



**Department of Behavioral Sciences
Criminal Justice Program Evaluation
Spring 2011 through Fall 2016**

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INTRODUCTION

Like several other departments on The University of Tennessee at Martin campus (UTM), the Department of Behavioral Sciences is multidisciplinary. We offer four majors (Sociology, Social Work, Psychology, and Criminal Justice) and three minors (Sociology, Psychology, and Criminal Justice). One departmental program, Social Work, is accredited by the Council on Social Work Education, while the remaining three programs are not accredited. In accordance with UTM policy, this self-study describes the Criminal Justice program, and thus refers only occasionally to the Social Work, Sociology and/or Psychology programs. The previous Chair of the Department, Cynthia West (Professor of Social Work, currently Dean of the College of Health, Education, and Behavioral Sciences) and Dr. Daphne Henderson (Associate Professor of Social Work, currently serving as the Department of Behavioral Sciences Interim-Chair) are not faculty members in the criminal justice program, however, their activities are included in some of the sections of this report, and not in others.

Each member of the Criminal Justice faculty worked on this self-study. Faculty members began meeting to discuss various components of the document in the Fall 2016 semester after notification from the UTM Administration that the self-study program evaluation was scheduled for the spring 2017 semester. All full-time Criminal Justice faculty members contributed to the final document and worked together to provide a comprehensive report of the last five years for the Criminal Justice program.

Historical Overview of the UTM Criminal Justice program

A review of the UTM Criminal Justice program is contained within this document for the time period Spring 2011 through Fall 2016. Through a succession of five year review periods, the UTM Criminal Justice program has gone through numerous changes, although some recommendations from previous self-study reviews continue to highlight some of the same issues. Based upon a review of the program in the late 1990s, the UTM CJ program was encouraged to expand diversity and to strengthen the academic integrity of the program. Historically, the UTM CJ program was developed to provide additional training for law enforcement officers and had a faculty composed of experienced professionals from the field. After the recommendations of the late 1990s self-study review, an effort was introduced to strengthen the program by hiring Ph.D. level academicians to the program. In 2000, the first ABD faculty person was added to the two-person program. In 2002, after the retirement of one of the two professionally trained faculty members, a second ABD faculty person was hired. In 2005, the remaining professional trained faculty member, and the second ABD (now Ph.D. level) faculty person left the employ of UTM (one retired and the other accepted a position at another university). A third ABD level faculty person was hired in 2005, followed by a fourth ABD level faculty person in 2006. By the end of the spring 2007 semester, the three faculty persons teaching in the Criminal Justice program had earned their Ph.D.'s and the transition of the criminal justice program from a professional, hands-on based program to one of an academically focused program had occurred. For the next decade, the three-member faculty at the Martin campus remained consistent and recognized an increased enrollment in the program. While a few criminal justice courses taught by adjunct faculty were offered in Selmer, Jackson, Parsons, and Ripley, Tennessee during this period, it wasn't until 2013 that a full-fledged effort began to offer the full criminal justice curriculum by the hiring of the first Ph.D. level faculty person to address the needs of these other campus locations. After one year, that faculty person left, and another Ph.D. level faculty person was hired. Since then, an additional Educational Outreach Centers has opened in Somerville. Currently, one of the three Ph.D. level faculty members from the Martin campus is serving as the Interim Director of the Office of Educational Outreach, and one master's level professional faculty person has been hired to cover those classes. Regardless of the increases in enrollment, both at the main Martin campus and now the Educational Outreach Centers, the number of faculty has remained consistent for more than two decades on the Martin campus. The previous evaluations of

the last two self-study reports (2002-2006 and 2006-2011) noted that the faculty/student ratio was out of balance and that the criminal justice program needed to add at least one additional faculty member. While the faculty/student ratio is one measure of the program, other measures are included in this document that address such topics as graduation rates, alumni surveys, major field test analyses, and other documentation of the program.

According to the data highlighted on the UTM website in its *2016-2017 Factbook*, the number of criminal justice majors has increased from 153 in Fall 2007 to 221 in Fall 2016, which is a 44.44% increase during the 10 year period (see **Table 1: Majors Enrolling Criminal Justice Fall 2007 through Fall 2016**). (https://www.utm.edu/departments/irp/_pdfs/2016-2017/Fact%20Book%20-%20Enrollment%20by%20Major%202016-2017.pdf).

However, not all of the increase has occurred on the UTM campus, as the criminal justice degree (generalist concentration) has been offered at the Educational Outreach Centers since Fall 2013. While the majority of students enrolled at the Educational Outreach Centers are enrolled in the generalist concentration, a few students may be enrolled in the other concentration areas and will take those classes not offered at the Educational Outreach Centers at the Martin campus.

Table 1: Majors Enrolled in Criminal Justice Fall 2007 through Fall 2016

	F 07	F 08	F 09	F 10	F 11	F 12	F 13	F 14	F 15	F 16
Criminal Justice Majors	153	169	178	214	214	215	243	253	236	221

This same data was supplied by the UTM Office of Institutional Research that allows a comparison of the UTM Criminal Justice program with the other programs in the Department of Behavioral Sciences (Psychology, Sociology, and Social Work, as evidenced in **Table 2: Enrollment by Program in the Department of Behavioral Sciences Fall 2002 through Fall 2016**.

Table 2: Enrollment by Program in the Department of Behavioral Sciences Fall 2002 through Fall 2016

	FALL 02	FALL 03	FALL 04	FALL 05	FALL 06	FALL 07	FALL 08	FALL 09	FALL 10	FALL 11	FALL 12	FALL 13	FALL 14	FALL 15	FALL 16
Criminal Justice	133	144	151	155	148	153	169	178	214	214	215	243	253	236	221
Sociology	30	25	28	32	40	43	36	30	35	34	49	49	56	48	38
Psychology	148	127	159	179	166	151	163	213	241	235	220	200	226	210	208
Social Work	100	101	125	100	101	125	129	149	166	210	203	222	223	225	198

From Fall 2002 through Fall 2016, the UTM Criminal Justice program has seen an increase in enrollment of 66.16%, the Sociology program has seen an increase of 26.67%, the Psychology program has increased 40.54%, and the Social Work program increased 98%. The Criminal Justice, Psychology, and Social Work programs offer their degrees at the Educational Outreach Centers in Selmer, Parsons, Ripley, Jackson, and Somerville. The students located at these campuses are included in the table above.

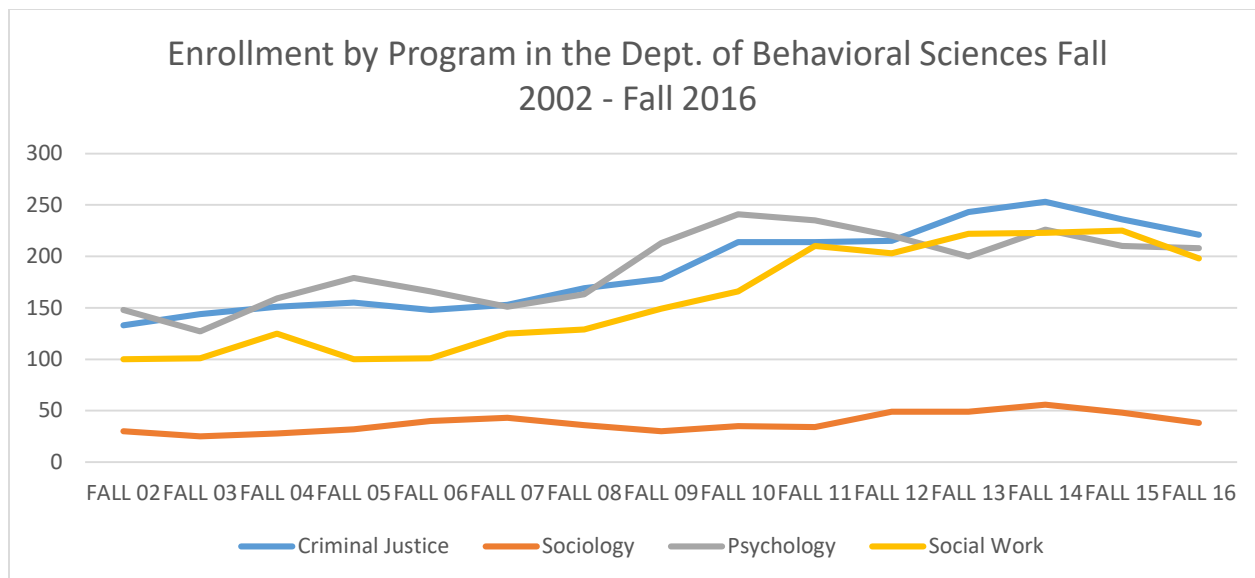


Figure 1: Enrollment by Program in the Dept. of Behavioral Sciences Fall 2002-Fall 2016

The data contained in Tables 1 and 2, however, do not accurately compare to the number of advisees assigned to each of the full-time Criminal Justice faculty members on the Martin campus, as noted in Section 3.3. If one were to utilize the number of advisees assigned to the Criminal Justice faculty just for the spring 2011 semester, the number would change from 211 majors to 230, or a 34.78% increase in the number of majors during this five year period. Two different data sources were used to compile this information (Banner Self-Service was used to obtain the number of advisees assigned to each faculty member, while the data supplied by the Office of Institutional Research was used to obtain the number of majors).

Table 3: Number of Criminal Justice Advisees Spring 2011 through Fall 2016

	SP 11	F 11	SP 12	F 12	SP 13	F 13	SP 14	F 14	SP 15	F 15	SP 16	F 16
CJ Faculty Total (3 faculty members)	188	195	162	154	148	158	149	149	153	154	118	131
Average # of advisees per CJ faculty member	63	65	54	51	49	53	50	50	51	51	39	44
Sociology Faculty Total (3 faculty members assisting with criminal justice advising)	0	0	26	43	29	23	19	14	12	30	41	50
Average # of advisees per Sociology faculty member	0	0	9	14	10	8	6	5	4	10	14	17
Educational Outreach Faculty Total (2/1 faculty members)						2	4	50	41	37	41	47
Total Number of CJ Advisees	188	195	188	197	177	183	172	213	206	221	200	228

1. LEARNING OBJECTIVES

1.1 Program and student learning outcomes are clearly identified and measurable.

During this five year period, UTM faculty worked tirelessly on revising student learning outcomes in order to more clearly identify the goals of the educational opportunities presented to students, as well as to make them more measurable for accountability and reporting purposes. The decision by the Southern Association of Colleges and Schools (SACS) to place UTM on probationary status in the Fall of 2015 due to its inability to fully measure all of the components of education at UTM led to a number of faculty workshops to improve the quality of measurement for both general education and program specific learning outcomes. After completion of these improved measurements, UTM was removed from probationary status in the Fall 2016 semester. The UTM criminal justice program participated in the revision of student learning outcomes and improved measurements, as well as more specifically aligning with both the UTM and Department of Behavioral Sciences' mission statements. Those mission statements, as well as the criminal justice program mission statement and revised student learning outcomes are identified below.

University of Tennessee at Martin Mission Statement

The primary purpose of The University of Tennessee at Martin is to provide a quality undergraduate education in a traditional collegiate atmosphere characterized at all levels by close collaboration among students, faculty and staff. In addition, the university is dedicated to meeting lifelong educational needs by providing graduate programs, distance-learning opportunities and other creative endeavors. Furthermore, the university is committed to advancing the regional and global community through scholarly activities, research and public service (<https://www.utm.edu/about/missionstatement.php>).

Department of Behavioral Sciences Mission Statement

The Department of Behavioral Sciences offers high-quality degree programs designed to provide students with a solid understanding of human behavior, social processes, social institutions, and the linkages between individuals and the larger social reality. The faculty is committed to scholarship in teaching, research, service, and provides learning activities for program majors and minors as well as students in the university at large. The department provides opportunities for out-of-class learning experiences through discipline-specific organizational memberships, research, conferences and workshops, travel studies, fieldwork, and internships. Faculty and students engage in public service and research related to the needs of the university, the community, the region, and respective professional fields. Upon graduation, students will be prepared for graduate study or employment in a wide variety of occupational settings (<https://www.utm.edu/departments/behsci/>).

Upon graduation with their respective degrees, students in the Department of Behavioral Sciences are expected to:

- *Demonstrate familiarity with concepts, theoretical perspectives, empirical trends and historical perspectives of their discipline;*
- *Demonstrate effective interpersonal communication skills and professional attitude in educational, professional, and community settings;*
- *Recognize, understand, and respect the complexity of sociocultural and international diversity;*

- *Value qualitative and empirical evidence, tolerate ambiguity, act ethically, and reflect values inherent to their discipline;*
- *Differentiate between theories and perspectives of their respective discipline to apply basic research methods, including research design, analysis, and interpretation;*
- *Adhere to the ethical principles and standards of scientific research and publication,*
- *Develop strategies for self-management and self-improvement [and]*
- *Formulate and pursue realistic goals that best utilize knowledge and skills of their respective discipline to develop career and educational plan* (University of TN at Martin catalog, 2016-2017, pp. 174-175).

Criminal Justice Program Mission Statement

The mission of the UTM Criminal Justice Program is to provide students with a significant exposure to the Arts & Sciences; to provide opportunities for in-service and pre-service students to study specialized criminal justice courses; to provide technical services to the community; to analyze the underlying philosophies and practices of the criminal justice system as well as the causation and prevention of crime and delinquency; and to counsel and assist our students in the making of career decisions (<https://www.utm.edu/departments/crimjust/index.php>).

Student Learning Outcomes

The instructional goals for the Criminal Justice program are stated in the program's mission statement as noted above. Student learning outcomes were revised in the Fall 2015 through Fall 2016 semesters; however, both the older instructional goals and the newest, revised student learning outcomes are identified:

Instructional Goals

1. students should be able to develop an understanding of the roles of the three components of criminal justice (law enforcement, court systems, and corrections) and how this system works within the democratic framework;
2. students should be able to understand the development of the components in criminal justice from their historical, theoretical, and research-oriented foundations;
3. students should be able to develop critical thinking skills to examine the historical and cultural aspects of society that influence the development of our system of criminal justice;
4. students are continuously presented with the impact of race, age, sex, income, and cultural diversity issues, as well as the influence of technology, religion, and political systems on the development of our system of justice;
5. students are provided with a combination of learning methods, both within the classroom experience and in the "real world";
6. students should be able to present their ideas and learning experiences through a variety of ways, especially focusing on discussion, testing, oral presentations, and research papers;

7. students should develop an understanding of the role of theory in criminal justice, such that the student will be able to (a) define theory and describe its role in building criminological knowledge; (b) compare and contrast basic theoretical orientations; (c) show how theories reflect the historical context of times and cultures in which they were developed, and (d) describe and apply some basic theories or theoretical orientations in at least one area of social reality; and
8. the student should understand the role of evidence and qualitative and quantitative methods within the discipline as well as outside the discipline. Students should be able to (a) identify basic methodological approaches and describe the general role of methods in building knowledge of our world, (b) compare and contrast the basic methodological approaches for gathering data; and (c) learn the steps in designing a research study.

All courses in Criminal Justice are designed to reflect the learning goals adopted by the program. The linkages between the Criminal Justice learning goals and courses are depicted in Appendix A. The columns for courses required are highlighted. Examination of the highlighted columns indicates that each of the required courses contributes to the overall learning goals for the major. Elective courses also contribute to those learning goals, as this table demonstrates.

Student Learning Outcomes

The UTM Criminal Justice Program has identified four outcomes for our curriculum. The outcomes are as follows:

Outcome #1: Specialized Knowledge

1. Students will explain the structure, styles, and practices of the Criminal Justice field using its tools, technologies, methods, and specialized terms

Outcome #2: Intellectual Skills

1. Students will properly incorporate multiple information resources in projects or papers through independent or collaborative research.
2. Students will evaluate theories and approaches to selected complex problems within Criminal Justice.

Outcome #3: Applied and Collaborative Learning

1. Students will prepare and present a project, paper, or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with Criminal Justice, explain how those elements are structured, and employ appropriate citations to demonstrate the relationship of the product to literature in the field.

Outcome #4: Civic and Global Learning

1. Students will justify a position on a Criminal Justice issue and relate this position to alternative views held by the public or within the policy environment.

Individualized Student Learning Outcomes aligned with specific course assignments for specific courses are identified and listed under each of the four Outcomes listed above and are identified for the students in the course syllabus. Syllabi for each criminal justice course are maintained in the main office.

1.2 The program uses appropriate evidence to evaluate achievement of programs and student learning outcomes.

Numerous measures are used to determine whether our criminal justice graduates have achieved the program outcomes identified in Section 1.1 above. The measures utilized include the Educational Testing Service's Criminal Justice Major Field Test exit exam (administered in the fall and spring of each year), the College of Education, Health, and Behavioral Science's Exit Interview Questions for Graduating Seniors administered in the Criminal Justice 460 Senior Seminar course each fall and spring semester (Appendix A), Criminal Justice Alumni Surveys (Appendix D) which were administered by the Criminal Justice program twice during this five year period – 2011 and 2016, as well as job or graduate school placement data, which has been supplied by the UTM Office of Institutional Research (see Table 13 following).

The Criminal Justice program has no formalized procedure for tracking graduates of the program, although one of the UTM CJ faculty members maintains a Facebook page in order to stay in touch with the Criminal Justice graduates. Faculty are able to obtain career information from graduates through the Facebook page, as well as through alumni surveys and requests for letters of recommendation for job placement or admission to graduate schools. In addition, many of the graduates have developed close ties with faculty which allow for the exchange of information.

1.3 The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.

Educational Testing Service's Major Field Test for Criminal Justice

As part of the CJ 460 (Senior Seminar in Criminal Justice) course, the Educational Testing Service's (ETS) Major Field Test in Criminal Justice is administered through the Student Success Center each fall and spring semester. Prior to student participation in the test, a five- to six-week accelerated review of the criminal justice system is provided to students. During this time frame, students review the numerous programs and agencies that comprise the criminal justice system. For instance, students review areas of law enforcement, corrections, courts, research methods, criminological theory, juvenile justice, and community corrections. This exit test has provided a basis for analysis of both the program, and with some limitations, the individual student. The reports supplied by ETS provide individual student scores, as well as UTM student scores and percentile rankings in comparison with other universities that also administer the same exam. Students are evaluated on seven criminal justice components: Theory, The Law, The Police, Corrections, The Court System, Critical Thinking, and Research Methodology and Statistics.

In a comparison of UTM CJ students with students at other universities, the UTM CJ students continuously score above the mean. An examination of UTM student scores in comparison to other students is provided in the following table that covers the semesters beginning February 2011 and ending February 2017.

Table 4: Educational Testing Service Major Field Test Scores February 2011 to February 2017

Assessment Indicator Number	Assessment Indicator Title	UTM Mean Percent Correct	Other Schools Mean Percent Correct	Difference in UTM and Other Schools	UTM Percentile Ranking
1	Theories of Criminal Behavior	54	38.4	15.6	95
2	The Law	64	52.4	11.6	97
3	Law Enforcement	64	54.7	9.3	84
4	Corrections	66	49.1	16.9	96
5	The Court System	71	56.3	14.7	98
6	Critical Thinking	67	52.2	14.8	97
7	Research Methodology and Statistics	54	43.6	10.4	83

In a comparison of UTM criminal justice majors with criminal justice majors at all other institutions who participate in the major field test (n=15,111) from February 2011 to February 2017, the table above shows that UTM CJ majors scored a minimum of 9.3 points higher in the area of law enforcement to a maximum of 16.9 points higher in the area of corrections. In all measured content areas, the UTM CJ students scored higher than the majority of all other schools, placing in the 83rd percentile in Research Methodology and Statistics, the 84th percentile in Law Enforcement, the 95th percentile in Theories of Criminal Behavior, the 96th percentile in Corrections, the 97th percentile in both Critical Thinking and The Law, and in the 98th percentile in The Court System. During this five year self-study review period, the ETS changed the criminal justice major field test (beginning in fall 2015), so comparisons of means and other individualized data cannot be determined as ETS aggregated its data. As noted at the beginning of this paragraph, the data supplied by ETS includes all students from all schools from February 2011 to February 2017. All schools were included in this analysis *except for UTM*, which was used as the comparison of *all schools* and *UTM*.

The ETS assessment of student scores provides data on each of the criminal justice component areas. Each of these indicators is discussed and presented in both table and figure format to provide information on the placement of UTM Criminal Justice students each semester since February 2011 to February 2017.

Assessment Indicator 1: Theories of Criminal Behavior

Table 5: Assessment Indicator 1: Theories of Criminal Behavior

	SP 2011	F 2011	SP 2012	F 2012	SP 2013	F 2013	SP 2014	F 2014	SP 2015	F 2015	SP 2016	F 2016
Assessment 1: Theories of Criminal Behavior	58	63	53	55	59	56	56	45	50	61	56	57

Criminal Justice students are evaluated on their knowledge and application of theoretical knowledge. All UTM Criminal Justice students are required to enroll in CJ 325/SOC 413 (Criminology) as one of their core major discipline courses. This course has consistently been taught by a member of the Criminal Justice faculty throughout the five-year cycle of this self-study evaluation. As noted in *Table 3: Educational Testing Service Major Field Test Scores February 2011 to February 2017* above, UTM Criminal Justice students have consistently scored higher in Theory than have their counterparts at other institutions, placing UTM criminal justice majors in the 95th percentile during this five year review.

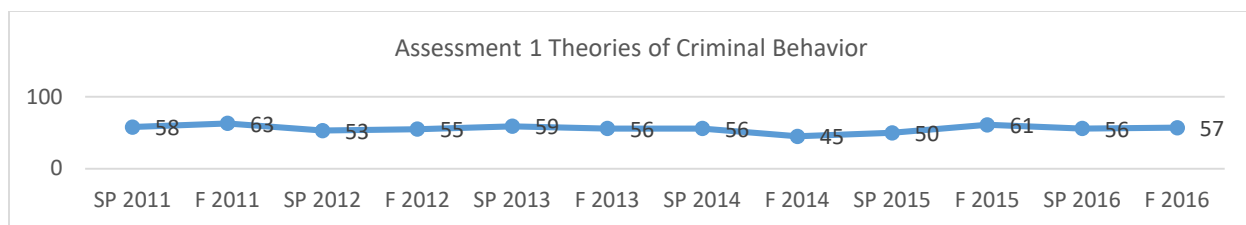


Figure 2: Assessment Indicator 1: Theories of Criminal Behavior

Assessment Indicator 2: The Law

Table 6: Assessment Indicator 2: The Law

	SP 2011	F 2011	SP 2012	F 2012	SP 2013	F 2013	SP 2014	F 2014	SP 2015	F 2015	SP 2016	F 2016
Assessment 2 The Law	57	63	64	63	72	67	67	63	63	67	66	65

The second assessment indicator by which UTM Criminal Justice students are evaluated is their knowledge of law-related issues. UTM students have been required to enroll in CJ 320 (Criminal Procedure) as a required course in their major field of study. When examining *Table 3: Educational Testing Service Major Field Test Scores February 2011 to February 2017* above, we see that UTM Criminal Justice majors have scored in the 97th percentile on average for this five year period.

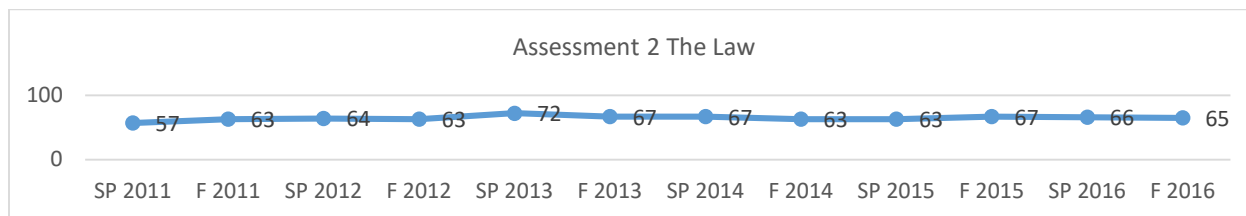


Figure 3 Assessment Indicator 2: The Law

Assessment Indicator 3: Law Enforcement

Table 7: Assessment Indicator 3: Law Enforcement

	SP 2011	F 2011	SP 2012	F 2012	SP 2013	F 2013	SP 2014	F 2014	SP 2015	F 2015	SP 2016	F 2016
Assessment 3 Law Enforcement	63	64	63	63	69	71	66	62	61	68	69	67

UTM Criminal Justice majors are required to enroll in CJ 300 (Principles of Law Enforcement) as a core course in their major. Students have placed in the 84th percentile, on average, during this five year period, as noted in *Table 3: Educational Testing Service Major Field Test Scores February 2011 to February 2017*.

