

EXTERNAL REVIEWERS' REPORT

Criminal Justice Program Division of Politics, Administration, and Justice California State University, Fullerton

February 13, 2014

This report is the result of a one-day site visit at California State University, Fullerton (CSUF) on January 28, 2014, by a three-person team. The reviewers include Dr. Cheryl Maxson from the Department of Criminology, Law, and Society at the University of California, Irvine; Dr. Hank Fradella from the School of Criminology, Criminal Justice, and Emergency Management at California State University, Long Beach; and Dr. Jochen Burgtorf from the Department of History at California State University, Fullerton. This review is one part of the University's academic program review process. During our visit, we met with Dr. Sheryl Fontaine, Interim Dean of the College of Humanities and Social Sciences (CHSS); Dr. Jesse Battan, Interim Associate Dean of the College of Humanities and Social Sciences; Dr. Stephen Stambough, Chair of the Division of Politics, Administration, and Justice (DPAJ); program coordinators from other areas of the Division (political science and public administration), the criminal justice faculty (including part-time lecturers), and a recent alumna of the program. Everyone appeared to be forthcoming in sharing their observations regarding the criminal justice program department. We wish to take this opportunity to thank everyone for their hospitality and for taking time from their busy schedules to meet with us. In addition to these meetings, we reviewed a Self-Study prepared by the Criminal Justice Program, faculty curricula vitae, the DPAJ website, and the university's academic *Catalog*.

I. OVERVIEW

The program leading to the Bachelor of Arts in Criminal Justice is designed to acquaint students with the principles and practices of criminal justice in the United States, seemingly with a special emphasis on the State of California. Students are required to take two foundational courses in the discipline—CRJU 100: Crime, Law, and Justice; and CRJU 300: Introduction to Criminal Justice. The core curriculum in the criminal justice major exposes students to five primary topic areas: policing, corrections, criminological theory, research methods, and substantive criminal law. Finally, 15 credit units of in-major electives allow students the opportunity for some in-depth study in select areas of specialization by pursuing at least five elective courses based on personal or career interests. The program does not offer a masters-level degree.

II. RESOURCES

For the past several years, the State of California and the California State University system have experienced severe budgetary shortfalls which directly impacted the resources available to all divisions of CSUF. DPAJ faculty members are aware of and have felt the impact of these limited resources. As a result of insufficient human resources and rising enrollments, student-faculty ratios (SFRs) are quite high, service workloads of faculty are so high that they are demoralizing, and support for research and professional development languishes below that available to criminal justice faculty in other CSUs.

A. Faculty Hiring

Largely as a function of the budget, the criminal justice program has not made a tenure-track faculty hire in nearly six years. The Division has done an admirable job in managing its limited resources, but the need for additional criminal justice faculty is abundantly clear and fully justified.

As the budget situation began to improve during fiscal year 2013-2014, the Division was granted permission to make a new tenure-track hire. In spite of near Herculean efforts to advertise, recruit, and interview finalists during the very early part of the academic year, and in spite of having decided that two finalists would make excellent new faculty members, the Division was unable to make a new hire due to a lack of timely action on behalf of the personnel in the Office of the CHSS Dean. This inaction resulted in both acceptable finalists having accepted offers of employment at other universities. When the new fiscal year begins, the position should be advertised early and expedient action must be taken at all levels to ensure that the best quality faculty can be hired. Moreover, one tenure-track hire is woefully insufficient given the extraordinary number of criminal justice majors served by the Division. Additional tenure-track lines should be authorized to assist the Division faculty, many of whom are suffering from high levels of burnout as a function of the intense demands of teaching and service.

