparing a paper synthesizing readings and field experience. Students working in the field may choose to take the internship, but it must be completed in an agency in which the student is not currently employed or has been previously employed. Final approval and placement of interns will be at the discretion of the Internship Director.

<b>Criminal Justice Degree Requirements</b>	
<b>General Education Requirements</b>	<b>57</b>
<b>Foreign Language/Research Methods Requirements</b>	<b>24-32</b>
<b>Criminal Justice Core Requirements</b>	<b>20</b>
PLS 442, SOC 300, SOC 306 or URS 410, URS 411, SOC 433	
<b>Criminal Justice Foundation Areas</b>	<b>36</b>
Three courses from each area:	
<u>Behavior</u> : SOC 320, SOC 330, SOC 332, URS 450, SOC 442, PLS 435	
<u>Institutions</u> : SOC 350, PLS/URS 321, PLS/URS 345, URS 420, PLS 322	
<u>Law</u> : PLS 436, PLS 437, SOC 432, PLS 342, PLS 343, PLS 340	
<b>Criminal Justice Electives</b>	<b>12</b>
PLS/URS 427, URS 346, PLS/URS 446, PLS 375, PLS 440, PLS 443, SOC 313, SOC 315, SOC 332, SOC 440, SOC 459	
<b>General Electives</b>	<b>35</b>
<b>TOTAL CREDIT HOUR REQUIREMENT</b>	<b>192</b>

B. *List of Criminal Justice Courses*

PLS 210	(4)	Introduction to Quantitative Methods of Political Science
PLS 322	(4)	State Government
PLS 323	(4)	Government of Ohio
PLS 340	(4)	Law and Society
PLS 342	(4)	Civil Liberties I: The First Amendment
PLS 345	(4)	Public Administration
PLS 346	(4)	Public Personnel Administration
PLS 343	(4)	Civil Liberties II: Due Process and Equal Protection
PLS 375	(4)	Humans Rights in the USA
PLS 427	(4)	Urban Policy Analysis
PLS 435	(4)	Political Corruption in America
PLS 436	(4)	Criminal Law
PLS 437	(4)	Criminal Procedure
PLS 440	(4)	Constitutional Law
PLS 442	(4)	The American Criminal Justice System
PLS 443	(4)	Administrative Law Procedure
PLS 446	(4)	Public Budgeting

PLS 448	(4)	Gender Violence and American Politics
PLS 471	(4)	International Law
PLS 472	(4)	International Terrorism
PLS 473	(4)	Politics of Gender Violence
SOC 231	(4)	Violence
SOC 300	(4)	Sociological Analysis (under review)
SOC 306	(4)	Introduction to Research Methods
SOC 313	(4)	Intensive Alcohol Education Program
SOC 315	(4)	Drug and Alcohol Intervention
SOC 320	(4)	Social Deviance
SOC 330	(4)	Criminology
SOC 332	(4)	Juvenile Delinquency
SOC 350	(4)	Sociology of Work
SOC 360	(4)	Sociology of the Family
SOC 406	(4)	Application of Research Methods
SOC 422	(4)	Sociology of Courts (under review)
SOC 432	(4)	Penology
SOC 433	(4)	Internship
SOC 440	(4)	Bureaucracy and Bureaucrats
SOC 442	(4)	Race and Minority Relations
SOC 444	(4)	Urban Sociology
SOC 457	(4)	Policing (under review)
SOC 459	(4)	Explaining Crime (under review)
PLS/URS 321		City Politics
PLS/URS 345		Public Administration
PLS/URS 346		Public Personnel Administration
PLS/URS 427		Urban Policy Analysis
PLS/URS 446		Public Budgeting
GEO 447	(5)	Principles of Geographic Information Systems
GEO 448	(5)	Applications of Geographical Information Systems
URS 410	(4)	Urban Empirical Research
URS 411	(4)	Seminar in Urban Affairs
URS 420	(4)	Public Safety Administration
URS 450	(4)	Ethic in Public Service

## **Political Science/PLS**

### ***210-4 Introduction to Quantitative Methods of Political Science***

Uses of quantitative political data with emphasis on contemporary research applications. Survey design and questionnaire construction. Analysis and interpretation of data. Prerequisite: MTH 102 or level 3 on placement exam.

### ***321-4 City Politics***

(Also listed as URS 321.) Governments and politics of metropolitan regions, government structure and functions, and interest and power relations.