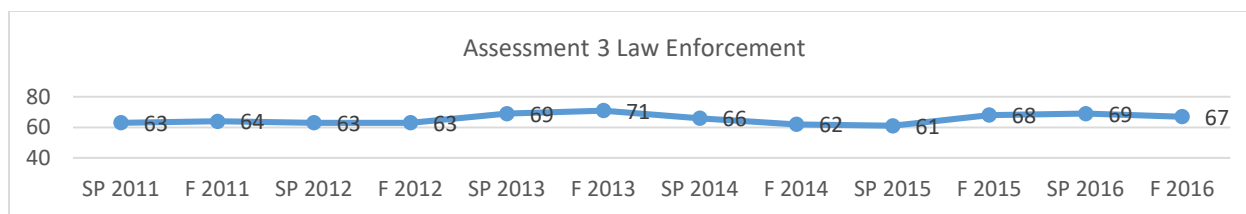


Figure 4: Assessment Indicator 3: Law Enforcement

Assessment Indicator 4: Corrections

Table 8: Assessment Indicator 4: Corrections

	SP 2011	F 2011	SP 2012	F 2012	SP 2013	F 2013	SP 2014	F 2014	SP 2015	F 2015	SP 2016	F 2016
Assessment 4: Corrections	66	68	65	68	72	68	67	65	64	70	70	73

Corrections (CJ/SOC 364) is a required course for criminal justice majors. A review of the data in Table 11 above reflects a 10.6% increase over the course of the years under examination, placing UTM criminal justice majors in the 96th percentile.

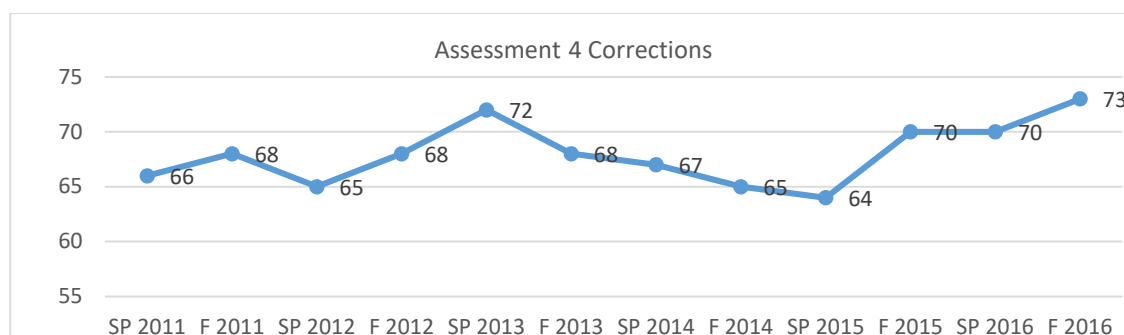


Figure 5: Assessment Indicator 4: Corrections

Assessment Indicator 5: The Court System

Table 9: Assessment 5: The Court System

	SP 2011	F 2011	SP 2012	F 2012	SP 2013	F 2013	SP 2014	F 2014	SP 2015	F 2015	SP 2016	F 2016
Assessment 5: The Court System	68	69	74	75	75	73	75	67	70	74	75	76

When examining the scores for *Assessment Indicator # 5: The Court System*, UTM Criminal Justice student scores remain consistently high in this area as compared to students from the other schools who participate in the major field test, with our students placing in the top 2% (98th percentile). Course content for this indicator can be found in the same courses identified in *Assessment Indicator # 2: The Law* (CJ 400 – Criminal Law; CJ 320 – Criminal Procedure; and CJ 420 – Criminal Evidence).

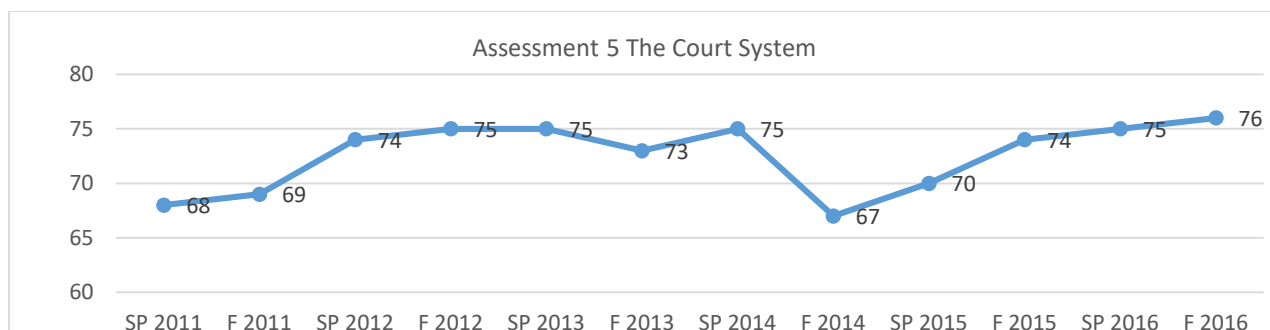


Figure 6: The Court System

Assessment Indicator 6: Critical Thinking

Table 10: Assessment Indicator 6: Critical Thinking

	SP 2011	F 2011	SP 2012	F 2012	SP 2013	F 2013	SP 2014	F 2014	SP 2015	F 2015	SP 2016	F 2016
Assessment 6 Critical Thinking	68	67	67	68	70	69	70	64	64	69	69	68

Assessment Indicator # 6 addresses the critical thinking ability of UTM Criminal Justice majors. Ten years ago, the previous self-study review (2002-2006) noted that UTM Criminal Justice majors were not as strong in this area as were students from other schools. Various assignments (readings, discussions, and writing assignments) were implemented and in the last five year review (2006-2011), our students consistently scored in the 95th percentile all five years under review in that report. Since then, our students have improved even more and have placed in the top 3% (97th percentile), as evidenced in Table 3 previously.

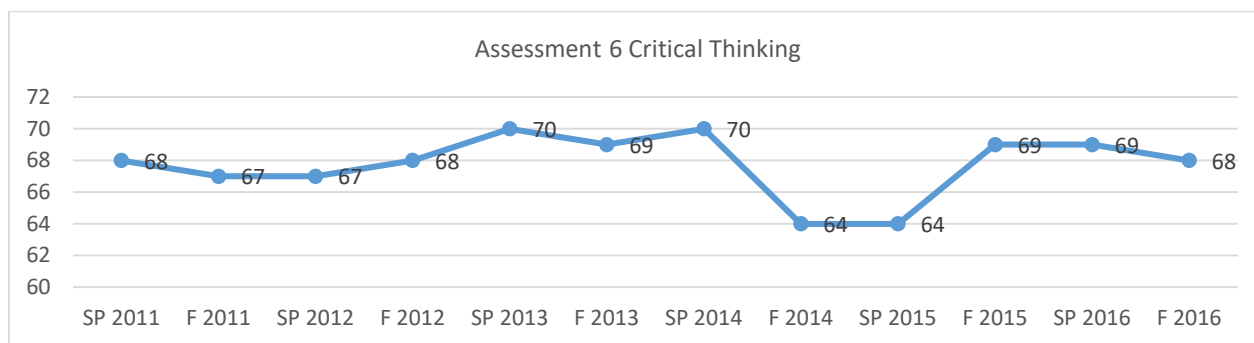


Figure 7: Assessment Indicator 6: Critical Thinking

The Criminal Justice curriculum is designed to not only address the development of critical thinking skills, but also to provide students with the skills needed to address these issues in a written format.

Assessment Indicator 7: Research Methodology and Statistics

Table 11: Assessment Indicator 7: Research Methodology and Statistics

	SP 2011	F 2011	SP 2012	F 2012	SP 2013	F 2013	SP 2014	F 2014	SP 2015	F 2015	SP 2016	F 2016
Assessment 7 Research Methodology and Statistics	56	59	56	55	58	59	52	47	51	53	55	57

The semester to semester scores for UTM Criminal Justice majors in the area of research methodology and statistics has remained consistent during the past five years, with an average percentile ranking of 83. During the last self-study period (2006-2011), there were two courses required of criminal justice majors: Sociology 301 Research Methods and Sociology 302 Statistics. During this five year review period, the two classes were combined into Sociology 303 that was designed to cover both topical areas. This new course, Sociology 303, was taught by a Sociology faculty member in one semester, and by a criminal justice faculty member during the other. More recently (Fall 2016), the criminal justice program separated the research methods and statistics course from the Sociology program, and now offers CJ 303 Methods and Analysis in Social Research, which is taught each fall and spring semester by a criminal justice faculty member. This course is taught once a year at the Educational Outreach Centers by the full-time faculty person who covers those campuses.

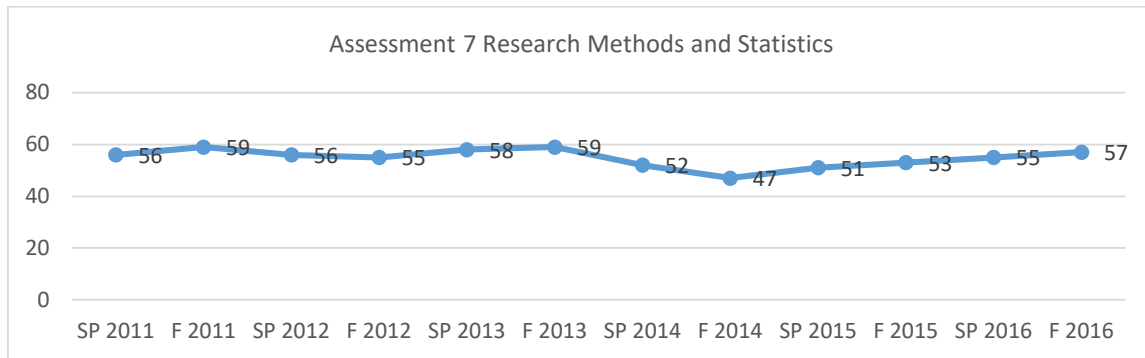


Figure 8: Assessment Indicator 7: Research Methodology and Statistics

Assessment Indicators by Topic Area

When examining the mean scores for each of the content areas, *Table 14: Assessment Indicators by Topic Area, Spring 2011 through Fall 2016* shows that UTM CJ majors have improved or remained at the same score in all of the topical areas except for one, as noted below:

- Assessment 1: Theories of Criminal Behavior – decreased 1.74%
- Assessment 2: The Law – improved by 14.3%
- Assessment 3: Law Enforcement – improved 6.35%
- Assessment 4: Corrections – improved 10.6%
- Assessment 5: The Court System – improved 11.76%
- Assessment 6: Critical Thinking – remained the same
- Assessment 7: Research Methodology and Statistics – improved 1.78%

Table 12: Assessment Indicators by Topic Area, Spring 2011 through Fall 2016

	SP 2011	F 2011	SP 2012	F 2012	SP 2013	F 2013	SP 2014	F 2014	SP 2015	F 2015	SP 2016	F 2016
Assessment 1 Theories of Criminal Behavior	58	63	53	55	59	56	56	45	50	61	56	57
Assessment 2 The Law	57	63	64	63	72	67	67	63	63	67	66	65
Assessment 3 Law Enforcement	63	64	63	63	69	71	66	62	61	68	69	67
Assessment 4 Corrections	66	68	65	68	72	68	67	65	64	70	70	73
Assessment 5 The Court System	68	69	74	75	75	73	75	67	70	74	75	76
Assessment 6 Critical Thinking	68	67	67	68	70	69	70	64	64	69	69	68
Assessment 7 Research Methodology and Statistics	56	59	56	55	58	59	52	47	51	53	55	57

Criminal Justice Alumni Survey Results 2011 and 2016

Two surveys of UTM criminal justice graduates (Appendix D) were initiated during this five year period. The 2011 survey was mailed to 115 alumni who graduated from Fall 2007 through Spring 2011, 32 alumni responded, for a response rate of 27.83%. The full survey responses can be found in Appendix E.

A second alumni survey was mailed to graduates of the criminal justice program in spring 2016 to those who had graduated from 2011 through 2015. A total of 160 surveys were mailed, 40 were returned completed with signed informed consent statements, and six were returned by the U.S. Mail as they were unable to be delivered as addressed, for a response rate of 25%. Full survey results for 2016 can be found in Appendix F.

Results and comparisons from the two surveys show the following:

CRIMINAL JUSTICE CURRICULUM

My education at UTM adequately prepared me with the level of oral communication skills necessary for a position in the criminal justice field.

2011:	11 Strongly Agree (34.4%)	17 Agree (53.1%)	Total:	87.5%
2016:	17 Strongly Agree (43.6%)	19 Agree (48.7%)	Total:	92.3%

The Criminal Justice Department needs to emphasize the importance of oral communication skills in its courses.

2011:	10 Strongly Agree (31.3%)	17 Agree (53.1%)	Total:	84.4%
2016:	11 Strongly Agree (30.8%)	23 Agree (59%)	Total:	89.8%

My education at UTM adequately provided me with the level of written communication skills necessary for a position in the criminal justice field.

2011:	15 Strongly Agree (46.9%)	13 Agree (40.6%)	Total:	87.5%
2016:	21 Strongly Agree (53.8%)	17 Agree (43.6%)	Total:	97.4%

The Criminal Justice Department needs to incorporate more writing skills into the curriculum.

2011:	8 Strongly Agree (25%)	5 Agree (15.6%)	Total:	40.6%
2016:	4 Strongly Agree (10.3%)	10 Agree (25.6%)	Total:	35.9%

My education at UTM provided me with an adequate level of computer skills for a position in the criminal justice field

2011:	9 Strongly Agree (28.1%)	16 Agree (50%)	Total:	78.1%
2016:	13 Strongly Agree (33.3%)	17 Agree (43.6%)	Total:	76.9%

UNDERSTANDING OF CRIMINAL JUSTICE ISSUES

My degree provided me with a thorough understanding of the criminal justice field and how it functions.

2011:	17 Strongly Agree (53.1%)	13 Agree (40.6%)	Total:	93.7%
2016:	20 Strongly Agree (51.3%)	18 Agree (46.2%)	Total:	97.5%

My education in criminal justice adequately provided me with an understanding of cultural diversity.

2011:	11 Strongly Agree (34.4%)	17 Agree (53.1%)	Total:	87.5%
2016:	19 Strongly Agree (48.7%)	16 Agree (41%)	Total:	89.7%

The criminal justice program needs to provide more exposure to criminal justice training.

2011:	10 Strongly Agree (32.2%)	14 Agree (43.8%)	Total:	76%
2016:	13 Strongly Agree (33.3%)	18 Agree (46.2%)	Total:	79.5%

The Criminal Justice Department needs to emphasize ethical issues in its courses.

2011:	13 Strongly Agree (40.6%)	11 Agree (34.4%)	Total:	75%
2016:	7 Strongly Agree (17.9%)	21 Agree (52.8%)	Total:	70.7%

QUALITY OF UTM CRIMINAL JUSTICE EDUCATION AND FACULTY

The quality of instruction I received from the Criminal Justice faculty was:

2011:	29 Excellent (90.6%)	3 Very good (9.4%)	Total:	100%
2016:	22 Excellent (56.4%)	14 Very good (35.9%)	Total:	92.3%

The Criminal Justice faculty treats students with respect and courtesy.

2011:	26 Strongly Agree (81.2%)	5 Agree (15.6%)	Total:	96.8%
2016:	28 Strongly Agree (71.8%)	10 Agree (25.6%)	Total:	97.4%

I found the Criminal Justice faculty to be accessible for discussion.

2011:	24 Strongly Agree (75%)	8 Agree (25%)	Total:	100%
2016:	27 Strongly Agree (69.2%)	10 Agree (25.6%)	Total:	94.8%

The quality of advising I received in Criminal Justice was:

2011:	24 Excellent (71.9%)	8 Very Good (25%)	Total:	96.9%
2016:	22 Excellent (56.4%)	12 Very Good (30.8%)	Total:	87.2%

What is your overall opinion of the quality of the Criminal Justice program at UTM?

2011:	28 Excellent (87.5%)	3 Very Good (9.4%)	Total:	96.9%
2016:	25 Excellent (64.1%)	12 Very Good (30.8%)	Total:	92.2%

Overall, how would you rate the quality of the Criminal Justice faculty?

2011:	28 Excellent (87.5%)	2 Very Good (6.3%)	Total:	93.8%
2016:	29 Excellent (74.4%)	5 Very Good (12.8%)	Total:	87.2%

Graduates in the 2011 survey noted that the Criminal Justice curriculum needs “no revisions” (n=15, 46.9%) or “minor revisions” (n=13, 40.6%). By 2016, 46.2% of graduates noted that the criminal justice program needs “no revisions,” and 21 (53.8%) stated that the program “needs minor revisions.”

Would you recommend UTM’s Criminal Justice program to prospective students?

2011:	28 Yes (87.5%)	3 No (9.4%)	Total:	87.5%
2016:	38 Yes (97.4%)	1 “Yes, after revisions” (2.6%)	Total:	97.4%

Twenty graduates of the 2011 survey provided additional comments related to the criminal justice program and curriculum. Among those were requests for hands-on training and assistance with job placement. The 2016 survey respondents noted that they would like more hands on training opportunities and that more oral communication opportunities should be provided.

COEHBS Exit Interview Questions, Graduating Seniors

Each semester, students enrolled in the CJ 460 (Senior Seminar in Criminal Justice) course are asked to complete the survey entitled *COEHBS Exit Interview Questions, Graduating Seniors* (Appendix A). Eighty-nine (89) graduating senior exit surveys were analyzed, covering all semesters except for Fall 2014, Spring 2015, Fall 2015, and Fall 2016 (six semesters are included here). The respondents evaluated the Criminal Justice program as well as reported on their experiences while students at UTM. Of the surveys analyzed, two-thirds of the students began their collegiate experience at UTM, while the rest were transfers from either community colleges or other four year institutions.

When asked about the strengths of UTM, the majority of students noted that small class sizes and their ability to develop relationships with the faculty as two of the major strengths. Many noted as well that the small campus and small class size permitted students to obtain help from professors if and when it was needed, and that the professor’s willingness to help and their approachability and availability were strengths of the program and the university. A high number of students believed that they had been offered a quality education and provided high approval for their advising experiences.

A major weakness of UTM noted by students was, once again, the parking situation, as it has been mentioned by a number of students in the two previous self-study periods. Others noted the need for more criminal justice professors so that they would have opportunities to enroll in different types of classes and the need for a master’s program in Criminal Justice. Overall, students were satisfied with the quality of their advising, even noting that they were able to meet with their professors in spite of the high advising loads of the Criminal Justice faculty.

Job Placement Survey Results – Academic Year 2006-2007 to 2010-2011

The employment and graduate school data, supplied by the UTM Office of Institutional Research for from Fall 2010 through Spring 2016 can be found in the following table. A brief review of the data in Table 13: Graduate Employment Data – Criminal Justice shows that 62.5 % of criminal justice graduates were either employed in their major or were in graduate school at the end of the 2014-2015 academic year. Overall, 54.17 % of graduates were employed in their major, 8.3 % were in graduate or professional school, 20.8 % were employed, but not in the criminal justice field. A total of 76 respondents were included in this table.

Table 13: Graduate Employment Data - Criminal Justice

Academic Year	Total Responding	Employed in Major	Graduate/Professional School	Employed Not in Major	Percentage Employed in Major or in Grad/Prof School
Fall 2015-Spring 2016					
Summer 2014-Spring 2015	24	13	2	5	62.50%
Fall 2013-Spring 2014					
Fall 2012-Spring 2013	16	7	1	4	50%
Fall 2011-Spring 2012	17	3	2	11	29.41%
Fall 2010 - Spring 2011	19	4	6	6	52.63%

2. Curriculum

2.1 The curriculum content and organization are reviewed regularly and results are used for curricular improvement.

While the Department of Behavioral Sciences historically had no institutionalized standards for reviewing curricula within its respective disciplines, curricular and programmatic review procedures were initiated Department-wide in Fall 2010, with the initiation of full-day faculty retreats under the direction of the Department Chair. Even prior to the initiation of the faculty retreats, such reviews have occurred on a timely basis in Criminal Justice, a practice that continues in excess of Department requirements. The frequency of curricular review within the CJ Program reflects the positive attributes associated with program growth, and testifies to the dedication of the CJ faculty and Department Chair in maintaining Program vitality. However, this frequency of review also is necessary due to Program resource limitations and other factors that create an environment of requisite continual review in an effort to minimize negative impact upon the Program and its offerings while maintaining appropriate academic standards. In 2015, the program and course-level Student Learning Outcomes (SLOs) were developed, as well as systematic processes for review and revision of the curriculum and related courses.

The increased numbers of criminal justice majors (with resultant increased course iteration requirements and advising responsibilities), increased demand of CJ courses in support of the Bachelor of University Studies (BUS), and increased demand for alternative delivery methods such as online and DL platforms have combined with stagnant full-time faculty resources to create an environment in which frequent review is critical for the development of the innovations required to meet current program demands. Faculty turnover in associated service disciplines, adoption of the Tennessee Universal Transfer Pathways between 2- and 4-year institutions, UT System changes from an FTE-based to performance funding model, current changes in the disciplines, student evaluations, informal conversations with students, and exit scores have contributed to reviews and revisions of our curriculum content and organization during the entire reporting period. In addition to regularly occurring informal program review, since 2009, the Department has held an annual faculty retreat each fall semester to facilitate formal curricular and course review.

Since the last five-year review, there has been a slight turnover among Criminal Justice faculty at the main campus as Dr. Donavant has moved from his teaching position in the criminal justice program to an administrative position, currently serving as the Interim Director of the Educational Outreach program (February 2016), and after utilizing an adjunct instructor for one semester (Spring 2016), a full-time term lecturer (Mr. Moore) has been hired to cover his classes (Fall 2016). However, there has been no increase in full-time faculty resources on the main campus at a time when student numbers and program demands have continued to increase, although one full-time faculty member was hired for the extended campuses in 2013-2014. Additionally, turnover within the closely affiliated Sociology Program has been dramatic. One full professor (Dr. Maynard) retired; while one experienced assistant professor (Dr. Maples) accepted a position at another university, another (Dr. Sonleitner) retired after five years, and one (Dr. Ramsey) was not granted tenure. Hence, none of the Sociology faculty cited in the last review is currently still employed in the Department. The consequence of losing experienced faculty is self-evident. However, searching for new faculty members enables the Department to review the content of our courses not only to fill the vacancies in course offerings, but provides an opportunity to rethink and/or restructure our upper-division courses and curriculum in order to meet the future needs of the program, the Department, and students. The Program also has restructured its curriculum and courses in response to alumni surveys, major field tests, informal communication with exiting seniors and alumni, and recognized trends within the field. When examining the trends noted in the ETS exam for Criminal Justice majors, many were scoring in the 70th percentile in the area of law enforcement. To make adjustments for these low scores, one new course (CJ 405 Law Enforcement Administration) was designed to augment material in the lone existing policing course (CJ 300 Principles of Law Enforcement). Similarly, CJ 425 Penology was designed as in-depth follow-up to CJ 364 (Corrections) as this was another area where students were scoring low in comparison to their national cohorts. When examining the percentile rankings for criminal justice majors at UTM in comparison to students from other universities (see Table 4 previously), the exit exam scores for UTM majors ranks them in the highest percentiles in Theories of Criminal Behavior, The Law, Corrections, The Court System, and Critical Thinking. In two areas, Law Enforcement and Research Methodology and Statistics, our criminal justice majors scored in the top 83-84th percentiles, and although these scores are not as high as in the other areas, students still score 9 to 10 points higher than students at other schools. During this five year period, the law enforcement courses have been taught by three different professors, often at 8 o'clock in the morning, while individual hands-on research projects are now required for criminal justice majors. During the five year period under review, the research methods course was taught by Sociology faculty one semester, and by Criminal Justice faculty the next semester. As of Fall 2016, only criminal justice faculty will teach research methods to criminal justice majors. This change creates a continual course overload for one criminal justice faculty member every fall, but the faculty believed it was in the students' best interest to be instructed in the research methods pertaining to their area of study.

The UTM Criminal Justice program's curriculum content and organization is reviewed informally each semester in order to plan for the scheduling of classes. Both formal and informal curriculum review meetings have been held by the Department, and discussion of new courses has occurred between the faculty of the Criminal Justice, Sociology, Social Work, and Psychology programs, and with the Department Chair. In many cases, the Sociology and Social Work programs have been consulted to determine if special topics courses offered by Criminal Justice professors would suit the needs of the other programs; if such were the case, the courses were cross-listed with the other programs and made available to students outside the criminal justice curriculum. This has occurred with a number of courses, including Serial Killers, the Death Penalty, Drugs and Society, Child Abuse, Family Law, Probation and Parole, Juvenile Justice, and Wildlife Law Enforcement. One course, Serial Killers, was developed totally due to student requests, and the Victimology course was developed after the arrival of Dr. Massey due to the historical treatment (or lack of concerned treatment) for crime victims. The student internship program has been expanded based upon verbal student requests and information received in the alumni surveys.