B. Academic Advising

The Division also lacks sufficient resources for academic advising. Five faculty members are each granted one course (3 WTUs) of assigned time per semester to advise undergraduate students. Four engage in general academic advising and one serves as the Division's pre-law advisor. Because the criminal justice program has more than 1,200 majors, each of the four faculty members serving as general academic advisors averages approximately 300 advisees. Faculty complained to us that such an advisee load demanded more time than a single course release. Indeed, many faculty members we interviewed told us that they refuse to take on academic advising responsibilities because it is less work to teach a course than it is to provide high-quality advising to so many students. That being said, we question whether it is an efficient use of scarce resources to have faculty members serving as academic advisors. In our experience, faculty are usually in the best position to provide developmental advising—

that is, mentoring and guidance with learning skills, writing, research, and career development. In contrast, baccalaureate-educated staff members whose full-time job it is to provide academic advising are much better suited to helping students with issues such as course selection, registration, timely progress toward degree completion, and graduation clearance. We encourage the Division to consider adopting such a model. Moreover, we encourage the university to provide the resources to hire qualified staff to serve as full-time academic advisors, leaving faculty members to serve as mentors and providers of career guidance.

C. Irvine Program

For reasons that seem inexplicable to the External Review team, precious resources are being used to offer dreadfully under-enrolled courses at CSUF's extended campus in Irvine. Indeed, one faculty member is teaching a course at that location this semester with only six students enrolled, whereas courses offered by the Division on the main campus in Fullerton are bursting at the seams with upwards of 50 to 60 students. According to the Self-Study and the interviews we conducted during our campus visit, this situation is not unique; classes offered in Irvine are frequently, if not always, seriously under-enrolled. This wasteful practice should be ended so that scarce faculty resources can be devoted to providing for the students on the main campus in Fullerton, thereby facilitating their graduation in a more timely manner.

D. Staff

The Division is understaffed. Moreover, the staff currently working in the Division is not adequately meeting the administrative needs of the Division. One staff member in particular is chronically absent and, when present, is often inefficient and/or ineffective. We understand that various personnel in the Office of the CHSS Dean are aware of this unacceptable situation and are working with Human Resources to address the problem. Human Resources should take progressive discipline steps, consistent with applicable collective bargaining processes, to facilitate either improvement in staff performance, reassignment to a less demanding staff position in the university, or termination.

E. Space

It was obvious to all members of the External Review team that space is limited for the Division. But perhaps of more concern than the apparent lack of space for additional faculty offices is the problem of classroom space. According to the Self-Study, even if all of the classrooms set aside for DPAJ were filled to capacity, the Division would still be under target; moreover, they would not be able to serve student needs. As a result, significant human resources are spent each semester trying to find classroom space. This, in turn, often results in courses being scheduled when classrooms assigned to other departments or divisions are unused, rather than in ways that accommodate student needs and faculty preferences. The Self-Study states, however, that other departments are allocated classroom space that could accommodate nearly double

their student enrollments. The Dean's Office should fix this problem with all deliberate speed.

F. Library Holdings

The Self-Study states, "Library holdings continue to be lacking." Without more detail, it is difficult for the review team to discern the specific shortcomings. As the CSU budget stabilizes, however, resources needed to support student learning must be allocated to keep book holdings and journal/database subscriptions up-to-date.

III. FACULTY

A. Full-Time Faculty

As far as we can discern, the criminal justice program currently has 12 tenured and tenure-track faculty members. Most hold PhDs from leading sociology or criminology/criminal justice programs. The materials we reviewed as part of this process suggest that faculty possess a range of expertise within most of the traditional scope of the discipline (i.e., expertise in criminological theory, research methods, corrections, and law). The faculty needs experts in policing and victimology, as well as additional personnel to help teach sections of criminological theory and research methods, at minimum. The program would also benefit greatly from hiring a comparative criminologist—someone who could help his or her colleagues to infuse global perspectives into the curriculum.

Faculty members possess a nice range of sub-specializations that allow them to offer electives that they enjoy teaching and students seemingly enjoy taking (as evidenced by course enrollments). In fact, many of the faculty members with whom we met told us that one of the best parts about working in the criminal justice program at CSUF was the ability to develop and offer elective courses of interest to them. We commend the Division for fostering an environment in which such creativity is valued since it helps to increase faculty job satisfaction.