### ***322-4 State Government***

Survey and analysis of the structures and functions of the American states with special attention to the problems of federal-state and state-local relations, legislative apportionment, and urban growth.

### ***323-4 Government of Ohio***

Organization and functions of the government of Ohio with special attention to development, social structure, legal status, electoral processes, and fiscal problems.

### ***340-4 Law and Society***

Theories of law; in addition to the nature and functions of the judicial process.

### ***342-4 Civil Liberties I: The First Amendment***

Cases and related materials on the Bill of Rights and the Fourteenth Amendment with emphasis on the First Amendment freedoms: freedom of speech, of the press, and of religion.

### ***343-4 Civil Liberties II: Due Process and Equal Protection***

Cases and related materials on the enforcement of civil rights and liberties through the due process and equal protection claims of the Fourteenth Amendment.

### ***345-4 Public Administration***

(Also listed as URS 345.) Nature and scope of public administration, administrative law, and public interest in the administrative process.

***346-4 Public Personnel Administration***

(Also listed with URS 446) Methods of employment, training, compensation, and employee relations in various levels of civil service. Examines organizations of public employees.

***375-4 Human Rights in the USA***

Examines controversies over human rights in the U.S. and considers contending definitions of human rights and debates over policy by focusing on a range of issues including immigration, pornography, gay rights, race relations, and poverty.

***427-4 Urban Policy Analysis***

(Also listed as URS 427.) Study of selected urban problems and their relationship to the political environment. Use of simulation gaming to understand community development processes.

***435-4 Political Corruption in America***

Analysis of political corruption in America, including campaigns and elections, graft, the executive branch, congressional ethics, corruption in law enforcement, organized crime, and abuse of authority.

***436-4 Criminal Law***

Examines the nature of the criminal law and reviews the law pertaining to criminal liability; inchoate crimes; the elements of crimes against persons, property, and habitation; and the defenses to criminal actions.

***437-4 Criminal Procedure***

Examines the constitutional protections that the individual has when confronting the criminal justice system and examines the case law surrounding the Fourth Amendment (search and seizure), Fifth Amendment (self-incrimination), and Sixth Amendment (right to counsel).

***440-4 Constitutional Law***

Cases in which provisions of the Constitution have been judicially interpreted. Also examines federal systems, separation of powers, and limits on government.

***442-4 The American Criminal Justice System***

Survey of the American criminal justice system concentrating on political aspects. Police, judges, attorneys, Supreme Court decisions, crime, and public opinion.

***443-4 Administrative Law Procedure***

Study of the law controlling the process by which public agencies make and administer policy. Topics include policy formulation and budgeting, legislative delegation, administrative agencies, rule making, and adjudication.

***446-4 Public Budgeting***

(Also listed with URS 446) Examination of the major phases of the governmental budget cycle; types of budget; budgetary reform; economic and public policy impact of government budgeting; decision-making process; and legislative/executive relations in budget formation and implementation.

***448-4 Gender Violence and American Politics***

Examines gender violence in the U.S. Considers the range of violence, its sources, and solutions. Topics include domestic violence, rape, eating disorders, reproductive rights, and pornography.

***471-4 International Law***

Study of rules governing the conduct of international politics with emphasis on their relevance to current world problems.

***472-4 International Terrorism***

Surveys the phenomenon of terrorism: who employs it, how and why it occurs in international politics, and how targets respond to terrorism. The special problems terrorism creates for democracies and the politics of hostage-taking are examined. Prerequisite: PLS 222.

***473-4 Politics of Gender Violence***

A cross-cultural examination of women's human rights and gender violence. Considers the range of violence, its sources, and solutions. Topics include domestic abuse, rape, female circumcision, purdah, anorexia, and reproductive rights.

**SOCIOLOGY/SOC**

***231-3 Violence***

Defines violence, explores patterns at individual and group levels, and examines explanations for change in quantity and intensity. Areas covered include criminal violence, domestic violence, rape, homicide, and genocide.

***300-4 Sociological Analysis (under review by university committees)***

***306-4 Introduction to Research Methods***

Philosophical and applied issues of sociological investigation. Various means of collecting sociological data are analyzed. Prerequisite: SOC 200.

***313-1 Intensive Alcohol Education Program***

Students are observer/participants in the intensive alcohol education program which presents individuals with factual material about the effect of substance abuse, both physically and socially, so that they can make knowledgeable decisions about their usage. Graded pass/unsatisfactory.