In response to repeated requests from the Office of Extended Campus and Online Studies (ECOS, renamed the Office of Educational Outreach [OEO]) to expand course offerings in response to increased demand within the BUS program, a tenure track faculty member was hired in Fall 2013 to provide criminal justice classes to the outreach centers, as well as increases in the number of adjunct faculty hired. Classes taught by the tenure track faculty at the Educational Outreach Centers are predominately delivered via synchronous distance learning (DL) technology with travel to the outreach centers on a rotating bases. Outreach students may also opt to take some courses at the main campus to complete their degree requirements.

Since the CJ Program has been chronically understaffed (noted in the past three Academic Program Reviews and continuing throughout the current reporting period), the need and use of adjunct faculty has been essential to ensure that students are offered the requisite and appropriate courses in sufficient iterations to complete their degree requirements in a timely fashion. Although this issue had been a concern within the BSCJ Program for several years, the CJ Program's attempt to provide the requested additional service in support of the BUS Program exacerbated this situation and stretched existing resources to the limit. Resultant programmatic meetings between OEO staff and CJ faculty to provide these requested services has created numerous opportunities to review course content, course availability, and curricular structure.

On numerous occasions throughout the reporting period, the CJ faculty attempted to work with OEO staff in course scheduling and adjunct instructor selection at the Educational Outreach Center locations. An approval process for adjunct instructors developed during the previous review period was reviewed and revised. The process includes curriculum vitae and graduate transcript review as well as a teaching demonstration conducted on the main campus. CJ faculty determine which CJ courses adjuncts are proficient to teach. At the request of OEO personnel, a matrix of courses that could be taught by adjunct instructors also was established. Recognizing that adjunct instructors often are not full-time educators, the CJ faculty have attempted to assist adjunct instructors by offering to review course syllabi and provide suggestions and resources for course delivery. In addition, adjunct instructors have been invited to participate in faculty development activities on the main campus and at the Centers. In some instances, the offered services were not embraced by certain adjunct instructors and/or OEO Center Directors; however, adjunct instructors have been more amenable to attending these activities at the centers than at the main campus. The centers also conduct fall workshops that some adjunct instructors attend. Some adjuncts have also participated in Blackboard and Canvas online Learning Management Systems (LMS) training conducted at the centers. Similarly, repeated requests for the forwarding of course syllabi by adjunct faculty at the centers often have gone unheeded. At times, course syllabi from adjunct instructors have been collected by the Department of Behavioral Sciences and the OEO Center Directors. Semester course scheduling was conducted by one faculty member on the Martin campus until Fall 2012, when this responsibility was turned over to the full-time CJ faculty person working with the Educational Outreach Centers. In Fall 2016, the EO interim director requested from the CJ faculty member working at the EO Centers a four-year schedule of CJ courses for each semester. The intent of this schedule is to allow faculty and center directors to better plan course offerings, and more importantly, to provide students with the information they need to plan their course of study leading to graduation.

These issues are pertinent to this section of the Program Review as they have served to necessitate continual program review in an effort to maintain acceptable academic standards within the program. It also should be noted that the hiring of a full-time, tenure track criminal justice assistant professor at the Outreach Centers in 2013-2014, and the temporary assignment of one tenured criminal justice associate professor (Dr. Donavant) as OEO Interim Executive Director in 2016, have greatly alleviated many of these issues, while bolstering the overall review process. The OEO Interim director mandated in Fall 2016 that syllabi for all OEO courses must conform to the University's standards and be submitted to the respective academic units each semester.

- 2.2 The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.

Bachelor of Science in Criminal Justice

A student must complete 120 semester hours in order to earn a Bachelor of Science degree in Criminal Justice. Included in this requirement are general education courses (54-58 hours), major field requirements (39 hours), minor field requirements (minimum of 12 hours); and electives which allow students to select courses to satisfy their special interests. Criminal Justice program content courses, both required and elective, are offered on a regular basis to meet student needs and interests. Criminal Justice majors taking a normal course load are able to complete degree requirements within a maximum of eight regular semesters. Five specific curriculum guides are provided in Appendices N through R, created as a resource for students, one for each of the concentration areas offered within the criminal justice degree.

The Criminal Justice and General Education requirements are highlighted to provide an overview of the course requirements for the criminal justice degree.

Bachelor of Science in Criminal Justice

General Electives (38-39 Hours Required)

Biological and Physical Systems: 8 Credit Hours

BIOL 110 and BIOL 120 or BIOL 130 and BIOL 140

Communication: 9-10 Credit Hours

ENGL 110 or ENG 111

ENG 112

COMM 230

Fine Arts (Aesthetics): 3 Credit Hours

Pick one of the following courses:

ART 110

ARTH 210

ARTH 211

DANC 110

MUS 111

MUS 112

MUS 114

MUS 115

THEA 110

THEA 111

Humanities: 9 Credit Hours

HIS 201

HIS 202

Pick one of the following courses:

ENG 250

ENG 251

ENG 260

ENG 261

ENG 270

ENG 271

Mathematics: 3 Credit Hours

MATH 140

Social and Behavioral Sciences: 6 Credit Hours

SOC 201

SOC 202

**Additional Requirements for Criminal Justice Majors
(12 Hours)**

Mathematics: 3 Credit Hours

MATH 210

Social and Behavioral Sciences: 9 Credit Hours

SWRK 220

Pick two of the following courses:

POSC 210

POSC 220

PSYC 101

SOC 101

SOC 300

Major Field Core Courses

(27 Hours)

CJ 200: Introduction to Criminal Justice

CJ 220: Criminal Justice Ethics

CJ 300: Principles of Law Enforcement

CJ 303: Methods and Analysis in Social Research

CJ 320 (520): Criminal Procedure

CJ 325 (525): Criminology

CJ 364 (564): Corrections

CJ 370: Juvenile Justice

CJ 460 (660): Senior Seminar

Criminal Justice Concentration Requirements

(18 Hours)

Law Enforcement (5831):

CJ 310: Principles of Criminal Investigation

CJ 400: Criminal Law

CJ 405: Law Enforcement Administration

CJ 420: Criminal Evidence

6 upper-division hours: (300-400) in criminal justice in addition to those listed under the major field core courses.

Corrections (5832):

CJ 380: Probation and Parole

CJ 415: American Death Penalty

CJ 425: Penology

9 upper-division hours (300-400) in criminal justice in addition to those listed under the major field core courses.

Courts and Law (5833):

CJ 400: Criminal Law

CJ 410: Victimology

CJ 413: Family Law

CJ 420: Criminal Evidence

6 upper-division hours (300-400) in criminal justice in addition to those listed under the major field core courses.

Generalist (5834):

18 upper-division hours (300-400) in criminal justice in addition to those listed under the major field core courses.

Forensics (5835):

CHEM 201: Introduction to Forensic Science
CHEM 202: Introduction to Forensic Science
CJ 310: Principles of Criminal Investigation

Pick 9 additional hours from:
BIOL 462: Special Topics in Biology [Title of topics]

CJ 330: Serial Killers
CJ 420: Criminal Evidence
CJ 435: Forensics and Physical Evidence
WBIO 441: Forensic Techniques in Wildlife
Biology
ZOO 325: General Entomology

Minor Requirements
(12 Hours Minimum)

Electives
(13 Hours or Enough to Meet 120 Minimum Hours for the BSCJ Degree)

Within the Major Field Core, *CJ 200 Introduction to Criminal Justice* has been offered each fall and spring semester; *CJ 220 Criminal Justice Ethics* has been offered each fall and spring semester since its inception; *CJ 300 Principles of Law Enforcement* also has been offered each fall and spring semester in 2011-12, 2012-13, and 2013-14, but changed to fall semester only in 2014-15. *CJ 320 Criminal Procedure* and *CJ 370 Juvenile Justice* have been offered each fall semester; *CJ 325/SOC 413 Criminology* and *CJ 364 Corrections* have been offered each fall and spring semester. *CJ 460 Senior Seminar in Criminal Justice* and *CJ/SOC 303 Research Methods* are offered every fall and spring semester; they are not offered during the summer due to the accelerated nature of the courses and the inability to provide the ETS major field exam (CJ 460) in this short time frame.

Several elective courses are offered regularly: *CJ 310 Principles of Criminal Investigation*, *CJ 330 Serial Killers*, *CJ 360 Child Abuse*, *CJ 380 Probation & Parole*, *CJ 410 Victimology*, *CJ 413 Family Law*, *CJ 415 American Death Penalty*, *CJ 420 Criminal Evidence*, and *CJ 450 Current Issues*. Many of these courses have been taught previously as various iterations of *CJ 411 Special Topics*, but were added to the permanent curriculum beginning Fall 2007.

One course, *CJ/SOC 364 Corrections* is cross-listed in the UTM catalog as both a Criminal Justice and Sociology class. *CJ 370/SWRK 345 Juvenile Justice* NEED TO INSERT CORRECT NAME OF COURSE is cross-listed in the schedule as both a Criminal Justice and Social Work class. In addition, the *CJ 411/SWRK 425/SOC 381/PSYC 365 (Special Topics)* courses, although not cross listed courses in the UTM catalog, can and have been offered as cross-listed courses to majors in all four programs. For example, one particular Special Topics course (*Drugs and Society*) was offered during the intersession "Maymester" terms in the three years proceeding this review period (2009, 2010, and 2011), and during Spring 2013 and 2014. The course has attracted students from many disciplines, including Criminal Justice, Psychology, Sociology, Social Work, Communications, English, Business Administration, History, Computer Science, Biology, Chemistry, Educational Studies, and Interdisciplinary Studies. Due to sustained high student interest, the course became a designated catalog course (CJ 301 Drugs and Society) in Fall 2015.

Graduate Studies

In 2011-2012, and 2012-2013, students had the option of completing 37 graduate-level semester hours in order to earn a Master of Science in Education degree, with an Interdisciplinary Option in Criminal Justice. Included in this requirement were the Education core courses (19 hours) and criminal justice courses that comprised the Criminal Justice Program of Study (18 hours). Courses in the 500 and 600 groups were offered concurrently, as needed, with the respective 300- and 400-level courses for undergraduates, except for course iterations offered at Extended Campus locations. This exception was due to the fact that Extended Campus course offerings were taught almost exclusively by adjunct instructors, who do not hold graduate faculty status. These courses included: *CJ 310 (510) Principles of Criminal Investigation*, *CJ 320 (520) Criminal Procedure*, *CJ 364 (564) Corrections*, *CJ 400 (600) Criminal Law*, *CJ 411 (611) Special Topics*, *CJ 420 (620) Criminal Evidence*, *CJ 450 (650) Current Issues in Criminal Justice*, *CJ 460 (660) Senior Seminar*, and *CJ 470 (670) Tennessee Criminal Law*. These graduate courses can and have been taught via both online and face-to-face delivery.

As many graduate students are working adults and cannot attend day-time classes on the main campus, the majority of graduate-level Criminal Justice course offerings were delivered exclusively online. Courses within this category were offered on a rotating schedule, as follows: *CJ 701 Program Planning and Curriculum Development* and *CJ 705 Qualitative Research Methods* in spring semesters of odd-numbered years and summer semester of even-numbered years; *CJ 703 Civil Liberties* and *CJ 704 Topical Seminar in Criminal Justice* in fall semesters of even-numbered years and summer semester of odd-numbered years; *CJ 702 Administration of Justice* and *CJ 706 Juvenile Justice Theory and Practice* in fall semesters of odd-numbered years; *CJ 707 Seminar in Juvenile Justice Systems* and *CJ 708 Seminar in Criminological Theory* in spring semesters of even-numbered years; and *CJ 709 Advanced Topics in Victimology* in spring semester of odd-numbered years. Students were required to pass a comprehensive Criminal Justice Subject Area Examination as part of the final Criminal Justice course taken in the program of study.

Ultimately, only three students completed the program during its existence, and the Criminal Justice Interdisciplinary Option was discontinued and removed from the university catalog in 2013-2014, due to low enrollment. All graduate-level courses were retained, and students continue to have the option of obtaining graduate course credit although no degree currently is offered.

Service Courses

The Criminal Justice Program provides several courses in support of the Bachelor of Interdisciplinary Studies (BIS) individualized degree program, and provides elective courses for any student having an interest in criminal justice. The program also offers several graduate courses in support of various graduate programs and, through 2012-2013, the Criminal Justice Program of Study in the Master of Science in Education (MSED) Interdisciplinary Degree Option. Although several BIS and a few MSED students attend CJ classes in traditional face-to-face course iterations on the main campus, many of these students attend classes at Outreach Center locations (or via online delivery).

CJ 200 Introduction to Criminal Justice is the most frequently offered of all the Criminal Justice service courses and is taught each semester on the main campus, and most semesters at Outreach Center locations or via online delivery. The on-campus iterations of the course serve not only Criminal Justice majors, but also Natural

Resources Management majors in the Park and Recreation Administration concentration area, and the BIS individualized degree program.

In addition to CJ service courses offered on the main campus, *CJ 200 Introduction to Criminal Justice*, *CJ 300 Principles of Law Enforcement*, and *CJ 310 Principles of Criminal Investigation* are the most frequently offered Criminal Justice service courses at Outreach Center locations and via online delivery, with *CJ 200* having been taught 12 times in 11 semesters, *CJ 300* taught 10 times in seven semesters, and *CJ 310* taught 10 times in eight semesters. *CJ 220 Criminal Evidence Ethics* has been taught six times; *CJ 320 Criminal Procedure* has been taught four times in three semesters; *CJ 330 Serial Killers* twice; and, *CJ 360 Child Abuse* five times. During three semesters in the 5-year reporting period, *CJ 364 Corrections* has been taught five times; *CJ 370 Juvenile Justice* has been taught four times; *CJ 400 Criminal Law* three times; *CJ 420 Criminal Evidence* six times in five semesters; and, *CJ 470 Tennessee Criminal Law* twice. *CJ 340 Criminal Investigation Techniques* and *CJ 380 Probation and Parole* have each been taught once. Twelve various configurations of *CJ 411 Special Topics* have been offered: *Drugs and Society* (three iterations); *Sex Crimes* (three iterations); *Family Violence* (three iterations in two semesters); and, *Rural Law Enforcement*, *Constitutional Rights of Prisoners*, and *Civil Rights* once each.

In all, 84 different iterations of Criminal Justice service courses have been offered at Outreach Center locations or via online delivery during the reporting period. The broad array of the service courses taught in support of the BUS reflects the diversity found in the required Criminal Justice courses within the BSCJ Major Field Core and Concentration Areas and demonstrates the broad appeal and strong demand for criminal justice courses that support a variety of student interests, career preparation, and professional growth.

All Criminal Justice service courses offered in support of other degree programs on the main campus monitor student achievement through exams, out-of-class assignments, in-class exercises, and class discussions.

2.3 The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.

The UTM criminal justice program incorporates a number of pedagogical and/or technological innovations to enhance student learning. For instance, the criminal justice faculty have moved all of their courses from the Blackboard LMS to Canvas as soon as the new platform was available. Students in *CJ 460 Senior Seminar in Criminal Justice* are able to stay in touch with the criminal justice program through its Facebook page, rubrics are used in the classes with research paper and/or presentation requirements to assist students in the development of their projects, SPSS (Statistical Package for the Social Sciences) is used in the *CJ 303 Methods and Analysis in Social Research* course, powerpoint presentations are utilized, and Classroom Assessment Tools (CATs) are used at the Educational Outreach Centers.

2.4 The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.

The curriculum of the UTM Criminal Justice program has been designed to address University-wide general education (Appendices C, D, E, F, and G) courses as well as courses found to be important in developing the skills and knowledge necessary for students to become well versed in the issues, goals, and problems involved with the criminal justice system. The program provides a solid foundation for growth and development in the discipline,

beginning with the 200-level courses that introduce students to the field of study, intermediate level courses that promote a deeper understanding of those issues introduced in earlier courses, and culminating in a capstone course that enables students to unite their educational experiences into their own broad understanding of the criminal justice system. Throughout their education, students are presented with varying views and perspectives within the discipline which assists them with developing a global perspective of how criminal justice initiatives and policies affect the individual, the larger society, and the world. Ultimately, the capstone course measures students' mastery of the program's Student Learning Outcomes.

A brief history of the UTM Criminal Justice program reflects many changes. Initially implemented with funding from the Law Enforcement Administration Association in the early 1970's, the practical approach curriculum that included numerous laboratory courses has evolved into an academic program that focuses on the criminological approach to crime. While the program historically focused on the employment of highly educated practitioners intimately familiar with the "nuts and bolts" approach to criminal justice, the program now employs four Doctors of Philosophy personnel as full-time faculty (three on the main campus, and one at the Outreach Centers), and numerous criminal justice practitioners with various educational credentials as adjunct instructors. Three of the four current full-time UTM Criminal Justice faculty members have years of practical experience in their chosen fields, and the diversity of the full-time faculty and adjunct instructors provides a combination of "real world" experience with the academic requirements of today's higher education environment. Consequently, the Program has undergone numerous revisions to the curriculum and courses, as well as the addition of courses of timely significance to the curriculum. Curricular revisions include career-focused evolution within the CJ Program to provide students with concentrated areas of study; the introduction of travel study programs; graduate-level courses; the expansion of internships programs and other experiential learning opportunities; and the development of mechanisms for accepting law enforcement and correction academy, and other professional, training in partial fulfillment of the Bachelor of Science in Criminal Justice (BSCJ), Bachelor of Interdisciplinary Studies (BIS), and other degree programs. These include the awarding of proficiency credit for full-time law enforcement or correction personnel completing the Tennessee Basic Police School or Correction Academy, respectively, and full-time law enforcement personnel completing the University of Tennessee (UT) Institute for Public Service's Law Enforcement Innovation Center 10-week National Forensic Academy (NFA) and/or 7-week Southeastern Leadership Academy (SELA). All programs have been evaluated by the Criminal Justice faculty and meet the course objectives and Student Learning Outcomes (SLOs) identified in specific UTM criminal justice courses, and all credit is transcribed in the respective courses with grades A-F based upon each program's comprehensive post-test results.

The heart of the UTM Criminal Justice Program is the Bachelor of Science in Criminal Justice (BSCJ) degree. However, the Program also offers Criminal Justice and Forensic Science Minors for students pursuing majors in other disciplines and degree programs within the University, provides courses in support of the Bachelor of Interdisciplinary Studies (BIS) individualized degree program, and provides elective courses for any student having an interest in criminal justice. The Program offers all Criminal Justice courses, Concentration Areas, and both minors on the main campus, as well as several graduate courses in support of various graduate degrees or concentrations, or available as transfer credit. Outreach Center and online offerings include a variety of undergraduate courses supporting degree requirements for the BSCJ and BIS, and elective credit in the University's more than 80 other specialized programs.

Bachelor of Science in Criminal Justice

General Education Curriculum

During the reporting period, the BSCJ General Education curriculum has evolved moderately to reflect the current higher education culture, with the number of required credit hours remaining constant at 54-59, and the specific courses being slightly revised. In the 2006-2007, 2007-2008, and 2008-2009 academic years, these courses included: *Biology 110-120 or 130-140; Communications 230; English 110 or 111, 112; any English Language Literature (3 hours); Fine Arts (3 hours); Foreign Language 122 or higher; History 201, 202; Mathematics 110 OR 140, and 160 or 210; Social Work 220; Sociology 201, 202; and, any two of the following social science courses: Sociology 101, 300; Political Science 210, 220; Psychology 101.*

In 2014-2015, a request to drop *Foreign Language 122* from the General Education requirements was submitted because completion of only one course does not provide students with a significant level of fluency, and this requirement was deemed an impedance to external and internal transfer pathways. Also, many students do not possess the necessary fluency levels to enroll initially in 122, requiring them to take additional pre-requisite courses that force their degree programs to exceed 120 hours and available financial aid. The request passed all subordinate curricular committees but was denied by the Faculty Senate. Because the BSCJ is a specialized degree within the university, the program faculty have authority to waive degree-specific curricular requirements, as long as these waivers do not conflict with the university's general education requirements; and, accordingly, program faculty waived this requirement effective immediately. In 2015-2016, the request was re-submitted, and ultimately approved by the Faculty Senate. The curricular change became effective in Fall 2016 with the waiver of this requirement remaining effective for all catalog years in the interim.

Major Field Core

In 2011-2012, the Major Field Core changed significantly from the previous reporting period, and was reduced from 39 to 27 hours. The 27-hour core consisted of the following courses in Criminal Justice and Sociology: *CJ 200 Introduction to Criminal Justice, CJ 220 Criminal Justice Ethics, CJ 300 Principles of Law Enforcement, CJ 320 Criminal Procedure, CJ 325 Criminology, CJ 364 Corrections, CJ 370 Juvenile Justice, and CJ 460 Senior Seminar; and SOC 303 Methods and Analysis in Social Research.* The Core remained unchanged in 2012-2013, but in 2013-2014, SOC 303 was removed and replaced with *CJ 303 Methods and Analysis in Social Research.* The Core remained unchanged for the remainder of the reporting period.

Concentration Areas

The development and evolution of concentration areas represents a significant evolution in the BSCJ curriculum. Through the 2006-2007 academic year, the BSCJ degree program maintained a one-dimensional 39-hour major field core of criminal justice and sociology courses. During this time, criminal justice majors utilized various elective courses to complete the unspecified 11-15 hours of the 120-hour degree program. Although some students completed additional elective criminal justice courses to fulfill degree requirements, others completed courses that failed to optimize their educational experience in the criminal justice field. This use of "throw-away hours" was deemed detrimental to the integrity of the degree and an inefficient use of educational resources. Effective in the 2007-2008 academic year, the major field core was revised and four 12-hour concentration areas were added to

strengthen the BSCJ program of study. The four original concentration areas (*Law Enforcement, Corrections, Courts and Law*, and *Generalist*) were designed to prepare students for careers in specific areas of criminal justice, as well as provide more concentrated academic work to enhance students' preparation for graduate school and facilitate their transition to the global work force. Through the end of the previous reporting period, these concentration areas remained at 12 hours. In addition to the Major Field Core reduction from 39 to 27 hours in 2011-2012, each of the four concentration areas were increased from 12 to 18 hours to provide students with increased specialized instruction and opportunities within the respective areas. A fifth 18-hour concentration in Forensics was added in 2013-2014.

The Law Enforcement Concentration was designed to prepare students for careers in law enforcement, with a special emphasis on course work that would develop the knowledge and skills necessary for entry level police work. In 2011-2012, and 2012-2013, the concentration consisted of *CJ 310 Principles of Criminal Investigation*; *CJ 420 Criminal Evidence*, either *CJ 400 Criminal Law* or *CJ 470 Tennessee Criminal Law*; either *CJ 455 Travel Study in Criminal Justice*, *CJ 480 Internship in Criminal Justice*, or *CJ 485 Directed Studies in Criminal Justice*; and six hours of criminal justice electives. In 2013-2014, *CJ 470* was dropped from the concentration based on the determination that the course content essentially duplicated that of *CJ 400* (the 470 course was retained in the catalog, but the course description was changed to support adult degree-completion initiatives by awarding experiential credit for law enforcement professionals completing certified basic police schools). In the same year, the *CJ 455/480/485* option was eliminated for two reasons: many students could not afford the additional costs associated with travel study or internship programs, and the program employed too few faculty to teach these courses. This option was replaced by a new course, *CJ 405 Law Enforcement Administration*, which was developed and selected for inclusion in the concentration to provide students with an additional policing course to increase knowledge in this area and bolster Law Enforcement subscale scores on the Major Field Exam. In 2014-2015, and 2015-2016, the concentration area remained unchanged.

The Corrections Concentration was designed to prepare students for careers in the fields of institutional and community-based corrections, with a special emphasis on course work that would develop the knowledge and skills necessary for entry level corrections, probation, or parole officer positions. In 2011-2012, and 2012-2013, the concentration consisted of *CJ 380 Probation and Parole*; *CJ 415 American Death Penalty*; either *CJ 455 Travel Study in Criminal Justice*, *CJ 480 Internship in Criminal Justice*, or *CJ 485 Directed Studies in Criminal Justice*; and nine hours of criminal justice electives. In 2013-2014, the *CJ 455/480/485* option was eliminated for the same reasons previously cited. This option was replaced by a new course, *CJ 425 Penology*, which was developed and selected for inclusion in the concentration to provide students with an additional corrections course to increase knowledge in this area and bolster Corrections subscale scores on the Major Field Exam. In 2014-2015, and 2015-2016, the concentration area remained unchanged.