1. *Teaching Effectiveness.* Results from Student Opinion Questionnaires (SOQs) reveal that, every semester, the department achieved a mean over 3.0 (out of a possible 4.0), with an average score of 3.34. This suggests that students generally perceive the quality of instruction in the criminal justice program to be quite high. The limited assessment data provided to us also suggest students are learning from the faculty. Indeed, assessment data reveal significant levels of student learning in CRJU 315 (The Enforcement Function) and CRJU 340 (Criminal Justice Research Methods). The limited assessment data we were provided suggest, however, that the program needs to make changes to CRJU 300 (Introduction to Criminal Justice) to promote student achievement in this key foundational course since the data suggest students are learning only about half of the material they are expected to learn in that course. Assessment data from other classes were not provided. As the

DPAJ develops and refines an assessment plan, faculty should consider the assessment data they gather and brainstorm how to “close the loop” as appropriate.

2. *Research and Scholarship.* The current tenured and tenure-track faculty vary greatly in their levels of productivity. Some are productive scholars whose research is published in respected venues (some of whom even involve their students in their research—a high-impact practice that increases retention and graduation rates), while other faculty members appear to have completely abandoned any meaningful research agenda. Because the scholarly endeavor goes hand-in-hand with excellent teaching, we encourage all faculty members in the Division to engage in at least some research and publication. The Division and the College should consider means to promote the professional development of faculty via expanded access to internal research funds and providing incentives and support for faculty that apply for and obtain external research funds. Moreover, the system of faculty rewards should be reconsidered. As currently constituted, tenure and promotions standards in the criminal justice program are quite low. Indeed, the scholarly record of many faculty members in the program would not warrant their being awarded tenure at several other California State University campuses. In addition, tenure and promotion criteria appear to be completely retroactive, rather than incorporating a standard that looks for evidence of continued scholarly engagement after tenure and promotion.

Tenure and promotion standards notwithstanding, there are other systems of faculty rewards that could be implemented to facilitate research and scholarly productivity. For example, those who are productive researchers could receive assigned time to support their research. This would help improve the CSUF criminal justice program’s reputation, keeping it in the company of select CSU programs in the discipline whose faculty are well-known for their scholarly contributions—especially given Fullerton’s proximity to CSU Long Beach and CSU San Bernardino, both of which have multiple faculty members who have achieved national prominence in the discipline. We were disturbed to learn, for example, that one particularly productive faculty member had been offered the editorship of a leading international journal, but had to decline the position due to a lack of support for such scholarly activities (e.g., assigned time). Had the journal come to CSUF, not only would this have provided cache for the program in the world of criminology and criminal justice, it also would have provided an opportunity to involve students in the journal production process since they can be trained to serve as assistant/associate managing editors. Such experience increases student retention, promotes timely graduation (largely through the mentoring such students receive from the faculty member editing the journal), encourages students to pursue further education, and gives them a competitive advantage on the job market.

3. *Service.* As with scholarly activity, the service workload appears to be unevenly distributed among the criminal justice faculty. Some do so much service that they are tremendously overworked; others appear to do little, meaningful service. Such disengagement undercuts shared governance and can lead to high levels of resentment. But such imbalances in service workloads could be remedied—at least

in part—by changing the system of faculty rewards, especially as they relate to the award of assigned time, tenure, promotion, and professional development opportunities (such as travel funds to attend conferences).

B. Adjunct Faculty

In addition to the 12 tenured and tenure-track faculty in the criminal justice program, the Division utilizes a large cadre of lecturers to deliver instruction. Many (indeed, nearly all) of these adjunct faculty members are justice practitioners who bring a “real world” perspective to their teaching. Exposure to so-called “pracademics” has palpable benefits to complement the more academic approach taken by typical full-time faculty. Care should be taken, however, to ensure appropriate course assignment for adjunct faculty. For example, although people holding the JD degree and working as attorneys are suitable to teach classes in courts, evidence, criminal law, criminal procedure, and other law-based courses, most lawyers are not qualified to teach criminological theory or research methods. We therefore caution the Division to be careful about matching course assignments to faculty education and experience.

IV. CURRICULUM

The DPAJ recently revised its criminal justice curriculum. The primary goal of this revision was to eliminate cognate courses in related disciplines. The DPAJ program offers its students a fairly standard, albeit traditional curriculum. Students are required to take an introductory course and courses in policing, corrections, criminological theory, research methods, and criminal law. We are concerned, however, that the curriculum is not as current as it should be. It does not meet the curricular standards set forth by the Academy of Criminal Justice Sciences.