***315-3 Drug and Alcohol Intervention Workshop***

Participant observation of the intervention and treatment of drug and alcohol problems including therapy and counseling groups, client/therapist contact, and professionals practicing intervention and confrontation techniques. May be taken for letter grade or pass/unsatisfactory. Prerequisite: (*one* of the following) SOC 320 or permission of instructor.

***320-4 Sociology of Deviant Behavior***

Extensive exploration of the various sociological approaches to the study of deviance and social disorganization with emphasis on contemporary sociological theory and research. Prerequisite: SOC 200.

***330-4 Criminology***

Survey of crime, some causal theories, and attempts at crime prevention in the United States. Prerequisite: SOC 200.

***332-4 Juvenile Delinquency***

Problems of definition and treatment of delinquency. Preparation for further study and work with delinquents.

***350-4 Sociology of Work***

Investigation, analysis, and discussion of contemporary theories focusing on the relationship of the individual to work.

***360-4 Sociology of Family***

Sociological analysis of family development over its life cycle. Involved is the relationship of the family to society and the individual. Topics include courtship, marriage, parenthood, adulthood, and aging. Prerequisite: SOC 200.

***406-4 Applications of Research Methods***

Advanced course in social research techniques that provides students the opportunity to design and carry out a full-scale research project within a seminar-like class setting. Students are encouraged to select research problems related to their major interest areas. Prerequisite: PLS 210 or SOC 306.

***422-4 Sociology of the Courts (under review by university committees)***

***432-4 Penology***

Historical development and critical assessment of penal institutions. Field visits to selected institutions. Prerequisite: SOC 330 or 332 or permission of instructor.

***433-4 Internship in Corrections and Family***

Supervised field experience in corrections and family agencies (probation, parole, jail, juvenile, adult, and aging). Requires readings, a log, progress reports, and a paper synthesizing readings and field experience.

***439-4 Explaining Crime (under review by university committees)***

***440-4 Bureaucracy and Bureaucrats***

Examination of the nature of modern bureaucratic organizations, their place in society, and consequences of bureaucratic forms for their members and society.

***442-4 Race and Minority Relationships***

Study of intergroup, racial, and ethnic group relations including the processes and consequences of conflict, prejudice, and discrimination.

***444-4 Urban Sociology***

Deals with the role of cities in past and present societies, the social and cultural implications of urban living, and special problems associated with city life. Prerequisite: SOC 200.

***457-4 Social Policy (under review by university committees)***

***459-4 Explaining Crime: From Beccaria to Thornberry (under review by university committees)***

## **GEOGRAPHY/GEO and URBAN AFFAIRS/URS**

### **GEO**

#### ***447-5 Geographic Information Systems (GIS)***

Principles, structures and applications of geographic information systems and utilization of data from topographic, remotely sensed and photogrammetric sources. Prerequisite: GEO 365 or permission of instructor.

#### ***448-5 GIS Applications***

Apply GIS techniques to solve public/private sector information and development problems. Solutions entail data analysis and forecasting, using ARC/INFO geographic information system methods. Prerequisite: GEO 447.

### **URS**

#### ***321-4 City Politics***

(Also listed as PLS 321.) Governments and politics of metropolitan regions, government structure and functions, and interest and power relations.

#### ***345-4 Public Administration***

(Also listed as PLS 345.) Nature and scope of public administration; administrative law; and public interest in the administrative process.

#### ***346-4 Public Personnel Administration***

(Also listed as PLS 346.) Methods of employment, training, compensation, and employee relations in various levels of civil service. Examines organizations of public employees.

#### ***410-4 Urban Empirical Research***

Introduces students to research and data collection methods used to explore and explain urban issues. Preparation course for URS 411 and students interested in empirical research. Investigates what makes research useful, valid, and ethical. Requires evaluating and developing research designs.

#### ***411-4 Seminar in Urban Affairs***

Includes development of a major research paper and a bibliography in urban affairs. Prerequisite: URS 311 and 410.

***417-4 Public Sector Labor Relations***

Examines collective bargaining, the negotiation process, impasse resolution, and contract and grievance administration in local government.

***420-4 Public Safety Administration***

Policing, corrections, fire, emergency medical services, and emergency management systems will be examined to provide an understanding of the services offered, technologies used, problems faced, and alternatives available in each of these areas.