The Courts and Law Concentration was designed to prepare students for the development of knowledge and skills necessary to assist with their pursuit of careers in the legal field, as well as provide preparation courses for those students planning to pursue further legal education. In 2011-2012, and 2012-2013, the concentration consisted of *CJ 400 Criminal Law*; *CJ 410 Victimology*; *CJ 413 Family Law*; *CJ 420 Criminal Evidence*; either *CJ 455 Travel Study in Criminal Justice*, *CJ 480 Internship in Criminal Justice*, or *CJ 485 Directed Studies in Criminal Justice*; and three hours of criminal justice electives. In 2013-2014, the *CJ 455/480/485* option was eliminated for the same reasons previously cited. This option was replaced by increasing the number of criminal justice elective hours from

three to six in order to allow students more flexibility within the program of study. In 2014-2015, and 2015-2016, the concentration area remained unchanged.

The Generalist Concentration provides an option for students to create their own concentration areas through the development of knowledge and skills needed to address a wide array of employment choices and opportunities. Within this concentration, students select 18 hours of upper-division criminal justice courses, excluding those listed in the Major Field Core. Except for the increase from 12 to 18 hours in 2011-2012, this concentration has remained unchanged since its inception and throughout the reporting period.

The Forensics Concentration was introduced in 2013-2014, to provide students with an understanding of forensic science, and its impact and application within the field of criminal justice. The concentration consists of *Chemistry 201-202 Introduction to Forensic Science* (sequence); *CJ 310 Principles of Criminal Investigation*; and nine additional hours selected from *Biology 462 Special Topics: Medical Entomology*, *CJ 330 Serial Killers*, *CJ 420 Criminal Evidence*, *CJ 435 Forensics and Physical Evidence*, *Wildlife Biology 441 Forensic Techniques in Wildlife Biology*, or *Zoology 325 General Entomology*. Students must earn a grade of 'C' or better in all courses, and are responsible for satisfying any necessary course prerequisites. The concentration remained unchanged throughout the reporting period.

Minor Field

All criminal justice majors are required to complete a Minor Field consisting of all course requirements (at least 12 hours) and any prerequisites for a minor in area approved by the student's advisor.

Undergraduate Courses

A moderate number of courses were added to the curriculum or revised during the reporting period. One change addressed the revision of the catalog course description in 2012-2013 (*CJ 470 Tennessee Criminal Law*) and five courses were added to the curriculum. These courses added to the curriculum in 2013-2014 include *CJ 303 Methods and Analysis of Social Research*, *CJ 405 Law Enforcement Administration*, and *CJ 425 Penology*; *CJ 301 Drugs and Society* was added in 2015-2016.

The *CJ 470* course description was changed to support adult degree-completion initiatives by awarding experiential credit for law enforcement professionals completing certified basic police schools, i.e., this course would no longer be taught by UTM faculty but transcribed as proficiency credit, based upon exam scores demonstrating mastery of student learning outcomes. *CJ 303 Methods and Analysis of Social Research* was added to the curriculum to replace the *BSCJ Sociology 303 Methods and Analysis of Social Research* requirement. Both courses were cross-listed, but the *CJ* course was developed to emphasize criminal justice perspectives for the high numbers of criminal justice majors comprising the majority of enrollment within the Sociology course. Because the Sociology course was taught one semester each year by a criminal justice faculty member, this adjustment created no need for additional faculty but allowed students within the respective majors to study under the guidance of faculty teaching from similar perspectives. This change, however, does create an overload for the criminal justice faculty member who teaches the course in the fall semester each year, as the course is offered both fall and spring of each academic year to criminal justice majors.

Criminal Justice Minor

The Program offers an 18-hour Criminal Justice Minor for students pursuing majors in other disciplines and degree programs within the University. In 2011-2012, and 2012-2013, the Minor retained its configuration from the previous reporting period and consisted of *CJ 200 Introduction to Criminal Justice*, *CJ 220 Criminal Justice Ethics*, *CJ 300 Principles of Law Enforcement*, and nine additional hours selected from upper-division criminal justice courses. In 2013-2014, *CJ 300* was dropped and replaced with three additional upper-division elective hours to allow students additional flexibility in their program of study. The Minor remained unchanged for the remainder of the reporting period.

In 2013-2014, the program introduced a new 18-hour Forensic Science Minor for students pursuing majors in other disciplines and degree programs within the University. Primarily designed to support experiential learning needs for students majoring in Chemistry, the minor has attracted students from numerous other disciplines, as well. The Minor consists of *Chemistry 201-202 Introduction to Forensic Science* (sequence); *CJ 310 Principles of Criminal Investigation*; and nine additional hours selected from *Biology 462 Special Topics: Medical Entomology*, *CJ 330 Serial Killers*, *CJ 420 Criminal Evidence*, *CJ 435 Forensics and Physical Evidence*, *Wildlife Biology 441 Forensic Techniques in Wildlife Biology*, or *Zoology 325 General Entomology*. Students are responsible for satisfying any necessary course prerequisites; but, unlike the Forensics Concentration, students are not required to earn a grade of 'C' or better in all courses. Rather, minimum grade requirements are left to the discretion of the program housing the student's major area of study. The concentration remained unchanged throughout the reporting period.

2.5 The curricular content of the program reflects current standards, practices, and issues in the discipline.

The field of criminal justice is constantly changing as a result of new or modified laws, court decisions, procedural requirements, and emerging social concerns. Consequently, the program must change with the times in order to remain effective. The Criminal Justice faculty must constantly remain alert to developments in the three component areas of the Criminal Justice system (law enforcement, courts, and corrections) and must modify course offerings to enhance the quality of the program. This not only involves updating materials but also modifying course goals and objectives, restructuring existing courses, initiating changes in curriculum requirements, and developing new courses. While a "formalized" system exists for accomplishing this was only developed in 2015, the Criminal Justice program has remained viable since its inception and continues to grow due to a dedicated faculty who has determined that the program must be updated to fulfill current demands. The present curriculum bears almost no resemblance to the requirements of the program when it was initiated. Membership in relevant organizations, research participation in selected areas; personal study; attendance and professional presentation at regional, national, and international conferences; selection of relevant textbooks; and use of email and the World Wide Web help faculty stay current.

One example of how the criminal justice curriculum has evolved to embrace the changing social context in recent years is through the development of travel study opportunities for criminal justice students. *CJ 455 Travel Study in Criminal Justice* was added to the curriculum as an upper-division elective course in 2007-2008, and several iterations of this course have occurred during the reporting period. For example, participating students travelled to Washington, D.C., to participate in criminal justice-specific events related to National Police Week; attended sessions

of Congress and the Supreme Court; visited the National Archives and numerous national Monuments; and gained a cultural appreciation of the foundation of American government and criminal justice within the context of contemporary society. Students also have visited a maximum security penitentiary and the UT Outdoor Anthropology Research Facility (the “Body Farm”). During these excursions, students interviewed death-row inmates and toured the execution chamber; and observed on-going forensic anthropological research related to time-since-death, human remains decomposition and recovery, and other areas pertinent to crime scene investigation. These experiences reflect the diversity of this Program component and demonstrate its value to the BSCJ curriculum. Because *CJ 455* is not limited to participation only by criminal justice students, UTM students from other majors also participated and contributed to the diversity of the experience. For example, a UTM Japanese exchange student provided her unique perspective of American society, a tertiary benefit to which students would otherwise not have been exposed. In an era of increased international perspectives and influences that impact the field of American criminal justice, such experiences are invaluable to our students.

Another partnership with the Law Enforcement Innovation Center (LEIC), an agency of the UT Institute for Public Service, provides undergraduate and graduate education in forensic science and crime scene investigation. This one-of-a-kind in the country program was offered for the first time in Summer 2012, and provided innovative criminal justice education for UTM students in this growing field. Endorsed by the Tennessee Association of Chiefs of Police, whose member agencies have committed to giving additional hiring consideration to program graduates, this expansion of the BSCJ curriculum will further enhance employability of UTM alumni and the value of their degree. To date, 114 students have attended, representing UTM plus 26 other colleges/universities in 16 states (including all primary UT campuses), and two foreign countries (Australia, Saudi Arabia).

The Criminal Justice curriculum provides students with exposure to the underlying philosophies and practices of the Criminal Justice system from various perspectives, as well as the causation and prevention of crime and delinquency.

- *CJ 200 Introduction to Criminal Justice* examines the philosophical and historical backgrounds, agencies and processes, purposes and functions, administration and technical problems, and career orientations of the criminal justice system
- *CJ 220 Criminal Justice Ethics* looks at issues of critical moral reasoning and typical ethical dilemmas in the criminal justice system
- *CJ 320 Criminal Procedure* takes students through the process of adjudication of a criminal case, and critically examines the roles and contributions of all members of the courtroom work group
- *CJ 364 Corrections* gives students exposure to correctional methods (probation, parole, jails, prisons)
- *CJ 370: Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice* examines social problems, legal issues, and the laws and procedures applicable to the juvenile justice system
- *CJ 400 Criminal Law* examines the classification of crimes and the nature of criminal liability

- *CJ 411 Special Topics* encourages students to explore contemporary topics in Criminal Justice that are not covered in other courses but provide insight of timely significance
- *CJ 450 Current Issues in Criminal Justice* presents current issues requiring analysis of topical commentaries, articles, and reports from the most recent literature in the criminal justice field

In criminal justice courses, students are introduced to such contested issues as the debates over capital punishment, sentencing guidelines, drug enforcement and drug legalization, corruption, police brutality, sexual and racial discrimination, as well as issues of race, gender and leniency in the judicial process. Most of these topics are discussed at several points in the curriculum beginning with the introductory courses and continuing to the capstone course, *CJ 460 Senior Seminar in Criminal Justice*. Students are continuously exposed to these contested issues and are able to develop their own critical perspective as their own analytic skills improve and as their knowledge base expands.

Comparison with Peer Institutions

In a comparison of UTM's Criminal Justice Program to the 12 identified peer institutions, only eight are comparable in terms of offering criminal justice baccalaureate programs. A course matrix entitled *Criminal Justice Peer Institutions-Core Requirements* can be found in Appendix H. One of the peer institutions, Frostburg State University, does not permit students to participate in their program unless the student has an associate's degree in criminal justice. Salisbury State University does not offer an academic program in criminal justice, Arkansas Tech University offers an associate's degree, and Winthrop University offers criminal justice as a minor within the Bachelor of Arts in Sociology degree program. Jacksonville State University offers concentration areas within its degree program, and the University of North Carolina (UNC)-Wilmington offers both a criminal justice and a criminology track.

Comparison of the nine UTM Criminal Justice Core courses (*Introduction to Criminal Justice, Criminal Justice Ethics, Principles of Law Enforcement, Methods of Research and Analysis, Criminal Procedure, Criminology, Corrections, Juvenile Justice, and Senior Seminar*) to the eight peer institutions offering criminal justice programs is as follows. Unchanged since the previous reporting period, all eight of the comparable schools offer an Introduction to Criminal Justice course, but only three require a course on Ethics (Murray State University, Northern Kentucky University, Sam Houston State University). All require both a Research Methods and Criminology/Criminal Theory course. Seven of the eight schools require both a course in Policing and Corrections, with only Jacksonville State not having either of these requirements. Six institutions require a course on the court system. Only Northern Kentucky University and Murray State University also require a Juvenile Justice course. Three schools (Murray State, UNC-Wilmington, and Western Carolina) require a capstone course similar to UTM's *CJ 460 Senior Seminar in Criminal Justice*. Radford University requires a comprehensive critical perspectives course; Jacksonville State requires students to either take Senior Seminar or complete an internship; and, Appalachian State requires a 12-hour internship of all criminal justice majors.

Compared to UTM's requisite 27 core hours, Jacksonville State University requires the least number of hours in the criminal justice core (18), while Appalachian State University requires 37 credit hours; the average number of core hours among all peer institutions is just over 26. While the total number of required criminal justice core generally is consistent with our peer institutions and, generally exceed those of our peers when combined with

the requisite 18-hour concentration areas, the ETS scores and percentile rankings provide evidence that our students have a more comprehensive understanding of the criminal justice system. In addition, the UTM Criminal Justice Program has a well-respected reputation throughout the state, as evidenced by comments made to Criminal Justice faculty about the efficacy of our program when our graduates are interviewing for entry-level criminal justice positions.

Graduate Studies

Criminal Justice Program of Study

The Criminal Justice Program of Study was developed in 2009-2010, and offered through 2012-2013, as part of the Master of Science in Education Interdisciplinary Option for students having obtained a bachelor's degree from an accredited college or university. Eighteen hours of Criminal Justice electives were taken in consultation with the student's adviser and the Graduate Coordinator/designee from the College of Education and Behavioral Sciences. No more than three hours of 500-level Criminal Justice electives could be applied toward the degree, and a minimum of six hours of 700-level Criminal Justice electives must be taken. Students were required to pass a Criminal Justice Subject Area Examination; this examination was given as part of the final Criminal Justice course taken in the Program of Study.

Graduate Courses

The program offers several graduate courses in support of various graduate programs, including the Criminal Justice Program of Study in the Master of Science in Education Interdisciplinary Degree Option. Courses in the 500 and 600 groups are the same as specified 300- and 400-level courses for undergraduates but have additional requirements beyond those expected of undergraduate students. These courses include: *CJ 310 (510) Principles of Criminal Investigation*, *CJ 320 (520) Criminal Procedure*, *CJ 364 (564) Corrections*, *CJ 400 (600) Criminal Law*, *CJ 411 (611) Special Topics*, *CJ 420 (620) Criminal Evidence*, *CJ 435 (635) Forensics and Physical Evidence*, *CJ 450 (650) Current Issues in Criminal Justice*, *CJ 460 (660) Senior Seminar*, and *CJ 470 (670) Tennessee Criminal Law*. In 2009-2010, several 700-level courses were developed for graduate students only: *CJ 701, Program Planning and Curriculum Development*, *CJ 702 Administration of Justice*, *CJ 703 Civil Liberties*, *CJ 704 Topical Seminar in Criminal Justice*, *CJ 705 Qualitative Research Methods*, *CJ 706 Juvenile Justice Theory and Practice*, *CJ 707 Seminar in Juvenile Justice Systems*, *CJ 708 Seminar in Criminological Theory*, and *CJ 709 Advanced Topics in Victimology*.

Discontinuation

The graduate program of study was discontinued in 2013-2014 due to low enrollment. All of the associated graduate courses were retained as a contingency for anticipated future development of a Master of Science in Criminal Justice program. In the interim, the retained graduate courses have been offered on a limited basis to interested students.

2.6 The curriculum fosters analytical and critical thinking and problem-solving.

The Criminal Justice program addresses the development of critical thinking skills through numerous courses that challenge the student's thinking and questioning abilities. This is accomplished through the introduction

of asking questions about the assumed and the taken-for-granted, through the introduction of oftentimes controversial issues within the field of criminal justice, by determining the reliability and validity of information, bringing information to bear on problem solving, and making informed judgments and conclusions based upon fact. To demonstrate that the Criminal Justice curriculum encourages these aspects of critical thinking, sample activities from a range of courses will be briefly described. Critical thinking skills are introduced to criminal justice students as soon as they begin their first course and these skills are honed and refined throughout the rest of their course of study.

In the previous self-study review, when the ETS Criminal Justice major field test percentile rankings were examined, it was noted that critical thinking this was an area in which UTM Criminal Justice majors were not as strong. Steps to correct this weakness were implemented, and the scores and percentile rankings in the area of critical thinking have greatly improved. For instance, in the 2005-2006 academic year, students scored in the 85th percentile, while increased to the 90th percentile in 2006-2007 and 2007-2008, and into the 95th percentile in 2008-2009 and 2009-2010. Recent ETS reporting does not provide a year by year analysis beginning in 2011-2012; however, as noted in Table 4, UTM criminal justice majors are now scoring in the 98th percentile in the area of critical thinking.

Steps implemented to correct this weakness addressed including many more reading and discussion assignments in numerous courses. For instance, students in CJ 200 (Introduction to Criminal Justice) are introduced to the various components of the criminal justice system. Issues of racial and gender disparity, as well as law enforcement and court discretion, are highlighted in an introductory fashion in this course, which is then addressed in more detail in the intermediate level courses. Students are introduced to ethical issues, as well, which is further enhanced in the *CJ 220* course (*Criminal Justice Ethics*).

- In *CJ 200 Introduction to Criminal Justice*, students are introduced to the intricacies of the criminal justice system and various critical turning points in the criminal process are addressed. Relevant discussions and readings in the course address such topics as racial profiling, disparity versus discrimination within the criminal justice system, law enforcement and court discretion, application of the death sentence, transferring juveniles to the adult criminal court, among many others. With the introductory course, students begin to identify various aspects of the justice system and the many subtleties involved in the judicial process. Class discussions, written assignments, and short-answer test questions are designed to encourage the basic skills of examining issues from various perspectives (development of critical thinking skills). Students are also provided opportunities to interact with various law enforcement agencies to glean an understanding of the real world application in comparison to what has been discussed and reviewed in class.
- In *CJ 220 Criminal Justice Ethics*, students are introduced to the many moral and ethical dilemmas facing those who work in criminal justice. Examples include all three components of criminal justice: ethical dilemmas of law enforcement personnel, how the racial and sentencing differences in court processing effect corrections, and how all three components interact and influence what occurs in the others. Students are provided with numerous writing assignments, individual or group presentations, and ethical/moral scenarios that assist them in the development of critical thinking skills.

Throughout their course of study in criminal justice, students are bombarded with controversial issues and topics germane to their field of study. Upper division courses offer more intense activities designed to increase critical thinking skills by students. For example:

- In *CJ 300 Principles of Law Enforcement*, students apply theoretical concepts of police typologies and operational styles to assess perspectives and portrayals of contemporary police service depicted in contemporary motion pictures and classic literary works in the field.
- In *CJ 310 Principles of Criminal Investigation* and *CJ 420 Criminal Evidence*, students are provided with practical scenarios and must evaluate various methodological approaches regarding criminal investigation and the recovery and presentation of criminal evidence within the backdrop of current law and legal precedents. Students work on various projects both individually and in groups, and must present their findings in written form and through in-class presentations.
- In *CJ 320 Criminal Procedure*, students utilize the case-study method to evaluate the criminal justice system and its components, as well as controversial issues such as capital punishment, the use of confidential informants, and insanity defenses.
- In *CJ 364 Corrections*, students are presented with numerous controversial issues as they relate to incarceration (race, gender, impact on society, the influence of religion and history to name a few) and are asked to compare what the goals and realities are of sentencing practices in regard to political ideologies. The issue of race cannot be underscored enough in this class and a strong focus on disproportionate minority confinement (DMC) is a strong cornerstone of the critical perspective adopted for this course. Students are asked to identify the issues that DMC creates within the prison population as well as general society and the impact mass incarceration has on today's population of African American youth and their communities.
- In *CJ/SOC 364 Corrections*, *CJ 325/SOC 413 Criminology*, and *CJ 370/SW 345 Juvenile Justice*, students are often required to read additional books on selected topics and provide a critical analysis of that topic and its impact on the criminal justice system.
- In *CJ 411 Special Topics* students work on research projects, are assigned additional books to read, complete in-class assignments, analyze journal articles, and conduct in-class presentations with respect to the special topic area.
- In the *CJ 303/SOC 303 Methods and Analysis of Social Research* course, students must recognize the criteria for establishing relationships and/or causality between two variables. They must recognize and correct biased research designs and biased survey instruments. Homework, lectures, research papers, and exams are methods used to teach and evaluate the success of these critical thinking processes. The process culminates in a completed social science research project. This provides a practical application of critical thinking skills. Students also develop the skills necessary to conduct statistical analyses they themselves or others may have collected.

- *CJ 325/SOC 413 Criminology* students write a detailed research paper examining a specific topic in criminal justice with an analysis of one theoretical perspective that the student feels best addresses the topic. Students may also be required to read two different books (selected by the instructor) and conduct an analysis of how deviance is defined in the two books, how others react to forms of deviance, how societies address the deviant, and how a deviant can bring forth social change (positive deviance), as well as draw communities closer together. Other projects include conducting a detailed analysis of an infamous crime and applying a theoretical application to it, or by breaking down the lyrics of popular music and applying a theoretical component to that assignment.
- The *CJ 460 Senior Seminar in Criminal Justice* course is the capstone course for criminal justice majors. Within this course, students are provided with a fast paced review of all components of the criminal justice system, participate in the ETS major field test exit exam, and it is also where individual and group research projects on specified topics in the field are conducted. Students are expected to utilize all that they have learned in their earlier coursework to identify what they consider to be critical issues facing the field of criminal justice as well as their potential resolutions.

While other courses also foster rich analytical processes, these examples demonstrate the on-going process of integrating critical thinking skills into the Criminal Justice program and into the Department. Inspection of the learning goals set for the majors confirms a curriculum committed to the following critical thinking processes: clarification of issues and terms, determining reliability and validity of information, bringing information to bear on problem solving, making informed judgments, and reaching informed conclusions.

2.7 The design of degree program specific courses provides students with a solid foundation.

Program requirements include a strong general education component, and Criminal Justice students are introduced to the world of higher education through the general education courses. Students learn many skills in the *BIOL 110* and *BIOL 120 (Biology)* course sequence, most notably learning to apply the scientific method of inquiry to the real world (*CJ 200 Introduction to Criminal Justice*, *CJ 220 Criminal Justice Ethics*, *CJ 303 Methods and Analysis in Social Research*, *CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice*, and *CJ 325/SOC 413 Criminology*). *COMM 230 (Communications)* is a public speaking course; students in Criminal Justice are provided with many opportunities to practice this skill through course presentations (*CJ 460 Senior Seminar in Criminal Justice*, *CJ 220 Criminal Justice Ethics*, *CJ 330 Serial Killers*, and *CJ 415 American Death Penalty*, among others]). In today's world, the use of technology (especially computers and their related software programs) is especially relevant and critical. Many Criminal Justice courses incorporate technology skills into homework, research, and writing assignments that include the use of various electronic databases; Microsoft Word, Microsoft Excel, and Microsoft PowerPoint; as well as the Blackboard and Canvas digital educational platforms. The following technological programs have been utilized by the full-time CJ faculty member at the Educational Outreach Centers:

- Qualtrics for weekly class feedback surveys – Fall 2016
 - Zoom – CJ 460 – Spring 2016
 - Educreations & iPad – CJ 303 – Spring 2016
 - LiveScribe SmartPen – CJ 303 – Spring 2016
 - Echo 360 – CJ 303 – Spring 2016
 - Echo 360 – CJ 300 & 325 – Fall 2016
 - Twitter – CJ 450 – Fall 2016

Both written and spoken communication skills are enhanced through the *ENG 111* and *112* courses, and the English literature course provides students with the opportunity to observe the world through the spoken word. All of these courses assist students in communicating in a variety of ways. In 2014-2015, a request to drop *Foreign Language 122* from the General Education requirements was submitted because completion of only one course does not provide students with a significant level of fluency, and this requirement was deemed an impedance to external and internal transfer pathways. Also, many students do not possess the necessary fluency levels to enroll initially in 122, requiring them to take additional pre-requisite courses that force their degree programs to exceed 120 hours and available financial aid. As noted previously, the request ultimately was approved, and the curricular change became effective in Fall 2016. However, available elective Foreign Language courses continue to provide Criminal Justice students with an introductory level of communication for criminal justice professionals as they work with those living in our diverse world.

The *HIST 201* and *HIST 202 (History)* requirement is equally important for Criminal Justice majors in all classes in that students are exposed to policies implemented in the past that either impact the world and the criminal justice field as it is today, or shows students that changes to society are required due to that historical perspective. The impact of historical events on criminal justice policies are relevant in many areas, such as the creation of law, the development of law enforcement, and the impact that crime has on the criminal justice system. An examination of historical events is also reflected in how victims of crime are addressed. A broad based liberal arts education enables criminal justice students to apply specific issues within criminal justice into the larger context of society in general.

There are many ways that Criminal Justice courses make use of general education material. History and Political Science information is utilized in almost all Criminal Justice courses, particularly those focusing on law, constitutional issues, and court procedure. Criminal Justice courses make frequent reference to historical periods and events (e.g., the Reformation, the Enlightenment, the Great Depression, the aftermath of World War II, the Civil Rights Movement, the Women's Right's Movement, U.S. fiscal and social policy during the Reagan, Bush, Clinton, Bush, and Obama presidencies).