A. The Core Curriculum

As Tables 1 and 2 both indicate (see pages 13-14), the criminal justice program offers a range of core and elective courses. There are, however, four notable deficiencies in the core curriculum.

1. *Courts*. Although students receive an overview of the courts system in the introductory survey course (CRJU 300), there is no core curriculum course in courts and judicial processes. Yet, the courts are one of the three primary components of the criminal justice system (the other two being the police and the correctional system). Accordingly, ACJS Curriculum Standard B.5 requires the study of courts in fulfillment of two discrete learning objectives: the study of the systems devoted to the administration of justice and the adjudication function (which is not the same as courses in criminal law or procedure). Although the core curriculum requires students to take specialized courses in policing (CRJU 315: The Enforcement Function) and corrections (CRJU 345: Corrections), a course in courts is notably absent from the core. However, the major offers an

elective class in this area (CRJU 472: The Judicial Process). The faculty should seriously consider switching CRJU 472 from an elective to a core course.

2. *Criminal Procedure*. The criminal justice program offers a basic course in criminal procedure (CRJU 310B) and then two advanced courses in criminal procedure (CRJU 485: Search, Seizure, and Interrogation I; and CRJU 486: Search, Seizure, and Interrogation II). Because a working knowledge of the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments (at least insofar as they apply to criminal justice) are essential for justice practitioners and policymakers, ACJS Curriculum Standard B.5 requires the study of constitutional criminal procedure. The faculty should, therefore, seriously consider switching CRJU 310B from an elective to a core course.
3. *Ethics*. Although the criminal justice program offers at least two courses that systematically examine issues of diversity in the criminal justice system (CRJU 385: Minorities and the Criminal Justice System, and CRJU 430: Women and Crime), it does not offer either a core or elective course in criminal justice ethics. This is a significant deficiency that must be remedied.
4. *Statistics*. The most egregious omission in the current curriculum is the absence of a required course in statistics. ACJS Curriculum Standard B.5 requires the study of both research methods and statistics. Although CRJU 340 (Criminal Justice Research Methodology) includes coverage of basic statistical concepts, students are exposed to only the most rudimentary statistical principles in that course since it is primarily concerned with methodological design. Consistent with both the standards of education in the social and behavioral science and the curricular standards of the Academy of Criminal Justice Sciences, the criminal justice major should add a statistics course to its core requirements of the major. The course could either be taught as a majors-only course, or it could be one that spanned the Division. Indeed, it could even be a course along the lines of "Statistics for the Social and Behavioral Sciences" that serves students from a variety of majors. However designed and implemented, it is essential that criminal justice students learn how to be effective consumers of statistical data, lest they be unable to understand evidenced-based best practices that will affect their careers once they enter the practice of the justice professions. The university must provide the DPAJ with the resources to hire faculty to teach this essential course.

B. Beyond the Core Curriculum

The range of elective courses offered as special topics classes is impressive (e.g., Animals, Law, and Society; Correctional Counseling; Criminal Minds and Forensic Criminology; Drugs and Crime; White Collar Crime). These topics, when combined with electives that are regularly offered, provide CSUF students a range of options to pursue courses of interest to them, as well as to prepare for careers in the justice professions.

Another significant strength of the elective curriculum is the availability of a broad range of experiential learning opportunities, including internships, service learning courses, independent studies, and applied policy research opportunities. These types of experiences significantly and positively impact student learning, retention rates, graduation rates, employability, and overall student satisfaction. The Division is to be commended for the fine work they are doing in these areas.

Perhaps as a function of being a part of a Division that includes political science and public administration, course offerings and experiential learning opportunities (e.g., legal internships, moot court) in the legal aspects of criminal justice are plentiful and appear to be one of the strongest parts of the elective curriculum. Another programmatic strength seems to be the DPAJ's integration of multiple options for studying criminal justice policy, leadership, public management, and justice administration. The Division is to be commended for the depth and breadth of coursework in these areas that give the criminal justice major at CSUF a distinctive niche among other criminal justice programs in the region (especially in comparison to other CSUs).