***427-4 Urban Policy Analysis***

(Also listed as PLS 427.) Study of the policy development process and its relationship to past and current urban issues. The course focuses on a current urban issue through discussion, reading and research.

***446-4 Public Budgeting***

(Also listed as PLS 446.) Examination of the major phase of the governmental budget cycle, types of budget, budgetary reform, economic and public impact of government budgeting, decision-making process, and legislative/executive relations in budget formation and implementation.

***450-4 Ethics in Public Service***

Systematic development of ethics in public service, including individual roles and obligations, values, standards, and codes of conduct.

C. *Evaluation of the Criminal Justice Degree After Implementation.* The evaluation of the program will include the following: 1) instructor evaluations; 2) exit interviews with the Director; 3) monitoring of enrollment; 4) survey of the majors after three years; 5) alumni survey after five years; 6) consultation with Sinclair after three years to examine the compatibility of both programs; and 7) review of the capstone papers by the Director.

D. *Special Accreditation.* There are no accreditation programs related to the degree.

**VII. STAFFING QUALIFICATIONS**

*Number and Qualifications of Full-Time Faculty Needed in the Criminal Justice Degree.* Faculty who will teach in the Criminal Justice Program now teach in the College of Liberal Arts. The list of faculty below includes their highest degree, degree granting institution and home department.

<u>Professor</u>	<u>Degree</u>	<u>Academic Discipline</u>
Marlese Durr	Ph.D., SUNY-Albany	Sociology
Jack Dustin	Ph.D., University of Delaware	Urban Affairs
Edward Fitzgerald	Ph.D., Boston University	Political Science
	J.D., Boston College Law School	
December Green	Ph.D., Emory University	Political Science
William Pammer	Ph.D., University of Oklahoma	Public Administration
Tracey Steele	Ph.D., University of Texas, Austin	Sociology
James Walker	Ph.D., University of California-Berkley	Political Science
Norma Wilcox	Ph.D., St. Louis University	Sociology

## VIII. FACILITIES AND SUPPORT SERVICES

A. *Describe Facilities and Equipment Currently Available for the Criminal Justice Degree.* Review of the existing resources shows that the Criminal Justice Degree Program can be implemented with minimum impact. There is adequate classroom space available to accommodate the projected enrollment over a five-year period, with additional capacity available if needed.

The classes for the Criminal Justice Program are all equipped with typical classroom technology such as overhead projectors, chalkboards, and furniture. In addition, computer and video equipment are available for classroom use on both campuses in sufficient supply. Little or no impact on existing facilities and programs is anticipated due to the availability of classrooms and equipment.

B. *Impact Criminal Justice Program Will Have on Other Programs.* There will be a loss in the number of majors in the Political Science, Sociology, and Urban Studies majors, but there will be no loss of credit hours or classes being taught.

C. *Additions or Modifications to Facilities and Equipment.* After Millett Hall is renovated, many of the criminal justice classes can be offered in computer labs.

D. *Plans to Meet Additional Needs for Facilities or Equipment.* Our program needs will be met with the renovation of Millett and the current facilities and equipment.

E. *Library Resources Related to Criminal Justice.* The Paul Laurence Dunbar Library maintains a collection of primary and secondary criminal justice

resources adequate to meet the needs of faculty and students, including books, journals, and videos. (SEE APPENDIX) Special collections, such as law journals, may be obtained through Ohio Link and/or area universities, including Central State University, Wilberforce University, and University of Dayton. We do not anticipate requesting additional resources or the reallocation of library resources to improve Criminal Justice holdings. See Appendix D.

## **VII. FINANCIAL RESOURCES**

- A. *Projected Criminal Justice Degree Budget FY-2001 to FY-2005.* The projected costs, including the clerical, adjunct, and the director, will range from \$16,440 in the first year to \$17, 817 in the fifth year of the program. See Appendix E.
- B. *Adequacy of Subsidy and Income.* The total projected revenue, including subsidy and fee income will range from \$407,289 in the first year to \$883, 651 in the fifth year of the program. See Appendix F.
- C. *Reallocations Required to Fund the Criminal Justice Major.* Implementing the CRJ degree will require a two course-load reduction for the Director. Participating faculty already teach the courses required for the degree. Increased enrollment will cover course replacement costs and additional space that might be needed for records and the Director. One half -time secretary will be required to service the program.