Organizational and writing skills from English courses are used in composing a paper illustrating a practical use of research methods and statistics, while *CJ/SOC 303 Methods and Analysis in Social Research* and *CJ 325/SOC 413 Criminology* also rely on writing skills in the development of comprehensive research papers. Students utilize computer software knowledge in the development of excel databases and Powerpoint presentations: *CJ 460 Senior Seminar in Criminal Justice*, *CJ 200 Introduction to Criminal Justice*, and many special topics courses. Courses offered at the Educational Outreach Centers that require presentations include:

- o CJ 364 Corrections
- o CJ 370 Juvenile Justice
- o CJ 460 Senior Seminar in Criminal Justice
- o CJ 415 American Death Penalty
- o CJ 450 Current Issues in Criminal Justice

Writing and reading skills are utilized in all of the courses taught in the Criminal Justice program. Writing is particularly emphasized in upper-division courses, where faculty members frequently assign various types of writing assignments. Concepts from Biology are utilized in *CJ 325 Criminology* and *CJ 411 Special Topics*. Recognizing that the development of critical thinking skills does not end with the thought process, many of the writing projects

required in criminal justice courses require students to think critically, and then present their thoughts in writing. This is especially important in classes such as *CJ 220 Criminal Justice Ethics*, *CJ 300 Principles of Law Enforcement*, *CJ 320 Criminal Procedure*, *CJ 364 Corrections*, *CJ 325 Criminology*, *CJ 420 Criminal Evidence*, *CJ/SOC 303 Methods and Analysis in Social Research*, and *CJ 460 Senior Seminar in Criminal Justice*. Reflective of the interdisciplinary perspective of criminal justice and its pertinence to other behavioral and social sciences, many courses have been cross-listed with other programs within the Department (Psychology, Sociology, Social Work). Not only does this approach provide the opportunity for criminal justice majors to select from as broad an array of elective courses as possible to meet student interest, it creates a fertile environment for the application of theoretical concepts from and within a variety of perspectives and practical settings. Please refer to the Criminal Justice course syllabi located in the main office.

The development of concentration areas represents a significant evolution in the BSCJ core curriculum. Effective in the 2007-2008 academic year, the major field core was revised and four 12-hour concentration areas were added to strengthen the BSCJ program of study. The rationale for this change was that criminal justice majors had historically utilized various elective courses to complete the unspecified 11-15 hours of the 120-hour degree program. Although some students completed additional elective criminal justice courses to fulfill degree requirements, others completed courses that failed to optimize their educational experience in the criminal justice field. This use of “throw-away hours” was deemed detrimental to the integrity of the degree and an inefficient use of educational resources. The four original concentration areas (*Law Enforcement*, *Corrections*, *Courts and Law*, and *Generalist*) were designed to prepare students for careers in specific areas of criminal justice, as well as provide more concentrated academic work to enhance students’ preparation for graduate school and facilitate their transition to the global work force. A fifth concentration (*Forensics*) was added in 2013-2014. All concentration areas have evolved from the original 12 hours to 18, and have been at this level throughout the reporting period.

The Law Enforcement Concentration was designed to prepare students for careers in law enforcement, with a special emphasis on course work that would develop the knowledge and skills necessary for entry level police work. In 2011-2012, and 2012-2013, the concentration consisted of *CJ 310 Principles of Criminal Investigation*; *CJ 420 Criminal Evidence*, either *CJ 400 Criminal Law* or *CJ 470 Tennessee Criminal Law*; either *CJ 455 Travel Study in Criminal Justice*, *CJ 480 Internship in Criminal Justice*, or *CJ 485 Directed Studies in Criminal Justice*; and six hours of criminal justice electives. In 2013-2014, *CJ 470* was dropped from the concentration based on the determination that the course content essentially duplicated that of *CJ 400* (the 470 course was retained in the catalog, but the course description was changed to support adult degree-completion initiatives by awarding experiential credit for law enforcement professionals completing certified basic police schools). In the same year, the *CJ 455/480/485* option was eliminated for two reasons: many students could not afford the additional costs associated with travel study or internship programs, and the program employed too few faculty to teach these courses. This option was replaced by a new course, *CJ 405 Law Enforcement Administration*, which was developed and selected for inclusion in the concentration to provide students with an additional policing course to increase knowledge in this area and bolster Law Enforcement subscale scores on the Major Field Exam. In 2014-2015, and 2015-2016, the concentration area remained unchanged.

The Corrections Concentration was designed to prepare students for careers in the fields of institutional and community-based corrections, with a special emphasis on course work that would develop the knowledge and skills necessary for entry level corrections, probation, or parole officer positions. In 2011-2012, and 2012-2013, the concentration consisted of *CJ 380 Probation and Parole*; *CJ 415 American Death Penalty*; either *CJ 455 Travel Study*

in *Criminal Justice*, *CJ 480 Internship in Criminal Justice*, or *CJ 485 Directed Studies in Criminal Justice*; and nine hours of criminal justice electives. In 2013-2014, the *CJ 455/480/485* option was eliminated for the same reasons previously cited. This option was replaced by a new course, *CJ 425 Penology*, which was developed and selected for inclusion in the concentration to provide students with an additional corrections course to increase knowledge in this area and bolster Corrections subscale scores on the Major Field Exam. In 2014-2015, and 2015-2016, the concentration area remained unchanged.

The Courts and Law Concentration was designed to prepare students for the development of knowledge and skills necessary to assist with their pursuit of careers in the legal field, as well as provide preparation courses for those students planning to pursue further legal education. In 2011-2012, and 2012-2013, the concentration consisted of *CJ 400 Criminal Law*; *CJ 410 Victimology*; *CJ 413 Family Law*; *CJ 420 Criminal Evidence*; either *CJ 455 Travel Study in Criminal Justice*, *CJ 480 Internship in Criminal Justice*, or *CJ 485 Directed Studies in Criminal Justice*; and three hours of criminal justice electives. In 2013-2014, the *CJ 455/480/485* option was eliminated for the same reasons previously cited. This option was replaced by increasing the number of criminal justice elective hours from three to six in order to allow students more flexibility within the program of study. In 2014-2015, and 2015-2016, the concentration area remained unchanged.

The Generalist Concentration provides an option for students to create their own concentration areas through the development of knowledge and skills needed to address a wide array of employment choices and opportunities. Within this concentration, students select 18 hours of upper-division criminal justice courses, excluding those listed in the Major Field Core. Except for the increase from 12 to 18 hours in 2011-2012, this concentration has remained unchanged since its inception and throughout the reporting period. This is the only concentration area that is fully offered at the Educational Outreach Centers.

The Forensics Concentration was introduced in 2013-2014, to provide students with an understanding of forensic science, and its impact and application within the field of criminal justice. The concentration consists of *Chemistry 201-202 Introduction to Forensic Science* (sequence); *CJ 310 Principles of Criminal Investigation*; and nine additional hours selected from *Biology 462 Special Topics: Medical Entomology*, *CJ 330 Serial Killers*, *CJ 420 Criminal Evidence*, *CJ 435 Forensics and Physical Evidence*, *Wildlife Biology 441 Forensic Techniques in Wildlife Biology*, or *Zoology 325 General Entomology*. Students must earn a grade of 'C' or better in all courses, and are responsible for satisfying any necessary course prerequisites. The concentration remained unchanged throughout the reporting period.

Throughout the reporting period, the Criminal Justice major program has begun with a survey course (*CJ 200 Introduction to Criminal Justice*), which serves as prerequisite for most of the upper-division courses. The rationale for this choice lies in the fact that the *Introduction* course introduces students to the basic concepts within the discipline, as well as their theoretical and practical applications. It gives students a sense of the thematic and practical depth and breadth of the field of Criminal Justice. The survey approach provides an expansive and solid foundation for more in-depth study of various issues that students examine in subsequent course-work within the major. The Criminal Justice major program also requires students to successfully complete *CJ 220 Criminal Justice Ethics*, which also serves as prerequisite to many subsequent courses within the major. This course examines the ethical issues encountered within the criminal justice system, and provides students with the ethical considerations and problem-solving skills requisite to study and practice within the discipline. These courses are indispensable building blocks to academic study and professional criminal justice knowledge within democratic society.

The core requirements culminate in the form of *CJ 460 Senior Seminar in Criminal Justice*. This is a capstone course primarily intended to provide “critical examination of theory and practice in the Criminal Justice System” (UTM Catalog, 2016). The course enables students to pull together their knowledge of the discipline, research, and analytical skills in a meaningful way. Students examine current critical issues within the discipline and prepare for advanced academic and professional careers, including the preparation of professional resumes and mock employment interviews with professionals within the field. This comprehensive approach prepares students to enter graduate school or professional employment. *CJ 460 Senior Seminar in Criminal Justice* is vital for integrating the entire range of analytical and substantive knowledge within the criminal justice discipline.

Courses offered at the Educational Outreach Centers

During this review period, **CJ 200 Introduction to Criminal Justice** was taught sixteen times at the educational outreach centers: three times at Jackson, seven times at Selmer, twice at Ripley, three times at Parsons, and once at Somerville. A total of 160 students enrolled in this course at one of the outreach centers. This course was taught exclusively by adjunct professors.

During this review period, **CJ 220 Criminal Justice Ethics** was taught 16 times at the educational outreach centers: three times at Jackson, five times at Selmer, four times at Ripley, and four times at Parsons. The course was not taught at the Somerville Center during this review period. A total of 186 students enrolled in this course at one of the outreach centers. This course was taught exclusively by adjunct professors.

During this review period, **CJ 300 Principles of Law Enforcement** was taught 17 times at the educational outreach centers: three times at Jackson, five times at Selmer, six times at Ripley, and three times at Parsons. The course was not taught at the Somerville Center during this review period. A total of 149 students enrolled in this course at one of the outreach centers. This course was taught by adjunct professors seven times and by tenure track faculty 10 times.

During this review period, **CJ 303 Methods and Analysis in Social Research** was taught 12 times at the educational outreach centers: three times at each of the centers with the exclusion of the Somerville Center where this course was not offered. A total of 50 students enrolled in this course at one of the outreach centers. This course was taught exclusively by tenure track faculty.

During this review period, **CJ 310 Principles of Criminal Investigation** was taught nine times at the educational outreach centers: twice at Jackson, five times at Selmer, once at both Ripley and Parsons. The course was not taught at the Somerville Center during this review period. A total of 70 students enrolled in this course at one of the outreach centers. This course was taught exclusively by adjunct professors.

During this review period, **CJ 320 Criminal Procedure** was taught 18 times at the educational outreach centers: twice at Jackson, four times at Selmer, seven times at Ripley, and five times at Parsons. The course was not taught at the Somerville Center during this review period. A total of 141 students enrolled in this course at one of the outreach centers. This course was taught exclusively by adjunct professors.

During this review period, **CJ 325 Criminology** was taught 16 times at the educational outreach centers: three times at Jackson, once at Somerville, and four times at Selmer, Ripley, and Parsons. A total of 100 students enrolled in this course at one of the outreach centers. This course was taught exclusively by tenure track professors.

During this review period, **CJ 330 Serial Killers** was taught six times at the educational outreach centers: once at Jackson, four times at Selmer, and once at Somerville. The course was not taught at the Ripley or Parsons Centers during this review period. A total of 93 students enrolled in this course at one of the outreach centers. This course was taught exclusively by one adjunct professor.

During this review period, **CJ 360 Child Abuse** was taught once at the Selmer Center. A total of 25 students enrolled in this course which was taught by an adjunct professor.

During this review period, **CJ 364 Corrections** was taught 15 times at the educational outreach centers: three times at Jackson, four times at Selmer, three times at Ripley, and four times at Parsons, and once at Somerville. A total of 65 students enrolled in this course at one of the outreach centers. This course was taught only twice by an adjunct professor with the remainder of the classes being taught by tenure track faculty.

During this review period, **CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice** was taught 16 times at the educational outreach centers: three times at Jackson; four times at Selmer, Ripley, and Parsons; and once at Somerville. A total of 148 students enrolled in this course at one of the outreach centers. This course was by adjunct professors in fall 2011 and fall 2012; however, it has been taught exclusively by tenure track faculty since fall 2013.

During this review period, **CJ 380 Probation and Parole** was taught two times at the Parsons Center. The course was not taught at the Jackson, Selmer, Ripley, or Somerville Centers during this review period. A total of 16 students enrolled in this course which was taught by an adjunct professor.

During this review period, **CJ 400 Criminal Law** was taught 14 times at the educational outreach centers: once at Jackson, three times at Selmer, six times at Ripley, and four times at Parsons. The course was not taught at the Somerville Center during this review period. A total of 121 students enrolled in this course at one of the outreach centers. This course was predominately taught by adjunct professors.

During this review period, **CJ 405 Law Enforcement Administration** was taught once at each of the educational outreach centers with the exception of the Somerville Center. The course was not taught at the Somerville Center during this review period. A total of 12 students enrolled in this course. This course was taught by tenure track faculty.

During this review period, **CJ 411 Special Topics** was taught 21 times at the educational outreach centers: three times at Jackson, seven times at Selmer, six times at Ripley, four times at Parsons, and once at Somerville. Topics included: crisis intervention, family violence, gangs, intervention strategies, organized crime, sex crimes, terrorism, and white collar crime. A total of 264 students enrolled in these courses at one of the outreach centers. The special topics courses were taught by both adjunct professors and tenure track faculty.

During this review period, **CJ 413 Family Law** was taught 9 times at the educational outreach centers: twice at Selmer, four times at Ripley, and three times at Parsons. The course was not taught at the Jackson or Somerville Centers during this review period. A total of 142 students enrolled in this course at one of the outreach centers. This course was taught exclusively by adjunct professors.

During this review period, **CJ 415 American Death Penalty** was taught four times at the educational outreach centers: once at Selmer, twice at Ripley, and once at Parsons. The course was not offered at the Jackson or Somerville Centers during this review period. A total of 141 students enrolled in this course at one of the outreach centers. This course was taught by both adjunct professors and tenure track faculty.

During this review period, **CJ 420 Criminal Evidence** was taught 11 times at the educational outreach centers: three times at Selmer, six times at Ripley, and twice at Parsons. The course was not offered at the Jackson or Somerville Centers during this review period. A total of 148 students enrolled in this course at one of the outreach centers. This course was taught by both adjunct professors and tenure track faculty.

During this review period, **CJ 425 Penology** was taught three times at the educational outreach centers: one time each at Selmer, Ripley, and Parsons. The course was not taught at the Jackson or Somerville Centers during this review period. A total of eight students enrolled in this course which was taught by a tenure track faculty member.

During this review period, **CJ 450 Current Issues** was taught four times at the educational outreach centers: once each at Jackson, Selmer, Ripley, and Parsons. The course was not taught at Somerville. A total of 13 students enrolled in this course which was taught by a tenure track faculty member.

During this review period, **CJ 460 Senior Seminar in Criminal Justice** was taught 11 times at the educational outreach centers: once at Jackson, four times at Selmer, and three times at both Ripley and Parsons. The course was not offered at the Somerville Center during this review period. A total of 25 students enrolled in this course at one of the outreach centers. This course was taught exclusively by tenure track faculty.

During this review period, **CJ 470 Tennessee Criminal Law** was taught 3 times at the educational outreach centers: once at Selmer, and twice at Ripley. The course was not offered at the Jackson, Parsons, or Somerville Centers during this review period. A total of 73 students enrolled in this course at one of the outreach centers. This course was taught exclusively by adjunct professors.

During this review period, **CJ 480 Internship in Criminal Justice** was made available to students at the educational outreach centers. Two students at Jackson and one student at Parsons completed internships consisting of three credit hours (135 work hours). Students participated in internships with the Jackson Police Department, the Tennessee Correctional Services (misdemeanor probation), and the Chester County Juvenile Services. The internships were supervised by tenure track faculty.

Jackson Center

From fall 2011 to fall 2016, there were 155 enrollments in a total of 35 criminal justice classes that were taught at the Jackson Educational Outreach Center. Classes included: CJ 200 Introduction to Criminal Justice, CJ 220 Criminal Justice Ethics, CJ 300 Principles of Law Enforcement, CJ 303 Methods and Analysis in Criminal Justice, CJ 320 Criminal Procedure, CJ 325 Criminology, CJ 364 Corrections, CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice, CJ 400 Criminal Law, CJ 405 Law Enforcement Administration, CJ 411 Special Topics (Terrorism, White Collar Crime), CJ 415 American Death Penalty, CJ 420 Criminal Evidence, CJ 425 Penology, CJ 450 Current Issues in Criminal Justice, CJ 460 Senior Seminar in Criminal Justice, and CJ 480 Internship in Criminal Justice.

Fourteen of the Jackson courses were taught by adjunct faculty members, and 21 were taught by full-time tenure track faculty. Twelve classes were taught face-to-face, and 23 classes were taught via distance learning (DL) technology. Twenty courses were cancelled prior to the start of the semester.

Selmer Center

From fall 2011 to fall 2016, there were 759 enrollments in a total of 70 criminal justice classes that were taught at the Selmer Educational Outreach Center. Classes included: CJ 200 Introduction to Criminal Justice, CJ 220 Criminal Justice Ethics, CJ 300 Principles of Law Enforcement, CJ 303 Methods and Analysis in Criminal Justice, CJ 310 Principles of Criminal Investigation, CJ 320 Criminal Procedure, CJ 325 Criminology, CJ 330 Serial Killers, CJ 360 Child Abuse, CJ 364 Corrections, CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice, CJ 400 Criminal Law, CJ 405 Law Enforcement Administration, CJ 411 Special Topics (Family Violence, White Collar Crime, Sex Crimes, Terrorism), CJ 413 Family Law, CJ 415 American Death Penalty, CJ 420 Criminal Evidence, CJ 425 Penology, CJ 450 Current Issues in Criminal Justice, CJ 460 Senior Seminar in Criminal Justice, and CJ 470 Tennessee Criminal Law. Forty-four of these courses were taught by adjunct faculty members, and 26 were taught by full-time tenure track faculty. Forty-one classes were taught face-to-face, and 29 classes were taught via distance learning (DL) technology. Six courses were cancelled prior to the start of the semester.

Ripley Center

From fall 2011 to fall 2016, there were 728 enrollments in a total of 66 criminal justice classes that were taught at the Ripley Educational Outreach Center. Classes included: CJ 200 Introduction to Criminal Justice, CJ 220 Criminal Justice Ethics, CJ 300 Principles of Law Enforcement, CJ 303 Methods and Analysis in Criminal Justice, CJ 310 Principles of Criminal Investigation, CJ 320 Criminal Procedure, CJ 325 Criminology, CJ 364 Corrections, CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice, CJ 400 Criminal Law, CJ 405 Law Enforcement Administration, CJ 411 Special Topics (Crisis Intervention, Intervention Strategies, Organized Crime, White Collar Crime, Terrorism), CJ 413 Family Law, CJ 415 American Death Penalty, CJ 420 Criminal Evidence, CJ 425 Penology, CJ 450 Current Issues in Criminal Justice, CJ 460 Senior Seminar in Criminal Justice, and CJ 470 Tennessee Criminal Law. Thirty-nine of these courses were taught by adjunct faculty members, and 27 were taught by full-time tenure track faculty. Thirty-eight classes were taught face-to-face, and 28 classes were taught via distance learning (DL) technology. Fifteen courses were cancelled prior to the start of the semester.

Parsons Center

From fall 2011 to fall 2016, there were 398 enrollments in a total of 54 criminal justice classes that were taught at the Parsons Educational Outreach Center. Classes included: CJ 200 Introduction to Criminal Justice, CJ 220 Criminal Justice Ethics, CJ 300 Principles of Law Enforcement, CJ 303 Methods and Analysis in Criminal Justice, CJ 320 Criminal Procedure, CJ 325 Criminology, CJ 360 Child Abuse, CJ 364 Corrections, CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice, CJ 380 Probation and Parole, CJ 400 Criminal Law, CJ 405 Law Enforcement Administration, CJ 411 Special Topics (Family Violence, White Collar Crime), CJ 413 Family Law, CJ 415 American Death Penalty, CJ 420 Criminal Evidence, CJ 425 Penology, CJ 450 Current Issues in Criminal Justice, CJ 460 Senior Seminar in Criminal Justice, and CJ 480 Internship in Criminal Justice. Twenty-seven of these courses were taught by adjunct faculty members, and 27 were taught by full-time tenure track faculty. Twenty-seven classes were taught face-to-face, and 27 classes were taught via distance learning (DL) technology. Ten courses were cancelled prior to the start of the semester.

Somerville Center

Criminal Justice classes were first offered at the Somerville Center in spring 2015. From spring 2015 to fall 2016, there were 13 enrollments in a total of six criminal justice classes that were taught at the Somerville Educational Outreach Center. Classes included: CJ 200 Introduction to Criminal Justice, CJ 325 Criminology, CJ 330 Serial Killers, CJ 364 Corrections, CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice, and CJ 411 Special Topics (Terrorism). Three of these courses were taught by adjunct faculty members, and three were taught by full-time tenure track faculty. One class was taught face-to-face, and five classes were taught via distance learning (DL) technology. No scheduled courses at Somerville were cancelled prior to the start of the semester.

Service Courses offered by the Criminal Justice Program

The Criminal Justice program provides one service course for students majoring in Parks and Recreation in the Department of Agriculture and Resource Management. This course, *CJ 200 Introduction to Criminal Justice* provides Parks and Recreation majors with an introduction to the criminal justice system, specifically focusing on the roles of law enforcement, the courts, and corrections. This introduction provides those majors who elect to take this course an overview of the various functions of the American system of justice, a system that, as future Wildlife Law Enforcement officers, is an area in which they may have multiple contacts throughout their careers. All students enrolled in this course are evaluated through examinations, quizzes, and written assignments. A critical assessment of the strengths and weaknesses of each of the component areas (policing, courts, and corrections) is provided.

The Criminal Justice Program also provides numerous service courses in support of the Bachelor of Interdisciplinary Studies (BIS) degree. The BIS Area of Interest, which serves as the degree's equivalent to the major core in traditional degree programs, requires students to complete 42-54 hours in an integrated cluster of related and supportive course, no more than 36 of which may come from one discipline. Criminal Justice courses are a popular option for students to obtain the required minimum of 18 upper-division hours within the Area of Interest.

In addition to CJ service courses offered on the main campus, *CJ 200 Introduction to Criminal Justice*, *CJ 300 Principles of Law Enforcement*, and *CJ 310 Principles of Criminal Investigation* are the most frequently offered Criminal Justice service courses at Extended Campus locations and via online delivery, with *CJ 200* having been taught 12 times in 11 semesters, *CJ 300* taught 10 times in seven semesters, and *CJ 310* taught 10 times in eight semesters. *CJ 220 Criminal Evidence Ethics* has been taught six times; *CJ 320 Criminal Procedure* has been taught four times in three semesters; *CJ 330 Serial Killers* twice; and, *CJ 360 Child Abuse* five times. During three semesters in the 5-year reporting period, *CJ 364 Corrections* has been taught five times; *CJ 370 Juvenile Justice* has been taught four times; *CJ 400 Criminal Law* three times; *CJ 420 Criminal Evidence* six times in five semesters; and, *CJ 470 Tennessee Criminal Law* twice. *CJ 340 Criminal Investigation Techniques* and *CJ 380 Probation and Parole* have each been taught once. Twelve various configurations of *CJ 411 Special Topics* have been offered: *Drugs and Society* (three iterations); *Sex Crimes* (three iterations); *Family Violence* (three iterations in two semesters); and, *Rural Law Enforcement*, *Constitutional Rights of Prisoners*, and *Civil Rights* once each. Prior to being cross-listed as a Criminal Justice course (*CJ 325*), *SOC 413 Criminology* was taught one time at the Extended Campus in Selmer by a full-time CJ faculty member from the main campus.

In all, 84 different iterations of Criminal Justice service courses have been offered at Extended Campus locations or via online delivery during the reporting period. The broad array of the service courses taught in support of the BUS reflects the diversity found in the required Criminal Justice courses within the BSCJ Major Field Core and Concentration Areas and demonstrates the broad appeal and strong demand for criminal justice courses that support a variety of student interests, career preparation, and professional growth.

During this review period, the responsibility to monitor student achievement in service courses at the EO centers shifted to the CJ faculty member at the EO Centers. This faculty member participates with on-campus CJ faculty in the approval process for adjunct instructors. Although EO center directors sometimes scheduled CJ courses at their respective centers that exceeded the established parameters of approved instructors for specific courses, the EO interim director reigned in this practice in spring 2016. The EO CJ professor provided a four year schedule for CJ courses, and it is anticipated that this schedule will be adhered to as much as possible. Also during this review period, the responsibility to review adjunct professors' course content and student assessment techniques to ensure appropriate academic standards for Criminal Justice courses offered at the EO centers was recognized as a responsibility of the department chair as opposed to the CJ faculty.