On the other hand, we note two areas of curricular weakness that should be addressed:

1. *Prerequisites.* Other than the introductory course (CRJU 300), the criminal justice major lacks a meaningful prerequisite structure. Faculty explained to us that the lack of prerequisites—especially when considered in combination with the lack of mandatory advising for first-year and at-risk students (both of which have repeatedly been demonstrated to be best practices for increasing graduation rates)—creates a “free for all” at registration with students simply registering for any combination of courses that fit a desired schedule without regard to the pedagogical soundness of their selections. The student with whom we met confirmed that students similarly view registration as a fracas. But the problem runs deeper than students taking courses in a haphazard sequence; such practices negatively impact student success. Indeed, the faculty bemoaned the fact that they often have students in their 400-level courses who have not yet taken either a research methods course or one in basic criminological theory since neither is required as a prerequisite for 400-level courses. When combined with the conspicuous absence of a required course in statistics (a foundational requirement in nearly all of the social and behavioral sciences), this frequently results in students being completely unable to make sense of any primary source literature (i.e., peer-reviewed journal articles) that professors assign (or would like to assign) in their upper-division electives. This, in turn, waters down the value of the courses. Indeed, we suspect that it significantly diminishes CSUF students' ability to learn about evidence-based best practices in the discipline, thereby reducing their competitiveness on the job market. This could be remedied by requiring criminological theory, research methods, and statistics as prerequisites to 400-level courses. Similarly, some of the part-time lecturers who teach law related classes explained their concern that students in criminal law or procedure lacked knowledge of basic court structure, terminology, organization, and processes—something that could be easily remedied by making a courts

class a prerequisite to all other law classes. The faculty recognizes the value of having a few prerequisites, but asserted that a prerequisite structure would impede time-to-degree completion and, therefore, graduation rates. But that is not necessarily the case for three reasons.

First, letting students know that they need to take three or four specific classes by the end of their junior year (e.g., courts, criminological theory, research methods, and statistics) would move people through the major in an organized way. It also allows the person in charge of scheduling to offer specific courses in highly predictable manner, reducing the guesswork of which classes will fill and which ones will not, allowing the scheduler to direct resources to classes students actually need, rather than to those that student may take to fill their schedules when benchmarked core courses are unavailable. In fact, the only student with whom we met during our visit told us that course unavailability was a big problem for criminal justice majors, although, in her opinion, that was a largely a function of students not planning appropriately. The lack of a prerequisite structure exacerbates this problem, whereas limited prerequisites to benchmarks timely progress through requirements of the major can alleviate this problem.

Second, the sequencing of key courses assists in reducing time-to-degree completion (and thereby increasing four-year and six-year graduation rates) because students are better prepared to succeed in their upper-division coursework when they have a stronger foundation that will help them make sense of the material in subsequent coursework.

And third, graduation rates are also increased as a byproduct of moving people out of the major as early as possible if they are unlikely to succeed in it as indicated by their inability to earn grades of "C" or higher in key benchmarked classes (rather than saving a difficult, yet key course like research methods until the end of their time in college, only to fail it and delay their time to degree completion when they have already spent multiple semesters fulfilling other requirements of the major). This, in turn, allows them sufficient time to complete the requirement of a different major without needing to spend an extra year or two in college.

2. *The Cutting-Edge.* The criminal justice major as currently constituted is heavily oriented toward the sociological and legal aspects of criminal justice. Although it is certainly appropriate for the faculty to focus its offerings in line with their own expertise, the Division needs to keep its curriculum current and make targeted hires to ensure that students are exposed to cutting-edge material to keep them competitive on the job market. Toward that end, the criminal justice program would benefit from hiring a forensic psychologist or clinical neuroscientist who can integrate more of the bio-psychological aspects of criminology into their course offerings. Understanding the role that brain structures, neurotransmitters, and behavioral genetics all play in criminality (especially violent behavior) is a key component to

contemporary justice education. Yet, it is missing from the current criminal justice course offerings. Similarly, the right hire could also offer courses that explore more of the individualized causes of crime (to complement the macro-level social causes on which current course offerings now focus). Along the same lines, although the criminal justice program offers a course in crime analysis, it appears from the course description that the course merely explains the crime analysis function within the structure of a law enforcement organization by focusing on the development, implementation, and operations of a crime analysis unit and its relationship to field and investigative operations, as well as administrative bureaus. But cutting-edge crime analysis courses offer students the opportunity to learn contemporary crime analysis skills using techniques such as GIS crime mapping and Social Network Analysis. Not only are these methods on the cutting-edge of modern policing, they also give students a competitive edge on the job market. Accordingly, to facilitate student success, the criminal justice program should insure that its curriculum gives students the necessary tools to secure the best employment opportunities in a competitive job market.