An appropriate balance is maintained between courses inside the major and outside the major. The Bachelor of Science in Criminal Justice degree includes the general education courses described earlier, as well as a criminal justice core of courses that has evolved from a 39-hour combination of Criminal Justice and Sociology courses to 51 hours. Additionally, all criminal justice majors are required to complete a minor in a different field of study. The current (2015-2016) core requirement of 42 hours of criminal justice courses is greater than any of the peer institutions: Appalachian State University requires 37 hours and Murray State requires 34 hours; the other peer institutions require anywhere between 16 and 27 hours of criminal justice courses. While recognizing that the number of required courses is higher than the other schools, the ETS exit exam scores reflect the fact that UTM students have a broad exposure to the field of criminal justice. In addition, many professional agencies have commented to criminal justice faculty members that UTM students are better prepared and more knowledgeable than other criminal justice graduates throughout the state, and correspondence from several Program alumni echo this assessment. The development of concentration areas within the criminal justice program has enabled our students to participate in individualized areas of study to provide them with an even more rigorous and marketable degree upon graduation.

UTM Criminal Justice majors minor in a variety of diverse disciplines, including Psychology, Political Science, the natural sciences, History, and others. Historically, one way that UTM Criminal Justice majors could free up elective hours was by declaring Sociology as their minor area of study. By doing so, the four Sociology courses required in Criminal Justice (*SOC 301 Social Research Methods*, *SOC 302 Social Statistics*, *SOC 305 Sociology of Deviant Behavior*, and *SOC 413 Criminology*) "double dip" and enabled students to complete their minor at the same time the classes also were counting for criminal justice credit. This did not, however, reduce the number of credit hours required for graduation; instead, it opened up 12 hours of elective credit. In many cases, students declared Sociology as their minor and used the free hours to participate in the criminal justice internship. However, while many students have used the Sociology "double-dip" advantageously by taking the internship or other additional criminal justice electives that could enhance their program of study, others have utilized it to minimize the rigor of their respective degree programs by taking unrelated lower-division electives in other disciplines. In an effort to end this practice and work cooperatively to enhance the Sociology Program, effective with the 2012-2013 academic year,

all Sociology courses were removed from the Criminal Justice Major Field Core (through cross-listing with CJ course designations) and students wishing to complete the Sociology minor must take the full 18 hours of required courses.

2.8 The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.

Students have opportunities to apply what they have learned to situations outside the classroom, and improvements continue in our efforts to provide criminal justice students with off-campus learning opportunities. The Martin Police Department has provided students opportunities to participate in ride-alongs with police officers and they reserve a minimum of one place each year for a criminal justice student to participate in the Martin Police Department's Citizen's Police Academy. Students in the *CJ 364 Corrections* class, as well as those who have enrolled in the *CJ 380 Probation and Parole* class, have visited the Weakley County Jail and have observed the 27th Judicial District Drug Court program. Criminal Justice faculty encourage students to attend the Honor Program's Academic Speaker Series (also held on campus). The *CJ 455 Travel Study* class has provided students with the opportunity for domestic travel and experiences directly applicable to concepts and issues covered in criminal justice courses, including visits to the National Archives to view the Constitution and Bill of Rights, the Supreme Court to hear rulings, events related to National Police Week, tours of maximum security penitentiaries and interviews with convicted felons and death-row inmates, and observation of crime-scene related research at the UT Outdoor Anthropology Research Facility, among others. These types of experiences have been deemed so crucial to students' intellectual development and educational experience that, beginning in the 2011-2012 academic year, all criminal justice majors in the *Law Enforcement*, *Corrections*, and *Courts and Law* Concentration Areas were required to complete either *CJ 455 Travel Study*, *CJ 480 Internship*, or *CJ 485 Directed Studies* as part of their degree program. Unfortunately, limited available student funding to support these programs, combined with extremely limited faculty resources, forced this requirement to be dropped just two years later.

Criminal Justice Internships

In response to the last self-study evaluation and continued requests from criminal justice majors, as well as criminal justice agency interest (as noted in previous alumni surveys), the internship program for criminal justice majors has been increased, and there are continuing efforts to further expand this offering for our majors. As noted in Table 19, the number of students who have participated in criminal justice internships continues to increase.

Criminal justice internships have evolved from being limited to three-to-six hours of course credit only in the spring semesters, with only a limited number of internship agencies from which to choose, to an opportunity that now gives students the option to register for, and participate in, criminal justice internships in the fall, spring, or summer semester for credit hours ranging between three and 12 hours. The Criminal Justice student internship program is open to all seniors who meet the 3.0 GPA requirement (those who have a GPA lower than a 3.0 must obtain both the criminal justice internship faculty advisor's permission, as well as permission from the Department Chair).

Table 14: Criminal Justice Internships – Spring 2011 to Fall 2016

Semester	Credit Hours	Number of students	Total Internship Hours per semester
Spring 2011	6	2	540
Summer 2011		0	
Fall 2011	6	4	1080
Spring 2012	3	2	270
	6	1	270
	9	1	405
Summer 2012	3	3	405
	9	1	405
Fall 2012	3	1	135
	9	3	1215
Spring 2013	6	2	540
	9	2	810
Summer 2013		0	
Fall 2013	3	1	135
	6	2	540
Spring 2014	3	2	270
	6	1	270
Summer 2014		0	
Fall 2014	3	1	135
Spring 2015	3	1	135
Summer 2015		0	
Fall 2015		0	
Spring 2016	3	1	135
Summer 2016	3	2 + 1 (OEO)	270 + 135 (OEO) = 405
Fall 2016	7	1	305
	6	2 (OEO)	540 (OEO)
TOTAL INTERNSHIP HOURS			8,945

Course requirements for a student intern include the completion of a research paper that addresses a topic the student has observed and learned about during his/her internship (such as domestic violence), a written evaluation of the internship experience as it applied to his/her criminal justice coursework, and the writing of a journal that addressed the student's activities on a daily basis. Students must also purchase student liability insurance from the University, which must be in effect prior to the student beginning his/her internship. Issues of confidentiality are discussed in detail with each student intern, and a general rule that they are advised to follow is: if it cannot be read in the newspaper, please don't include those details in your journal. This stipulation reinforces to the student intern that they may, and will, be exposed to sensitive issues while working with the host agency.

The 27th Judicial District's Public Defenders Office is a popular internship site for those students who wish to attend law school; in fact, every student who has interned with that office has been accepted into law school, and many have attended (and graduated). Criminal justice students have also interned in both public and private

probation/parole agencies, and numerous local law enforcement agencies. These students spent anywhere from 135 to 540 hours working with professionals in various criminal justice agencies (three to 12 hours course credit). No students have been removed from an internship due to any disciplinary or other behavior problems. As demonstrated by the total number of academic credit hours earned in Table 19, criminal justice interns have spent more than 8,000 hours with their host agencies.

Students who participate in the Criminal Justice internship course select the agency with whom they wish to intern (with assistance from the Criminal Justice internship faculty advisor), contact the agency to enquire as to internship availability, and schedule an interview with the host agency. Students are advised that both they and the agency representative must agree to the internship, and they must work out their work schedule. The offering of internships at the Educational Outreach Centers began in Summer 2016 and their numbers are identified as (OEO) in the table above. The students at the Educational Outreach Centers conducted a total of 675 hours, and students at the main campus participated in 8,270 hours during this five year period.

Professional and Career Opportunities

Students receiving the Bachelor of Science in Criminal Justice degree are exposed to and have exceptional professional and career opportunities appropriate to the field. Historically, a number of graduates have entered law enforcement agencies at the local, state, and federal levels. However, students have also been successful in obtaining jobs in court-related fields, corrections, and private security. Numerous other students have used their degrees as a foundation for entering graduate and/or professional schools, especially schools of law.

UTM Criminal Justice graduates are now serving in local police departments and sheriff's offices throughout the United States, as agents with the Tennessee Bureau of Investigation, and with various highway patrol departments. The program has alumni employed with the Federal Bureau of Investigation, the U.S. Drug Enforcement Agency, the U.S. Border Patrol, the U.S. Marshals Service, U.S. Customs Service, and intelligence and civilian investigation branches of the military service. Other graduates have entered the private security field.

A number of our graduates have earned advanced degrees, and an impressive number have completed law degrees and are practicing attorneys. Others have become youth service officers, counselors, probation and parole officers, and corrections officials. Some of our earlier graduates are now senior supervisory personnel in local, state, and federal agencies.

Criminal Justice Day

A continuing connection implemented during the previous reporting period has been made between members of the UTM Criminal Justice Society and professionals in the field. On April 17, 2006, the first annual CJ Day was held on the UTM campus in the Boling University Center, hosted by the UTM Criminal Justice program, the Criminal Justice Society, and the Department of Behavioral Sciences. The event was so successful that it has been held annually typically on the first Monday of April ever since. Professionals throughout the region representing the three main components of criminal justice (law enforcement, courts, and corrections) were invited to campus for a four-hour information/employment open-house to meet with criminal justice and other students. Representatives from law schools and master's degree programs were also invited.

Law Enforcement Roundtable

A second event to connect criminal justice majors, as well as campus and community members, with law enforcement was initiated during the 2007 fall semester. On October 17, 2007, the first annual Law Enforcement Roundtable was held on the UTM campus in the Boling University Center, hosted by the UTM *Kappa Epsilon* Chapter of *Alpha Phi Sigma*, the Criminal Justice National Honor Society. In an effort to assist in bridging the often-perceived gap between law enforcement and the community, this event is open to the public and was offered twice during this five year review period. A third offering was scheduled, but had to be canceled due to a scheduling conflict with the Department of Behavioral Sciences. Law Enforcement administrators and representatives from local, state and federal agencies are invited to campus for a public forum to discuss any aspect or component of law enforcement the audience wished to discuss. In addition to providing the service of public information on a variety of law enforcement-related topics, the forum has proven to be a popular opportunity for criminal justice students to obtain information related to employment standards and expectations within the field.

Tennessee Court of Criminal Appeals

In September 2015, three justices (Judge John Everett Williams, Judge Roger Page, and Judge Timothy Easter) from the Tennessee Court of Criminal Appeals held appellate court on the UTM campus. Students, faculty, and community members were invited to attend any of four case arguments before the Court and more than 300 UTM students attended during the course of the day. More than 150 high school students were also in attendance at the event, representing nine west Tennessee high schools (Lake County, Houston County, Obion County Central, Lexington, Carroll County, Bartlett, Henry County, Scotts Hills, and Haywood County). Members of the UTM Alpha Phi Sigma Kappa Epsilon chapter of the national criminal justice honor society and other criminal justice majors acted as student ambassadors for the event, helping to admit the high school students, escort them to lunch, and answer any questions. The honor society students worked with the judges and attended the luncheon held in honor of the judges with members of the Weakley County Bar also in attendance at the luncheon. It was here that Judge John Everett Williams, the senior judge on the Tennessee Court of Criminal Appeals, and a graduate of the UTM criminal justice program, was awarded the first UTM Criminal Justice Distinguished Alumni Award. The UTM Alumni Development office assisted in procuring donations for the lunches and the UTM Office of Admissions assisted in funding the lunches and providing UTM t-shirts for all of the high school students. Future events with this Court, and possibly with the Tennessee Supreme Court, are in the early planning stages.

Living Learning Community

Criminal Justice students living on campus have the option of residing in the Criminal Justice Living Learning Community (LLC) in Cooper Hall, one of eight LLCs offered by the University. The Criminal Justice LLC is organized by suites, with two students per room and 6-8 students per suite. All rooms and suites are single sex, and each suite has a common area. Each LLC has a community room with presentation technology, study rooms, and a break room; kitchen facilities are available in the basement. Cooper Hall is built around an open courtyard with graduated terraces and rock-lined pools, and the courtyard is available for LLC residents on a regular basis and for LLC-specific special events. Criminal Justice students not living in the LLC also have access to the building and LLC facilities to promote peer support groups and activities. The hall houses 282 residents and includes a TV lounge, laundry room, and snack area. Private rooms are offered for an additional charge based on availability.

2.9 The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.

A number of criminal justice courses provide students with the opportunity to research topical areas and present these in both written papers and oral presentations. Students enrolled in CJ 303 Methods and Analysis in Social Research (formerly CJ/SOC 303 and SOC 301) are guided through the research process as they learn not only the “nuts and bolts” of conducting research, but actually conducting their own research projects. They learn to construct literature reviews, survey design and administration, data entry and analysis, and summarizing the findings of their research. Students are also offered the opportunity to present either papers or posters at the Department of Behavioral Sciences Symposium that has been offered since 2015. Students enrolled in CJ 325/SOC 413 Criminology are required to write research papers that focus on a crime, apply a theory, and discuss community and criminal justice solutions or research an infamous crime with theory application. The culmination of student learning is assessed in CJ 460 Senior Seminar in Criminal Justice, where not only these skills, but critical thinking skills, are evaluated through the Student Learning Outcomes adopted by the program. Each semester, the criminal justice program produces a written report that specifies the benchmarks students must meet for each of these types of assignments. These reports are posted to the UTM Department of Behavioral Science, Criminal Justice program website.

In the *CJ 450 Current Events - Injustice in the Justice System* course, students conduct one-on-one interviews with a justice-involved professional such as an attorney with the Equal Justice Initiative or a civil rights worker. Students write up their interview in a journalistic format and share the highlights of their interviews with the class.

2.10 The curriculum exposes students to discipline-specific research strategies from the program area.

Criminal Justice students are required to enroll in CJ 303 Methods and Analysis in Social Research (formerly two Sociology courses that addressed research: *SOC 301 Social Research Methods* and *SOC 302 Social Statistics*). During this five-year evaluation period, five different faculty members have taught *SOC 301 Social Research Methods* (four Sociology professors and one Criminal Justice professor), and four different faculty members have taught *SOC 302 Social Statistics* (two Sociology professors, one Psychology professor, and one Criminal Justice professor). Students are advised and encouraged to enroll in CJ 303 Methods and Analysis in Social Research after completing Math 210 Elementary Statistics and Probabilities. In the CJ 303 Methods and Analysis in Social Research course, students are introduced to various methods of inquiry and are taught the basics of conducting elementary research. In this course, the students learn the vocabulary of research, are taught the difference between deductive and inductive inquiry, are given assignments that address secondary data analysis, survey construction, the differences between quantitative and qualitative methods (along with their strengths and weaknesses), hypothesis testing, and the importance of theory and ethics in conducting research. All of this culminates in the development of a research paper that includes an abstract, a literature review, a methodology section (in which students have conducted elementary statistical analyses using SPSS), a results section, and a summary/conclusion with appropriate references.

Criminal Justice students also are presented with many opportunities to construct literature reviews on a number of topics in the field. For instance, in *CJ 325/SOC 413 Criminology*, students are required to write a research paper that contains the application of a theoretical perspective to their selected topic. In *CJ 300 Principles of Law*

Enforcement, *CJ 320 Criminal Procedure*, and *CJ 420 Criminal Evidence* students are required to review classic works in the field and apply critical analysis to contemporary issues in a variety of settings. In *CJ 460 Senior Seminar in Criminal Justice* students are also required to write and present a paper on a contested issue within the criminal justice arena.

Students have also been privy to discussions from those faculty members' completed doctoral dissertations as well as with examples from the faculty's own research to help provide examples that better explained the development of research questions, how they conducted their own research, and then informed students of their results. Within all discussions of research is embedded the issue of ethical considerations, with numerous examples of what are considered to be unethical studies and why they are considered as such. Issues of dealing with human subjects and the importance of obtaining institutional review board approval of research are also addressed.

The Criminal Justice faculty has recognized the importance of developing critical thinking and writing skills among the program's majors and has incorporated a multitude of projects, papers, and presentations that enable students to perfect these skills.

3. STUDENT EXPERIENCE

3.1: The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.

The University of Tennessee at Martin's Faculty Handbook (2.5.3 Evaluation of Teaching Effectiveness, p. 18) outlines the guidelines for evaluating the quality of teaching effectiveness. According to the Handbook, the evaluation instrument is necessary for "encouragement, identifying areas of probable/possible improvement, or further professional development." The guidelines require that for each academic year, non-tenured faculty members conduct student evaluations of teaching effectiveness for all courses taught during the evaluation semester. Tenured faculty must conduct student evaluations during one semester over the course of three academic years. If the professor prefers, he or she can administer the evaluation every semester. Each department develops and approves the student evaluation instrument.

Student evaluation instruments were developed by the Department of Behavioral Sciences' Student Evaluation Committee. When developing the evaluation form, the faculty members considered two important areas that each question should address. The first was did each question assess whether the instructor succeeded in meeting the overall mission of the department as part of a liberal arts institution. The second area each question needed to assess was did the instructor effectively fulfill the standards set forth by the department and university in terms of successful classroom teaching. After brainstorming potential questions, the instrument was evaluated by each faculty member within the department and revised to eliminate any biases. At the Educational Outreach Centers, Qualtrics was used in all classes taught by the full-time CJ faculty member, providing the opportunity for the students to provide weekly feedback to the instructor so that adjustments could be made.

The Department and each faculty member utilizes student responses to improve their overall teaching and classroom quality. A copy of the evaluation forms are provided in Appendix I.

3.2 The program ensures students are exposed to professional and career opportunities appropriate to the field.

The Department encourages faculty to provide opportunities for students to meet both formally and informally. Students are encouraged to regularly submit evaluations of instructors, courses, and texts. All faculty are open to informal, on-going feedback from students. This information is important and used for course modification.

Criminal Justice students in the Department are encouraged to participate in the hiring process. Student evaluations of candidates' teaching presentations are administered and are added to the other information used to decide on hiring. Representatives from student organizations and other interested students are invited to participate in informal discussions with candidates for positions in the Department. Following the interviews, students and faculty meet to offer feedback. Search Committee faculty convey this information to the central administration during the hiring process.

Criminal Justice students are often seen in the halls of the Sociology Building between classes and, oftentimes, students will congregate in the small waiting area in the lobby to either socialize with each other or to help each other study for tests. These interactions continue inside the classroom and the perception is that the Criminal Justice majors are a close group of students. Getting to know each other begins for students during the freshman experience when they first arrive on campus and are paired with other students in their major. The university offers a GENS 101 (Freshman Studies) course each fall for incoming freshman. Criminal Justice advisers encourage students to enroll in this course because it provides students with a unique opportunity to interact with each other and become more involved in the campus community. These relations formed in the GENS 101 can help students as they progress throughout their education at UT Martin as they travel through their sophomore, junior, and senior years.

The faculty of the Department of Behavioral Sciences often stop to talk with students in the hallway of the building, and although office hours are posted, faculty are often working with students whether the time falls within their office hours or not. Faculty members know many of their students by name and by the time the students near graduation, the faculty know their students well and are able to write recommendation letters for them. All program (Criminal Justice, Sociology, Psychology, and Social Work) faculty have posted office hours when they are specifically available to meet with students. Generally, office hours are posted on individual faculty members' doors, are listed on their course syllabi, and are posted in the Department's main Office.

There are two Criminal Justice student organizations available within the Department of Behavioral Sciences - the Criminal Justice Society and Alpha Phi Sigma, Kappa Epsilon chapter (the National Criminal Justice Honor Society). Membership in the Criminal Justice Society is open to anyone who has taken at least one Criminal Justice course. Established in spring 2008, the Kappa Epsilon chapter of Alpha Phi Sigma is available to those students who meet the qualifications for member and is by invitation only. To be invited to join, students must be a Criminal Justice major with a 3.2 overall GPA, have completed four Criminal Justice courses with a 3.2 GPA and ranked in the top 35% of the class. The Educational Outreach Centers are home to Lambda Alpha Epsilon's Zen Chapter, established in 2015. Criminal Justice faculty are actively involved in the Criminal Justice student organizations as faculty advisors.

The UTM Criminal Justice faculty have been involved in arranging out-of-classroom experiences for students. In conjunction with the Criminal Justice student organizations, the faculty provides students with two primary opportunities to interact with the faculty and professionals within the field. During this five year evaluation period, the Criminal Justice program sponsored Law Enforcement Roundtables for our majors, minors, the University, and the Martin community. The purpose of the Law Enforcement Roundtable is to provide everyone an opportunity to interact with law enforcement professionals. In the spring of each year, the Criminal Justice program sponsors an annual Criminal Justice Day. Professionals in law enforcement, law, probation and parole, corrections, and other Criminal Justice fields at the local, state, and federal level are invited to attend this information and career fair at no cost to them other. The Criminal Justice Society pays for lunch and snacks for Criminal Justice Day attendance, and the Criminal Justice program does not require an attendance fee.

In addition to student organizations, the Law Enforcement Roundtable, and Criminal Justice Day, the Criminal Justice faculty have been involved in the arrangement of many out-of-classroom experiences for students including movie nights, conducting practice job interviews with professionals in the field, internships, and volunteering with the Martin Police Department on several projects including the Soybean Festival. Students have also had opportunities to present their research at the Southern Criminal Justice Association's annual conferences and at the Behavioral Sciences Symposium. Educational Outreach students attended the American Criminal Justice Association's 5th Regional conference, and CJ honor society students were offered the opportunity to attend training sessions sponsored by the West Tennessee Criminal Investigators Association. Students also have opportunities to participate in internships, as well.

3.3 The program provides students with the opportunity to apply what they have learned to situations outside the classroom.

Criminal Justice majors have a number of opportunities to apply what they have learned to situations outside the classroom, including internship experiences, research presentations, practice job interviews, attending training programs with professionals in the field, as well as participating in service learning and community service opportunities with law enforcement and other agencies.

3.4: The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.

The Department of Behavioral Sciences has a history of providing student exposure in diversity across the disciplines. The Department expects any student graduating with a criminal justice, sociology, psychology, or social work degree to "...recognize, understand, and respect the complexity of sociocultural and international diversity" (UTM catalog 2016-2017, p. 170).

The Criminal Justice program and the criminal justice faculty strive to create a learning environment where every student feels encouraged to express his or her views on the subject matter covered in the class, the field of criminal justice, and social issues nationally and abroad. Although addressed in all Criminal Justice courses, a stronger emphasis is placed on cultural diversity and the perspective of unrepresented groups working within the field of criminal justice as well the perspective of those individuals as they deal with the criminal justice system in the following criminal justice courses: CJ 200 (Introduction to Criminal Justice), CJ 220 (Criminal Justice Ethics), CJ 300 (Principles of Law Enforcement), CJ 364 (Corrections), CJ 370 (Juvenile Justice), CJ 411 (Special Topics), CJ 415

(American Death Penalty), CJ 450 (Current Issues in Criminal Justice) and CJ 325 (Criminology). Theoretical perspectives specifically focusing on race, gender, age, and income are offered. In addition to addressing cultural diversity within criminal justice courses, criminal justice majors are required to take courses as part of the general education requirements that address the perspective of underrepresented groups such as Social Work 220 (Understanding Human Diversity and Oppressed Populations), SOC 201 (General Sociology), and SOC 202 (Social Problems).

Within the classroom, the faculty utilizes a combination of discussions that encourage all students to participate and provide their perspectives on the topic, group assignments that allow students to collaborate with each other, and by enhancing course lectures and textbook material to include the perspective of underrepresented groups. The use of videos and guest speakers to address underrepresented group experiences within the criminal justice system are also included among course content. Students are encouraged to understand how important it is for those working within the field of criminal justice to understand the perspective of underrepresented groups.

Outside the classroom, criminal justice majors are encouraged to get involved in student organizations on campus including the Criminal Justice Society, attend campus events such as the annual Civil Rights Conference, and participate in community service and service learning projects that help them interact with a diverse population. The criminal justice program also provides students with opportunities to interact with professionals within the field of criminal justice through an annual Criminal Justice Day in the spring, the Law Enforcement Roundtable, the National Forensic Academy Collegiate Program, and the American Criminal Justice Association's regional conferences, as well as during special programs such as the Tennessee Court of Criminal Appeals appearance on campus. In December 2015, the American Criminal Justice Association (ACJA) was granted a charter to the newly formed local chapter, Zeta Epsilon Nu (ZEN). Criminal Justice students at the EO centers formed the chapter and completed the process to be awarded the charter and to be recognized as a student organization by UT Martin. Membership in ZEN is open to students who are at least in the second semester of their freshman year and have completed at least one (1) criminal justice course, earning a grade of B or higher. Members' grade point average (G.P.A.) should be at least a 3.0 or higher on a 4.0 scale in the CJ major course requirements. Although ZEN was started by CJ students at the EO centers, the intent is to extent membership to CJ students at the main campus after the association is better established at the EO centers.

During the fall 2014 semester, CJ students were provided the opportunity to tour the Northwest Correctional Complex in Tiptonville, TN. After touring the facility, inmates conducted a session titled, "Don't Follow Me," in which they shared their stories about what led to their incarceration.

In spring 2015 students at the Ripley EO Center participated in the Lauderdale County Emergency Response Team's Active Shooter Training. This activity provided criminal justice students the opportunity to interact with local law enforcement officers.

In fall 2016, three members of Zen participated in the ACJA Region 5 Conference in Chattanooga, TN. Students competed against students from other universities and won awards in crime scene investigation, academic testing (police management, corrections, juvenile justice, and criminal law), and the physical agility course.

Students enrolled in CJ 460 Senior Seminar in Criminal Justice are asked to participate in 10 hours of service learning as a component of the course. Over the course of the time frame under examination, the students have provided more than 1700 hours of service learning to the community. In addition, students enrolled in CJ 370

Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice participate in service learning hours. Table 20 presents the number of student service learning hours provided to the community for both classes during this five year evaluation period.

Table 15: Service Learning Hours in Criminal Justice courses

	SP 11	F 11	SP 12	F 12	SP 13	F 13	SP 14	F 14	SP 15	F 15	SP 16	F 16	TOTAL HRS
Senior Seminar	109		130	126	120	130	155	60	210.5	214	174.5	126	1729.5
Juvenile Justice		N/A		195		45		150		150		135	675.0
TOTAL HOURS	109		130	321	120	175	155	210	210.5	364	174.5	261	2,404.5

3.5 Students have access to appropriate academic support services.

The most critical interaction between student and faculty is in the area of advising and is essential to the effective and efficient operation of the Department. Advisors attempt to work with each advisee to ensure a plan for completion of the curriculum at the earliest opportunity in order to maximize the quality of students' education. Faculty members recognize that it is imperative that students understand the requirements of their respective courses of study. Close monitoring and proactive advising helps prevent course and scheduling conflicts, graduation delays, and other potential problems for the student. Together, the student and advisor work to develop the best on-going plan to help students reach their goals with the least amount of confusion. The Department stresses the fact that a good advising program requires teamwork and cooperation between faculty and students. Equally important, advising is a bridge for building student-faculty understanding, and for faculty members to be able to best aid students in educational and career planning.

According to Departmental requirements, only full-time faculty may advise students, and this has become a mandate within the Criminal Justice program. Faculty members receive periodic updates and training regarding the importance of advising. Updates at the University level and changes affecting advising are disseminated in regular faculty meetings.

Students are assigned to faculty advisors by the Department Program Resource Specialist with relatively equal distribution among the Criminal Justice faculty. Because of the large advising loads experienced by the Criminal Justice faculty, the three Sociology faculty members have agreed to assist the Criminal Justice program by advising freshman and sophomore criminal justice majors. Even with their assistance, the Criminal Justice faculty members tend to advise and meet with numerous students who have specific criminal justice questions, prospective students, and those who are considering a change of major to criminal justice. In addition, because of the popularity of criminal justice, the three main campus faculty spend a lot of time in recruiting events, Future Star and Rising Star programs for middle and high school students, and tend to advise more students at every Summer Orientation and Registration (SOAR) and Transfer Orientation and Registration (TOAR). The two iterations of the Criminal Justice Alumni Survey report slight reductions in the scores regarding advising from 2011 to 2016, as follows:

I found the Criminal Justice faculty to be accessible for discussion.

2011:	24 Strongly Agree (75%)	8 Agree (25%)	Total:	100%
2016:	27 Strongly Agree (69.2%)	10 Agree (25.6%)	Total:	94.8%

The quality of advising I received in Criminal Justice was:

2011:	24 Excellent (71.9%)	8 Very Good (25%)	Total: 96.9%
2016:	22 Excellent (56.4%)	12 Very Good (30.8%)	Total: 87.2%

4: FACULTY (FULL-TIME AND PART-TIME)

4.1: All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.

Both full-time and part-time faculty members meet the high standards set by the program and expected SACSCOC guidelines for credentials. The University maintains full-time and part-time faculty members' documentation of academic preparation, such as official transcripts, records of publication, and other qualifications. All full time Criminal Justice faculty members at the main campus and Educational Outreach Centers who teach credit courses leading to the baccalaureate degree hold a Ph.D. with at least 18 graduate semester hours in the appropriate teaching discipline. Adjunct faculty members hold either a master's degree or a juris doctorate degree.

According to the UTM *Faculty Handbook*, "The term adjunct faculty is reserved for individuals who do not hold academic rank at UTM but who are employed to teach one or more specified courses" (3.1.2). The Department utilizes adjunct and part-time faculty as the need arises. At times between Fall 2011 and Spring 2016, adjunct faculty have been used on the UTM campus to permit one full-time faculty member to utilize a course reduction due to his appointment as Faculty Senate President and Director of the U.S. Department of Education, Title III Strengthening Institutions Initiative and when this same professor moved into the Interim Director of the Educational Outreach program position. The Bachelor of Science in Criminal Justice has been offered at the Educational Outreach Centers since Fall 2013. One full time faculty member, housed in the Jackson Center, ensures that at least 25% of the major subject area courses are taught by an individual that holds a Ph.D. with at least 18 graduate semester hours in the appropriate teaching discipline. All adjunct faculty members are vetted to ensure their academic and/or professional standards according to SACSCOC are met; at times, a Faculty Qualification Report (FQR) is completed to account for professional expertise.

According to the SACSCOC comprehensive standard 3.7.1, of the Principles of Accreditation, all full-time and adjunct faculty teaching in the criminal justice program must meet the criteria for Subsection d. which states "[f]aculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline."

Adjunct faculty are also utilized at all of the Educational Outreach Centers to teach criminal justice courses (Adjunct faculty vitas are contained in a notebook in the Department Office. See Appendix J for a listing of individual adjunct faculty members from 2011 to 2016).

The selection of persons as adjunct instructors and part-time faculty has been somewhat informal in the past, but in the last few years, a more formalized process has been attempted by the UTM Criminal Justice faculty. Traditionally, program coordinators have received information from persons interested in teaching or have been provided information by Educational Outreach (formerly, the Office of Extended Campus and Online Studies) of expressed interest in teaching as an adjunct instructor. Each person expressing such interest is requested to submit a vita and academic transcripts so that the individual's qualifications can be assessed. Selections are made on the

basis of educational attainment, teaching ability, experience, and familiarity with the subject matter. The change that the UTM Criminal Justice faculty have attempted to implement, in order to more fully assess a potential adjunct faculty person, is that the person must meet with the UTM faculty and must teach a class at the UTM campus prior to CJ faculty approval. In addition, UTM Criminal Justice faculty evaluate the adjunct candidate's resume and transcripts to ensure that the applicant does in fact have the required 18 graduate hours in criminal justice, or holds a juris doctorate degree (in order to teach law-related classes). Any adjunct who was approved to teach prior to this new process has been "grandfathered in".

During the scheduling period, the program coordinator determines what courses should be offered and how they should be staffed. If a course is needed and no regular faculty member is available to teach it, a determination is made as to the advisability of employing an adjunct or part-time faculty person and the availability of qualified persons to do so.

In some instances, adjunct faculty are employed to provide expertise not otherwise available from the full-time faculty. If a person is available who possesses the requisite credentials, he or she will be contacted to determine his/her interest in offering a particular course at a time and place which will meet the needs of the specific program and students. The adjunct and part-time faculty provide valuable services to the Educational Outreach Centers, the UTM Criminal Justice program, and the University by offering quality instruction and affording students an opportunity to take courses toward completion of their degree requirements.

It must be emphasized that adjunct and part-time faculty are utilized as actual demands dictate on the UTM campus and at the Educational Outreach Centers. The criminal justice degree became available at the EO centers in fall 2013 with the addition of a full-time tenure track criminal justice faculty member. This faculty member teaches, in addition to other CJ courses, the five classes identified to be taught only by Ph.D. level faculty (Criminology, Research Methods and Analysis in Social Research, Juvenile Justice, Corrections, and Senior Seminar in Criminal Justice). In addition, this faculty member also serves as the faculty advisor for CJ internships and is the academic advisor for all EO criminal justice students. When there is a need for adjunct faculty, every effort is made to ensure that persons who have excellent qualifications and meet SACSCOC and school credentials are obtained to teach the courses. One example of the demand for adjunct faculty is in teaching of the law courses for the criminal justice degree. The Juris Doctor (J.D.) or Doctor of Jurisprudence degree is not considered a terminal degree for teaching criminal justice courses. In order to acquire faculty to teach our CJ 400 (Criminal Law) course, the Criminal Justice program has relied on adjunct and part-time faculty. Adjunct instructors holding J.D. degrees bring to our Criminal Justice program vast experiences as private practitioners, prosecutors, defense counsel, and judges.

When approving adjunct instructors for the Educational Outreach Centers, in most instances, the UTM full-time, tenured (and tenure track) faculty approve the adjunct applicants. Support is provided to adjunct and part-time instructors by the Department of Behavioral Sciences in the form of advice and counsel, secretarial assistance, and supplies and equipment needed for classroom instruction. A written set of policies and procedures has been designed to assist adjunct and part-time instructors in their work here. All of our regular adjunct and part-time instructors received a copy of this document, and each new adjunct and part-time instructor receives a copy when he/she begins work with our Department.

4.2: The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.

The normal workload for a UTM faculty member is 12 hours per semester, and this is reflected among the Criminal Justice faculty as well. Sometimes, faculty in the program teach overload courses during daytime hours, off-campus, on-line, or in the evening. This has become a necessity due to the ratio of required courses to available faculty and the increasing number of criminal justice majors. Because of the large number of majors and the small number of regular full-time faculty, the Criminal Justice faculty members usually have at least four preparations each semester.

Table 16: Criminal Justice Student Credit Hours (UTM Office of Institutional Research)

NAME	F 11	SP 12	SU 12	F 12	SP 13	SU 13	F 13	SP 14	SU 14	F 14	SP 15	SU 15	F 15	SP 16	SU 16	F 16
UNDERGRADUATE STUDENT CREDIT HOURS	1488	1488	438	1635	1548	489	1647	1695	363	1782	1650	408	1701	1467	363	1501

Table 17: Criminal Justice Student Credit Hours (Banner Self-Service SCH calculation)

NAME	F 11	SP 12	SU 12	F 12	SP 13	SU 13	F 13	SP 14	SU 14	F 14	SP 15	SU 15	F 15	SP 16	SU 16	F 16
MASSEY	319*	321	75	375	388	102	387	282	63	360	363	108	393**	369	99	**
DONAVANT	(267)	(330)	270	375	348	324	429	345**	231	(264)	(363)	240	(264)	24*****	234	
LEE	465	447	36	501	393	63	336	390	63	375	414	90	474	366	27	
JOHNSON***	---	9	---	---	---	---	---	---	---	---	---	---	---	---	---	
ROWLAND****	---	---	---	---	---	---	---	---	---	48	---	---	53	---	---	
Adjuncts	78	---	---	---	---	---	---	36	---	126	39	---	162	129	---	
Total SCH Main Campus	1129	1107	381	1251	1129	489	1152	1053	357	1173	1179	438	1346	888	360	
BOYLES	---	---	---	---	---	---	---	---	---	300	177	---	159	231	3	
JOLICOEUR	---	---	---	---	---	---	282	327	---	---	---	---	---	---	---	
Adjuncts	423	510	60	468	489	39	312	372	6	375	372	21	273	384	15	
Total SCH Outreach Campuses	423	510	60	468	489	39	594	699	6	675	549	21	432	615	18	
TOTAL SCH*****	1552	1617	441	1719	1618	528	1746	1752	363	1848	1728	459	1778	1503	378	

() Course Reduction

**Overload- Undergraduate Course

***Sociology Professor

*Overload- Graduate Course

***Psychology Instructor

*****Numbers different from UTM Office of Institutional Research

***** Dr. Donavant became the Interim Director of Educational Outreach.

The workload of each faculty member is determined each semester, and each three credit hour course amounts to one-fourth of a full-time faculty member's workload. The UTM Office of Institutional Research calculates student credit hour (SCH) production based upon the total number of Criminal Justice courses taught at all campuses and the combined total of full-time and adjunct faculty employed during a given semester (see Table 21). While every full-time faculty member's workload is the equivalent of 12 credit hours, the student credit hours generated by some faculty are much higher than for others, which is often attributable to the academic rigor of the courses (Table 22). Upper division courses often require more extensive work with students, which results in more time-consuming and labor-intensive grading assignments, and are thus held to smaller class limits than lower-division courses (although occasionally there are relatively large upper division courses as well).

The Criminal Justice program is currently staffed with three professors with Ph.D.s (2 on main campus and 1 on outreach campuses) and an instructor with a M.S. During registration periods, Criminal Justice faculty will advise a minimum of 40+ students each with assistance from the Sociology faculty on the main campus. The Criminal Justice faculty begin advising approximately two weeks before registration opens in order to meet in person with all majors. Table 22 provides the overall student credit hours generated by each full-time faculty member from fall 2011 to spring 2016. While there is general parity among faculty regarding student credit hours, it is important to note that the heavy advising load is taxing for criminal justice faculty. When combined with four course preparations each semester, the workload is often overwhelming. This fact has remained unchanged for the entire five-year period of this study; in fact, these same issues were identified in the previous five-year period. The demands on faculty for advising and course offerings makes it almost impossible for the Criminal Justice faculty to allocate time for academic research, grant writing, or other service projects, yet, as one can see from the enclosed Appendices, Criminal Justice faculty are actively pursuing research agendas and presenting at conferences.

4.3: The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.

The demographics of the faculty members of the Criminal Justice program are diverse with respect to gender, ethnicity, and academic backgrounds (see Appendix K for current faculty vitas). The Department has a history and tradition of recruiting minority faculty members. Even before the introduction of the Affirmative Action Policy, the Department had minority faculty members. During each faculty position search, attempts are made to recruit minority faculty members.

Five of the Criminal Justice full time faculty hold Ph.D.s in one of the following diverse areas: Criminology and Criminal Justice, the Administration of Justice, Education with a concentration in Administration of Justice, Education with a M.A. in Criminal Justice, or in Public Affairs with a M.A. degree in Criminology. The other full time Criminal Justice faculty is a Lecturer who holds a M.S. in Criminal Justice. All five full-time Ph.D. Criminal Justice faculty degrees were awarded from state-supported institutions. The full time Instructor's M.S. was awarded from a private institution that falls under SACSCOC accreditation. All institutions are within the southeastern region of the United States. The faculty represent four professional ranks: two full professors, one associate professor, two assistant professors, and one lecturer. Three of the six Criminal Justice faculty members are tenured (two of whom received tenure during this five year review period). Dr. Daphne Henderson is listed in Table 23 with the Criminal Justice faculty as she is the Interim Chair of the Department of Behavioral Sciences. The wide array of expertise and training of faculty members within the Department offer students a variety of talents and interests. The Criminal Justice faculty has expertise in corrections, community corrections, law enforcement, juvenile corrections,

investigation, and police training ethics. Five of the Criminal Justice faculty bring their “real-world” experiences into the classroom from their careers in law enforcement, corrections, and juvenile corrections. Our diverse areas of expertise and training allows the Criminal Justice program to offer many different types of classes for our students and to meet the mission goals of both our discipline and the Department (see Section 1.1 above).

Table 18: Criminal Justice Faculty

CRIMINAL JUSTICE FACULTY		
Boyles, Cindy (CJ) 2014- Present Assistant Professor, untenured	Ph.D. (2003)	University of Central Florida
Donavant, Brian (CJ) 2005-Present Associate Professor, tenured	Ph.D. (2007)	The University of Southern Mississippi
Henderson, Daphne (SWRK) 2009-Present Associate Professor, tenured	Ph.D. (____)	University of Texas-Arlington
Jolicoeur, Jason (CJ)- 2013-2014 Assistant Professor, untenured	Ph.D. (2010)	University of Missouri- St. Louis
Lee, Tina (CJ) 2005-Present A Professor, tenured	Ph.D. (2006)	The University of Southern Mississippi
Massey, Donna (CJ) 2000-Present Professor, tenured	Ph.D. (2006)	The Florida State University
Moore, David (CJ)- 2016-Present Instructor	M.S. (2013)	Bethel University

4.4: The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

The Department of Behavioral Sciences uses an annual faculty evaluation to assist faculty to improve teaching, scholarship, and service. An evaluation form (Appendix L) is completed by each faculty member and the Chair of the Department. A performance review meeting is held annually, usually in the spring semester. At that time, individual faculty and the chair compare ratings and discuss strengths that the individual brings to their program and the Department. Also, any areas for continued growth are reviewed.

Each faculty member is allowed to set individual goals for the next calendar year. Specific objectives are discussed as possible steps in obtaining those goals. Departmental resources are provided as needed to assist the faculty member in meeting their goals. Faculty members will be evaluated on successful completion of their goals the next calendar year.

Adjunct faculty members at the Educational Outreach Centers are expected to conduct student evaluations in each of their courses each semester. These are reviewed by the Chair of the Department of Behavioral Sciences. No formal annual performance review is conducted on adjunct faculty, which creates roadblocks in determining

which adjunct instructors should receive increased course assignments or which may need additional instruction or assistance from full-time faculty to maintain the standards of the Criminal Justice program.

4.5: The faculty engages in regular professional development that enhances their teaching, Scholarship, and practice.

Professional Development

A diverse faculty characterized by a variety of scholarly and professional activities represents the Criminal Justice discipline. These activities affect instruction and student perceptions in a number of ways. Students seeing their instructors professionally successful outside of the classroom are favorably impressed. Such a positively impressed student is likely to be more receptive to the instructor in the classroom. Professors who are successful in research, writing, and other scholarly activities can bring their enhanced knowledge to the classroom. In order to enhance their teaching, scholarship, and practice, faculty engages in regular professional development.

Over the self-study period, faculty in the Criminal Justice Program participated in over 75 professional development training activities. Appendix M outlines the full time faculty's professional development training. These professional development trainings focused on Human Trafficking, Paraphilia Behaviors, Sexual Misconduct, Adverse Childhood Experiences, Intimate Partner Violence, Suicide Prevention, Synthetic Drugs, and a number of training sessions that addressed student learning outcomes and assessment measures, training in the use of technology, sexual assault and sexual misconduct, suicide prevention, copyright issues, and human subjects review. In addition, the criminal justice faculty have been able to focus on topical areas of interest that include Adverse Childhood Experiences, Human Trafficking, Domestic Violence, Active Shooter on Campus training, to name a few.

Faculty Research/Scholarship/Creative Activities

Faculty vitas indicate that Criminal Justice faculty engage in a variety of scholarly activities across many different topics. Department faculty conduct research and present on topics such as law enforcement ethics, non-traditional (adult) learners, citizen police academy participation, forensic anthropology, crime and community blight issues in a southern city, and a variety of other topics.

Full-time faculty members in the Criminal Justice program have managed to complement and balance each other in the process of making a viable program. The following characterization of activity reflects this balance. Within the past five years, individuals in this program have published works in various journals and books (see Appendix J). Criminal Justice faculty have published work in the following journals: American Journal of Criminal Justice and Adult Education Quarterly. One faculty member has written a book chapter entitled ""Narrated Digital Presentations: An Educator's Journey and Strategies for Integrating and Enhancing Education." A second faculty person has co-authored an invited book chapter published in "Criminal Justice" in A Guidebook to Human Service Professions: Helping College Students Explore Opportunities in the Human Services Field, and a second invited chapter published in Criminal Justice Basics and Concerns entitled "Juvenile Justice." Criminal Justice faculty have been extensively involved in program evaluations, including the previous five-year program review of the Criminal Justice programs, Weed and Seed Evaluations (three), a three-year program review of the City of Jackson, TN's Targeting Community Crime Reduction Project, a mid-term program review of the UTM Criminal Justice program, and served on numerous UTM program reviews, including the Department of Biological Sciences, the Bachelor of

University Studies program, the Reaccreditation of the UTM Social Work program, and the Chemistry Department. One faculty member has also developed an instructor's manual for a course on cybercrime.

In addition to published work, professors are active in conducting presentations at professional meetings as well as to various organizations and groups. More than 11 such presentations have been made in the past five years. Outside presentations relate to classroom instruction in several ways. Papers presented before professional colleagues are critiqued and the presenter can relay this information to the students. Papers presented to community organizations, other schools, and various groups bring classroom information to a larger public. The "larger public" in turn can provide experiences and feedback useful to the instructor in the classroom. The Criminal Justice faculty have presented at the following conferences: the Academy of Criminal Justice Sciences Conference, the Southern Criminal Justice Association Conference, the American Association of Adult and Continuing Education, the West Tennessee Technology Symposium, and the SoTL Commons Conference.

Faculty Service to the University

Criminal Justice faculty are dedicated members of the University community who work arduously to ensure that we fulfill our service mission within the University (Appendix K). In accomplishing this, Criminal Justice faculty members participate in a wide range of University and Department committees. Appendix K shows that over a five-year period, individual members of the Criminal Justice program served on 41 Departmental and University committees. Three Criminal Justice faculty members have served, or are serving, on the Faculty Senate, all five have participated in Departmental and University Search Committees, all have served on program committees and have organized and attended special events, such as the annual Criminal Justice Day, the Law Enforcement Roundtable, and the Tennessee Court of Criminal Appeals. Four Criminal Justice faculty have also participated in the travel study opportunities offered to students.

The commitment of the Department to provide service to UTM extends well beyond serving on University-wide or Departmental committees. Faculty members also serve as guest lecturers for a number of organizations (Kiwanis), advisors for student organizations (Criminal Justice Society and *Alpha Phi Sigma*, Kappa Epsilon chapter of the national criminal justice honor society), and participate in such activities as graduation, Summer Orientation and Registrations (SOARs), Transfer Orientation and Registrations (TOARS), high school student Preview Days, and the Rising Stars and Future Stars programs for high school and middle school students sponsored by the Westar Leadership program.

Service to the Profession

The UTM Criminal Justice faculty have also been involved in providing training or consultation to the profession through their assistance with a number of programs and initiatives. For instance, the popular National Forensic Academy Collegiate Program was developed from the work begun in 2010 with the Introduction to Forensic Anthropology lecture and travel study, students and faculty have been able to attend law enforcement specialized training through the CJ program's work with the West Tennessee Criminal Investigators Association, students from the Educational Outreach Centers were provided with the opportunity to tour the Northwest Correctional Complex in Tiptonville, TN, students at the Ripley Educational Outreach Center were able to participate in an active shooter training exercise with the Lauderdale County Emergency Response Team, and through the EOC's CJ faculty person's professional association, students were able to attend and participate in the American Criminal Justice Association's

Region 5 Conference in Chattanooga, where they won awards in crime scene investigation, academic testing (police management, corrections, juvenile justice, and criminal law), as well as the physical agility course.

Main campus faculty members variously serve on the steering committee of the 27th Judicial District Recovery Drug Court, as a board member of the Carl Perkins/Exchange Club Center for the Prevention of Child Abuse, serving as a co-chair for the Research and Theory Special Interest Group for the Commission of Professors of Adult Education, serve as a member of the American Association of Adult and Continuing Education, as a member of the American Criminal Justice Association, and a member of the American Probation and Parole Association. The UTM Criminal Justice program was honored by the West Tennessee Criminal Investigators Association in 2015 when they designated our criminal justice program as THE university criminal justice program that they would support and work with on a number of endeavors.

Faculty members have also been involved in various workshops offered by the University. These workshops are designed to enhance teaching effectiveness and service to the University. Workshops involve topics such as teaching techniques, how to teach an online class, and computer technology.

Faculty Contribute to the University's Mission of Community Service

In addition to service to the University, the Criminal Justice faculty members are involved in community service. As indicated in their vitas (Appendix L), Criminal Justice faculty actively serve on local and state boards. Criminal Justice faculty serve the community through participating in the Martin Police Department's Citizens Police Academy, consulting with various police departments, participating in the City of Martin's Soybean Festival, serving on the 27th Judicial District's Recovery Drug Court Steering Committee, conducting and evaluating new employee testing for area police departments, evaluating policing and neighborhood blight issues, and participating in law enforcement in-service training programs.

Professional Association

Faculty members in the Criminal Justice program are involved, or have been involved, in numerous professional associations throughout the last five years. They have participated in the following associations: the Southern Criminal Justice Association, the Academy of Criminal Justice Sciences, the American Association of Adult and Continuing Education, worked with the West Tennessee Criminal Investigator's Association, the American Probation and Parole Association, and the American Criminal Justice Association.

4.6: The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.