V. OTHER OBSERVATIONS

A. Communication

Numerous faculty members in criminal justice shared with us that they thought that the Division lacked an effective system of formal communication. Indeed, the Division faculty meets only once per semester. Some faculty commented that more frequent meetings may not be necessary if electronic communication were used better. We encourage the faculty to consider ways in which their formal communications structures could be improved without burdening faculty with unnecessary, unproductive meetings. Moreover, we were surprised to learn that the program's Self-Study was not distributed to all faculty members, suggesting a lack of communication within the program as well.

B. Leadership

The criminal justice coordinator receives only one course (3 WTUs) of assigned time to execute all of the duties of that work-intensive position. We find this unconscionable for a program with more than 1,200 majors. If the criminal justice were a free-standing program at CSU Long Beach, the chair would either teach one or no classes each semester to care for the students in such a large major. This position needs to be supported with more resources.

VI. RECOMMENDATIONS

A. Impaction

Given the ever-growing number of majors and the high SFRs such enrollment creates, we advise the Division to consider impacting the criminal justice program. By putting

certain impact criteria in place (such as a minimum cumulative grade point average and successful completion of certain benchmark classes with a grade of “C” or higher), the criminal justice program can better manage its operations with the limited resources that CSUF can provide to the Division. It is likely that such impact criteria will also increase both retention rates and graduation rates within the major while simultaneously decreasing the average time-to-completion.

B. Advising Reforms and Roadmaps

The criminal justice faculty should consider revisiting the ways in which academic advising is delivered to their majors. Professional advising staff and peer-advising are options that should be considered. But regardless of whether any changes to the structure of advising are made, the program must develop roadmaps that guide students to degree completion in four, five, or six years. These simple tools help students stay “on-track” toward a timely graduation. They should be developed as soon as possible and made available in paper format in Division offices and on the DPAJ website.

C. Faculty

The criminal justice program needs to hire at least two tenure-track faculty members. SFRs are too high and the undergraduate curriculum has incomplete coverage of critical content areas that need to be addressed. The Division and the Office of the Dean could design a recruitment approach that advertises content areas broadly across the specialties needed (rather than seeking one specialty at a time). This campaign could be spread over the next one to three years, would provide flexibility in the search process, and allow the program to select the highest quality applicants across the broad categories, provided that, unlike this past year, the Dean’s Office acts in a timely manner to support the Division’s hiring efforts.

D. Curriculum

1. *Fix Core Deficiencies.* Consistent with both the standards of education in the social and behavioral science and the curricular certification standards of the Academy of Criminal Justice Sciences, the criminal justice major really needs to add a statistics course to its core requirements for the major. In addition, the program needs to create a course in applied criminal justice ethics, and the Dean of the College of Humanities and Social Sciences must assist the DPAJ in getting curriculum approvals through relevant bureaucracies at CSUF. It is unconscionable that the department of philosophy somehow feels that it “owns” the word *ethics*, and that they are the only academic unit which should be offering classes with *ethics* in the course title. Finally, electives in courts and criminal procedure should be made core curriculum classes consistent with the curricular standards of the Academy of Criminal Justice Sciences.

2. *Add Prerequisites.* The criminal justice faculty should implement a prerequisite structure that not only helps move students through the major in a timely manner, but also supports their success in 400-level coursework by exposing them to material that will deepen their learning. The prerequisite structure need not be cumbersome. Simply adding criminological theory and research methods as junior-year benchmarks would help significantly.
3. *Other Suggestions.* The faculty should add additional “cutting edge” electives and writing courses as resources permit.

E. Assessment

The criminal justice program is not engaged in an appropriate program of assessment of student learning outcomes. The university and the college must provide professional development for faculty to teach them about assessment methods and then provide appropriate support for faculty (i.e., assigned time) to conduct assessment efforts appropriately.

If we can be of further assistance, please do not hesitate to let us know.

Respectfully submitted,

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TABLE 1: REQUIRED CURRICULUM STANDARDS OF THE ACADEMY OF CRIMINAL JUSTICE SCIENCES

ACJS Standard	Description	Core Classes Addressing Standard	Elective Classes Addressing Standard
Administration of Justice	Contemporary criminal justice system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice.	CRJU 100: Crime, Law, and Justice CRJU 300: Introduction to Criminal Justice CRJU 315: The Enforcement Function CRJU 345: Corrections <ul style="list-style-type: none"> • No core class in courts as a system for the administration of criminal justice 	CRJU 405: Criminal Justice Policy CRJU 425: Juvenile Justice Administration
Corrections	History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders.	CRJU 345: Corrections	CRJU 404: Capital Punishment CRJU 440: Correctional Rehabilitation CRJU 465: Law, Punishment, and Justice
Criminological Theory	The nature and causes of crime, typologies, offenders, and victims.	CRJU 330: Crime and Delinquency	<ul style="list-style-type: none"> • No advanced criminological theory options • No class in victimology
Law Adjudication	Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making.	CRJU 310A: Criminal Law—Substantive <ul style="list-style-type: none"> • No core class in courts and judicial processes • No core class in criminal procedure 	CRJU 310B: Criminal Law—Procedural CRJU 465: Law, Punishment and Justice CRJU 472: The Judicial Process CRJU 480: Courtroom Evidence CRJU 485: Search, Seizure and Interrogation I CRJU 486: Search, Seizure and Interrogation II CRJU 492: Pre-Law Internship
Law Enforcement	History, theory, practice and legal environment, police organization, discretion, and subculture.	CRJU 315: The Enforcement Function	CRJU 462: Crime Analysis
Research and Analytic Methods	Quantitative—including statistics—and qualitative methods for conducting and analyzing criminal justice research in a manner appropriate for undergraduate students.	CRJU 340: Criminal Justice Research Methodology <ul style="list-style-type: none"> • No core class in statistics 	Advanced policy-based research courses are occasionally taught as special topics courses.
Ethics and Diversity	A systematic examination of the issues of diversity in criminal justice through either specific required courses and/or the integration of these issues within the program’s curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations.	<ul style="list-style-type: none"> • No core class in ethics and diversity 	CRJU 385: Minorities and the Criminal Justice System CRJU 430: Women and Crime <ul style="list-style-type: none"> • No elective course in applied criminal justice ethics

TABLE 2: ELECTIVE CURRICULUM STANDARDS OF THE ACADEMY OF CRIMINAL JUSTICE SCIENCES

ACJS Standard	Description	Elective Classes Addressing Standard
Electives	A variety of criminal justice electives are available consistent with faculty, resources, and program objectives. Some degree programs will offer concentrations in specific areas, depending upon the composition of the student body and faculty expertise.	CRJU 320: Introduction to Public Management and Policy CRJU 322: Leadership for Public Service CRJU 404: Capital Punishment CRJU 405: Criminal Justice Policy CRJU 406: Crime and Popular Culture CRJU 422: Human Resources Management CRJU 425: Juvenile Justice Administration CRJU 435: Civil Disobedience and Social Justice CRJU 385: Minorities and the Criminal Justice System CRJU 430: Women and Crime CRJU 450: Organized Crime and Intelligence Analysis CRJU 455: Gangs and the Criminal Justice System CRJU 462: Crime Analysis CRJU 465: Law, Punishment, and Justice CRJU 470: Sex, Crime, and Culture CRJU 475T: Topics in Administration of Justice
Experiential Learning	Programs have elective internship opportunities available to upper-level students. Measures are taken to ensure that internships are integrated into the academic component of the program and related to educational objectives.	CRJU 471: Moot Court CRJU 492: Pre-law Internship CRJU 495: Internships CRJU 499: Independent Study CRJU 475T: Topics in Administration of Justice [select service-learning courses]