The mission of the Criminal Justice Program is to provide students with a significant exposure to the Arts & Sciences; to provide opportunities for in-service and pre-service students to study specialized criminal justice courses; to provide technical services to the community; to analyze the underlying philosophies and practices of the criminal justice system as well as the causation and prevention of crime and delinquency; and to counsel and assist our students in the making of career decisions (<https://www.utm.edu/departments/crimjust/index.php>). To achieve this mission, the Criminal Justice faculty actively engage in planning, evaluation and improvement processes that measure and advance student success.

The criminal justice faculty has developed five student learning outcomes for the Criminal Justice Program. When developing these student learning outcomes, the criminal justice faculty members attended several faculty development workshops including workshops on student learning outcomes, SACSCOC, and assessments. During these workshop, the faculty utilized the Degree Qualifications Profile (DQP)'s five essential areas of learning to develop the criminal justice program's student learning outcomes. When engaging in the planning and development of each student learning outcome, the criminal justice faculty considered three important areas that must be addressed. The first was which DQP's five essential areas supported the mission of the criminal justice program and which student learning outcomes under each area most represented what the faculty wanted anyone graduating with a criminal justice degree to meet. The second area each student learning outcome needed to address was which core courses within the criminal justice program would assess the student learning outcomes. The third area was which assessment tools were going to be utilized in these courses to assess the student learning outcomes. In the end, the criminal justice faculty developed the following five student learning outcomes:

1. Student Learning Outcome #1: Specialized Knowledge
 - A. Students will explain the structure, styles, and practices of the Criminal Justice field using its tools, technologies, methods, and specialized terms.
2. Student Learning Outcome #2: Intellectual Skills
 - A. Students will properly incorporate multiple information resources in projects or papers through independent or collaborative research.
 - B. Students will evaluate theories and approaches to selected complex problems within Criminal Justice.
3. Student Learning Outcome #3: Intellectual Skills
 - A. Students will evaluate theories and approaches to selected complex problems within Criminal Justice.
4. Student Learning Outcome #4: Applied and Collaborative Learning
 - A. Students will prepare and present a project, paper, or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with Criminal Justice, explain how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field.
5. Student Learning Outcome #5: Civic and Global Learning
 - A. Students will justify a position on a Criminal Justice issue and relate this position to alternative views held by the public or within the policy environment.

After developing the student learning outcomes, determining which courses would assess them, and deciding which assessment tools will be utilized, the criminal justice faculty worked together to assess what benchmarks would be used to evaluate student success at meeting the student learning outcomes. Each semester, the criminal justice faculty uses these benchmarks to measure and advance student success and make improvements to the program, course content, and assignments within the courses. A copy of the outcomes, assessment tools, and benchmarks are provided in Appendix N.

5. Learning Resources

- 5.1 The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.**

Review of the facilities is often under the supervision of the Department Chairperson, although any necessary repairs and updates can be reported by any faculty or staff member. For a number of years, the heating and air conditioning units in the building have been malfunctioning, to the point that faculty offices are either way too hot or way too cold in the various seasons (too hot in summer, too cold in winter), as are the individual classrooms. This issue has been brought before the Budget and Economic Concerns Committee and the Faculty Senate, especially since the University is attempting to regulate the temperature in the various university buildings. Equipment requests are submitted by department faculty and staff, and in this five year period, the Department was able to purchase a poster printer machine for both faculty and student poster presentations, and card swipe readers that assist in enrolling students at various functions and events by using their Skyhawk cards instead of having to individually sign in by hand. Faculty members are on a four year computer rotation, as well.

5.2 The program has access to learning and information resources that are appropriate to support teaching and learning.

All faculty and students have access to the internet on campus, and as such, have 24 hour access to the UTM Paul Meek Library and all of its electronic databases. Faculty and students at the UTM campus, and Educational Outreach Centers, also have access to a host of software programs maintained by the University of Tennessee in Knoxville. Students and faculty have access to SPSS (Statistical Package for the Social Sciences) for use in the CJ 303 Methods and Analysis in Social Research course, as well as Qualtrics (an online survey software program), and other programs needed for various courses. The Sociology building also has a student computer lab located upstairs where students can read, study, and work on computer assignments.

6. Support

6.1 The program's operating budget is consistent with the needs of the program.

As noted in Table 24 below, the budget for the Department of Behavioral Sciences has remained unchanged for the entire five year period currently under review. However, it appears to be adequate in meeting the needs of the faculty and staff in the department.

Table 19: Department of Behavioral Sciences Budget 2011-2017

Department of Behavioral Sciences Budget 2011-17						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Travel	15,336.00	15,336.00	15,336.00	15,336.00	15,336.00	15,336.00
Media Processing	4,750.00	4,750.00	4,750.00	4,750.00	4,750.00	4,750.00
Communications	7,155.00	7,155.00	7,155.00	7,155.00	7,155.00	7,155.00
Maintenance & Repairs	280.00	280.00	280.00	280.00	280.00	280.00
Professional Services & Memberships	3,660.00	3,660.00	3,660.00	3,660.00	3,660.00	3,660.00
Operating Supplies	29,727.00	29,727.00	29,727.00	29,727.00	29,727.00	29,727.00
Contractual & Special Services	4,700.00	4,700.00	4,700.00	4,700.00	4,700.00	4,700.00
Annual Total	65,609.00	65,609.00	65,609.00	65,609.00	65,609.00	65,609.00

6.2 The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.

Previously noted in this document was a discussion of both the enrollment rates and graduation rates of the UTM Criminal Justice program (see Tables 1 and Table 21 noted below). Table 1 provides a 10 year overview of the increases in enrollment in the criminal justice program from 153 students to 221; however, when one examines the Fall 2011 to Fall 2016 time period as covered in this self-study, there is evidence of an inverted “V” pattern. In other words, enrollment in the criminal justice program increased in Fall 2013 and 2014, then began dropping to 236 students in Fall 2015 and dropping again to 221 students in Fall 2016. Much of this decrease in enrollment can be attributed to the overall decrease in enrollment experienced by ALL of UTM in the past few years.

Table 20: Majors Enrolled in Criminal Justice Fall 2007 through Fall 2016

	F 07	F 08	F 09	F 10	F 11	F 12	F 13	F 14	F 15	F 16
Criminal Justice Majors	153	169	178	214	214	215	243	253	236	221

Table 21 reports the number of criminal justice bachelor of science degrees awarded each semester from Fall 2011 through Summer 2016 (data for Fall 2016 is not available). A total of 160 students graduated in this five year period.

Table 21: Degrees Awarded Academic Years 2010-2011 – 2016-2017

	F11	SP 12	SU 12	F 12	SP 13	SU 13	F 13	SP 14	SU 14	F 14	SP 15	SU 15	F 15	SP 16	SU 16	Total
Criminal Justice	12	10	2	15	9	1	13	19	5	6	17	2	19	30	0	160
Totals per academic year	24			25			37			25			49			160

6.3 The program is responsive to local, state, regional, and national needs.

The UT Martin criminal justice program has a history of working with local, state, regional, and national agencies and addressing their needs. For instance, the state of Tennessee was experiencing a severe methamphetamine problem, and one criminal justice faculty member conducted research for both the Tennessee Association of Chiefs of Police and the Tennessee Sheriffs Association to provide data for a stat-wide law enforcement initiatives to support the reduction of ephedrine and pseudoephedrine within the state to help reduce or eradicate this problem. This faculty member works extensively with the West Tennessee Criminal Investigators Association, serves as a steering committee member of the 27th Judicial District Recovery Drug Court program, has assisted with sheriff deputy training on moot court competitions, and organized the Tennessee Court of Criminal Appeals symposium. Another faculty member has been a member of the Martin Police Department’s Citizen Police Academy throughout this five year period, has served on the board of the Carl Perkins/Exchange Club Center for the Prevention of Child Abuse, and arranges the annual CJ Day held at UT Martin.

APPENDICES

APPENDIX A
COLLEGE OF EDUCATION, HEALTH, AND BEHAVIORAL SCIENCES GRADUATING SENIOR SURVEY

APPENDIX B
CRIMINAL JUSTICE ALUMNI SURVEY

**The University of Tennessee Martin
Department of Behavioral Science**

**Criminal Justice Program's SPRING 016
Graduating Senior/Alumni Survey**

Instructions: Please complete the following questionnaire in the spaces provided or by checking your responses. After completing the survey and providing any additional comments, please return it AND A COPY of the Informed Consent Statement in the enclosed postage paid envelope. (Please feel free to make a copy of the informed consent statement for your records and for contact information). Thank you for your help and support.

1. What year did you/will you graduate from UT Martin? _____

2. Did you attend UTM for all of your education? (check one) () Yes () No

if no, did you transfer from: (check one)

() a community college

() a 4 year institution.

3. Are you (check one): () Male () Female

4. What is your racial/ethnic background? (check one)

() African-American

() Caucasian () Hispanic

() Native American

() Other _____

5. To the best of your knowledge, what was your GPA when you graduated from UTM? GPA = _____/4.0

6. Are you currently employed in the criminal justice field? (check one)

() YES - go to question 6a. () NO - go to question 6b.

6a. If yes, in what field of criminal justice do you work? (check one)

() Police () Corrections () Security () Legal () Other _____

6b. If no, have you ever worked in the criminal justice field? (check one)

() Yes () No

7. Did you complete an internship as part of your degree? (check one)

() Yes - go to question 7a () No - proceed to question 8

7a. If yes, do you think the internship should be a degree requirement? (check one)

() Yes () No

8. What is your current annual salary (before taxes) \$ _____?

9. What was your annual salary in your first criminal justice position before taxes) \$_____?

10. How satisfied are you with your current position? (choose one)

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Dissatisfied
- ☐ Very Dissatisfied

Now we need to ask you some questions concerning your academic experience and how well it prepared you.

11. My education at UTM adequately provided me with the level of oral communication skills necessary for a position in the criminal justice field. (check one)

- ☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

12. My education at UTM adequately provided me with the level of written communication skills necessary for a position in the criminal justice field. (check one)

- ☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

13. My education at UTM provided me with an adequate level of computer skills for a position in the criminal justice field. (check one)

- ☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

14. My degree provided me with a thorough understanding of the criminal justice field and how it functions. (check one)

- ☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

15. My education in criminal justice adequately provided me with an understanding of cultural diversity. (check one)

- ☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

16. The Criminal Justice Program needs to provide more exposure to criminal justice training. (check one)

- ☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

17. My degree in criminal justice has adequately prepared me for a career in criminal justice. (check one)

- ☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

18. The quality of advising I received in Criminal Justice was: (check one)

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

19. My UTM CJ classes prepared me for my present activity (employment, graduate school, law school, or etc.)?

☐ Significantly Better Prepared ☐ Somewhat Better Prepared ☐ About the Same
☐ Somewhat Less Prepared ☐ Significantly Less Prepared

20. The size of my criminal justice classes was (check one):

☐ Too Large ☐ About Right ☐ Too Small

21. The quality of instruction I received from the Criminal Justice Faculty was: (check one)

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

22. The Criminal Justice Faculty treats students with respect and courtesy.

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

23. I found the Criminal Justice Faculty to be accessible for discussion.

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

24. Overall, how would you rate the quality of the Criminal Justice Faculty? (check one)

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

25. The library holdings for criminal justice are (check one):

☐ More than Adequate ☐ Adequate ☐ Less than Adequate

26. The Criminal Justice Program needs to incorporate more writing skills into its curriculum. (check one)

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

27. The Criminal Justice Program needs to emphasize the importance of oral communication skills in its courses. (check one)

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

28. The Criminal Justice Program needs to emphasize ethical issues in its courses. (check one)

☐ Strongly Agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

29. The Criminal Justice Curriculum (check one):

☐ Needs No Revisions.

☐ Needs Minor Revisions - please specify in the **Comments** section.

☐ Needs Major Revisions - please specify in the **Comments** section.

30. Would you recommend UTM's Criminal Justice program to prospective students? (check one)

☐ Yes ☐ No

31. What is your overall opinion of the quality of the Criminal Justice program at UTM? (check one)

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

Please use the remaining space to provide any specific comments you have related to The University of Tennessee Martin's Criminal Justice Program. Once again, thanks for your time and your support.

APPENDIX C
LAW ENFORCEMENT CONCENTRATION CURRICULUM

Table 22: Law Enforcement Concentration - 2016-2017

Freshman Fall			Freshman Spring		
ENG 100 (4 credit hours) OR ENG 111 English Composition ¹	3-4		ENG 110 (4 credit hours) OR ENG 112 English Composition	3-4	
HIS 201 History of the United States I	3		HIS 202 History of the United States II	3	
Elective	2		SOC 201 General Sociology	3	
MATH 100 ² Essentials of Algebra I (4 credit hours) or 140 College Algebra and Elementary Functions	3-4		MATH 110 Essentials of Algebra II (4 credit hours) or MATH 210 Elementary Statistics and Probability	3-4	
CJ 200 Introduction to Criminal Justice	3		CJ 220 Criminal Justice Ethics	3	
SEMESTER TOTAL	14-17		SEMESTER TOTAL	15-17	
Sophomore Fall			Sophomore Spring		
SOC SCI (choose from list below) ³	3		BIO 120 Introductory Plant and Animal Biology or BIO 140 Foundations of Biology: Cell and Molecular	4	
BIO 110 Introductory Cell Biology and Genetics or BIO 130 Foundations of Biology: Ecology, Evolution and Diversity ⁴	4		CJ 325 Criminology	3	
CJ 300 Principles of Law Enforcement	3		SOC SCI (choose from list below) ⁵	3	
SOC 202 Social Problems	3		CJ 303 Methods and Analysis in Social Research ⁶	3	
Elective(s) OR ENG 112 English Composition (if completed ENG 100 and 110)	4		Elective OR Minor Requirement OR MATH 210 (if student completed MATH 100-110 sequence)	3	
SEMESTER TOTAL	16-17		SEMESTER TOTAL	16	
Junior Fall			Junior Spring		
CJ 320 Criminal Procedure	3		COMM 230 Public Speaking	3	
CJ 310 Principles of Criminal Investigation	3		CJ 364 Corrections	3	
CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice	3		CJ 405 Law Enforcement Administration	3	
SWRK 220 Understanding Human Diversity and Oppressed Populations	3		CJ 420 Criminal Evidence	3	
CJ 400 Criminal Law	3		UD Minor Requirement	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Senior Fall			Senior Spring		
Aesthetics (ART 110, ARTH 210, ARTH 211, DANCE 110, MUS 111, MUS 112, MUS 113, MUS 114, MUS 115, THEA 110 OR THEA 111)	3		CJ 460 Senior Seminar in Criminal Justice ⁷	3	
ENG 250, 251, 260, 261, 270 or 271	3		UD Minor Requirement	3	
UD Minor Requirement	3		UD Minor Requirement	3	
CJ UD Elective	3		Elective(s)	6	
CJ UD Elective	3				

You are encouraged to use these materials in conjunction with the University of Tennessee at Martin Catalog as a guide in planning your progress toward completion of degree requirements. The Office of the Registrar is responsible for certifying completion of degree requirements based on requirements specified in the catalog.

¹ Students may take *ENG 100 AND 110 – English Studies: Critical Thinking and Writing* – each course is 4 credit hours, for a total of 8 hours – this two-course sequence replaces *ENG 111 English Composition* **only**; students must also take ENG 112 English Composition (3 credit hours).

Students may take ENG 100 in the fall semester, ENG 110 in the spring, and ENG 112 in the following fall semester.

² Students who enroll in *MATH 100 Essentials of Algebra I* must enroll in *MATH 110 Essentials of Algebra II* the following semester. Students must earn a grade of C or better in MATH 100. Completion of MATH 100 AND MATH 110 will satisfy MATH 140.

³ Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*

⁴ Students must take sequence of BIO 110-120 OR BIO 130-140, no other combination permitted.

⁵ Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*

⁶ CJ 303 *Methods and Analysis In Social Research* – prerequisites: SOC 201 and SOC 202 with a grade of “C” or better AND MATH 210

⁷ CJ 460 Senior Seminar in Criminal Justice – ALL criminal justice core classes must be completed, or special permission must be granted. In addition, students MUST have completed the Proficiency Exit Exam prior to beginning of course.

APPENDIX D
CORRECTIONS CONCENTRATION CURRICULUM

Table 23: Corrections Concentration - 2016-2017

Freshman Fall		Freshman Spring	
ENG 100 (4 credit hours) OR ENG 111 English Composition ⁸	3-4	ENG 110 (4 credit hours) OR ENG 112 English Composition	3-4
HIS 201 History of the United States I	3	HIS 202 History of the United States II	3
Elective	2-3	SOC 201 General Sociology	3
MATH 100 ⁹ Essentials of Algebra I (4 credit hours) or MATH 140 College Algebra and Elementary Functions	3-4	MATH 110 Essentials of Algebra II (4 credit hours) or MATH 210 Elementary Statistics and Probability	3-4
CJ 200 Introduction to Criminal Justice	3	CJ 220 Criminal Justice Ethics	3
SEMESTER TOTAL	14-17	SEMESTER TOTAL	15-17
Sophomore Fall		Sophomore Spring	
SOC SCI (choose from list below) ¹⁰	3	BIO 120 Introductory Plant and Animal Biology or BIO 140 Foundations of Biology: Cell and Molecular	4
BIO 110 Introductory Cell Biology and Genetics or BIO 130 Foundations of Biology: Ecology, Evolution and Diversity ¹¹	4	CJ 325 Criminology	3
CJ 300 Principles of Law Enforcement	3	SOC SCI (choose from list below) ¹²	3
SOC 202 Social Problems	3	CJ 303 Methods and Analysis in Social Research ¹³	3
Elective(s) OR ENG 112 English Composition (if completed ENG 100 and 110)	4	Elective OR Minor Requirement OR MATH 210 (if student completed MATH 100-110 sequence)	3
SEMESTER TOTAL	16-17	SEMESTER TOTAL	15-16
Junior Fall		Junior Spring	
CJ 320 Criminal Procedure	3	COMM 230 Public Speaking	3
CJ 364 Corrections	3	CJ 415 American Death Penalty (Spring odd; CJ 425 Penology (Spring even)	3
CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice	3	CJ 380 Probation and Parole	3
SWRK 220 Understanding Human Diversity and Oppressed Populations	3	UD CJ Elective	3
UD Minor Requirement	3	UD Minor Requirement	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Senior Fall		Senior Spring	
Aesthetics (ART 110, ARTH 210, ARTH 211, DANCE 110, MUS 111, MUS 112, MUS 113, MUS 114, MUS 115, THEA 110 OR THEA 111)	3	CJ 460 Senior Seminar in Criminal Justice ¹⁴	3
ENG 250, 251, 260, 261, 270 or 271	3	CJ UD Elective	3
UD Minor Requirement	3	UD Minor Requirement	3
(2) CJ UD Elective	6	Elective(s)	3
SEMESTER TOTAL	15	CJ 415 American Death Penalty (Spring odd numbered years; CJ 425 Penology (Spring even numbered years)	3
		SEMESTER TOTAL	15
		TOTAL REQUIRED HOURS	120

You are encouraged to use these materials in conjunction with the University of Tennessee at Martin Catalog as a guide in planning your progress toward completion of degree requirements. The Office of the Registrar is responsible for certifying completion of degree requirements based on requirements specified in the catalog.

⁸ Students may take *ENG 100 AND 110 – English Studies: Critical Thinking and Writing* – each course is 4 credit hours, for a total of 8 hours – this two-course sequence replaces *ENG 111 English Composition only*; students must also take ENG 112 English Composition (3 credit hours). Students may take ENG 100 in the fall semester, ENG 110 in the spring, and ENG 112 in the following fall semester.

⁹ Students who enroll in *MATH 100 Essentials of Algebra I* must enroll in *MATH 110 Essentials of Algebra II* the following semester. Students must earn a grade of C or better in MATH 100. Completion of MATH 100 AND MATH 110 will satisfy MATH 140.

¹⁰ Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*

¹¹ Students must take sequence of BIO 110-120 OR BIO 130-140, no other combination permitted.

¹² Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*

¹³ CJ 303 *Methods and Analysis In Social Research* – prerequisites: SOC 201 and SOC 202 with a grade of “C” or better AND MATH 210

¹⁴ CJ 460 Senior Seminar in Criminal Justice – ALL criminal justice core classes must be completed, or special permission must be granted. In addition, students MUST have completed the Proficiency Exit Exam prior to beginning of course.

APPENDIX E
COURTS AND LAW CONCENTRATION CURRICULUM

Table 24: Courts and Law Concentration - 2016-2017

Freshman Fall		Freshman Spring	
ENG 100 (4 credit hours) OR ENG 111 English Composition ¹⁵	3-4	ENG 110 (4 credit hours) OR ENG 112 English Composition	3-4
HIS 201 History of the United States I	3	HIS 202 History of the United States II	3
Elective	2-3	SOC 201 General Sociology	3
MATH 100 ¹⁶ Essentials of Algebra I (4 credit hours) or MATH 140 College Algebra and Elementary Functions	3-4	MATH 110 Essentials of Algebra II (4 credit hours) or MATH 210 Elementary Statistics and Probability	3-4
CJ 200 Introduction to Criminal Justice	3	CJ 220 Criminal Justice Ethics	3
SEMESTER TOTAL	14-17	SEMESTER TOTAL	15-17
Sophomore Fall		Sophomore Spring	
SOC SCI (choose from list below) ¹⁷	3	SOC SCI (choose from list below) ¹⁸	3
BIO 110 Introductory Cell Biology and Genetics or BIO 130 Foundations of Biology: Ecology, Evolution and Diversity ¹⁹	4	BIO 120 Introductory Plant and Animal Biology or BIO 140 Foundations of Biology: Cell and Molecular	4
CJ 300 Principles of Law Enforcement	3	CJ 325 Criminology	3
SOC 202 Social Problems	3	CJ 303 Methods and Analysis in Social Research ²⁰	3
Elective(s) OR ENG 112 English Composition (if completed ENG 100 and 110)	4	Elective OR Minor Requirement OR MATH 210 (if student completed MATH 100-110 sequence)	3
SEMESTER TOTAL	16-17	SEMESTER TOTAL	16
Junior Fall		Junior Spring	
CJ 320 Criminal Procedure	3	COMM 230 Public Speaking	3
CJ 400 Criminal Law	3	CJ 364 Corrections	3
CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice	3	CJ 410 Victimology	3
SWRK 220 Understanding Human Diversity and Oppressed Populations	3	CJ 420 Criminal Evidence	3
UD Minor Requirement	3	UD Minor Requirement	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Senior Fall		Senior Spring	
Aesthetics (ART 110, ARTH 210, ARTH 211, DANCE 110, MUS 111, MUS 112, MUS 113, MUS 114, MUS 115, THEA 110 OR THEA 111 – select one)	3	CJ 460 Senior Seminar in Criminal Justice ²¹	3
ENG 250, 251, 260, 261, 270 or 271	3	CJ UD Elective	3
CJ 413 Family Law (offered Fall in odd numbered years)	3	UD Minor Requirement	3
UD Minor Requirement	3	Elective(s)	5
CJ UD Elective	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	14
		TOTAL REQUIRED HOURS	120

You are encouraged to use these materials in conjunction with the University of Tennessee at Martin Catalog as a guide in planning your progress toward completion of degree requirements. The Office of the Registrar is responsible for certifying completion of degree requirements based on requirements specified in the catalog.

¹⁵ Students may take *ENG 100 AND 110 – English Studies: Critical Thinking and Writing* – each course is 4 credit hours, for a total of 8 hours – this two-course sequence replaces *ENG 111 English Composition* **only**; students must also take *ENG 112 English Composition* (3 credit hours). Students may take *ENG 100* in the fall semester, *ENG 110* in the spring, and *ENG 112* in the following fall semester.

¹⁶ Students who enroll in *MATH 100 Essentials of Algebra I* must enroll in *MATH 110 Essentials of Algebra II* the following semester. Students must earn a grade of C or better in *MATH 100*. Completion of *MATH 100 AND MATH 110* will satisfy *MATH 140*.

¹⁷ Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*.

¹⁸ Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*.

¹⁹ Students must take sequence of *BIO 110-120 OR BIO 130-140*, no other combination permitted.

²⁰ *CJ 303 Methods and Analysis in Social Research* – prerequisites: *SOC 201* and *SOC 202* with a grade of “C” or better **AND** *MATH 210*.

²¹ *CJ 460 Senior Seminar in Criminal Justice* – ALL criminal justice core classes must be completed, or special permission must be granted. In addition, students **MUST** have completed the Proficiency Exit Exam prior to beginning of course.

APPENDIX F
FORENSIC SCIENCE CONCENTRATION CURRICULUM

Table 25: Forensic Science Concentration - 2016-2017

Freshman Fall			Freshman Spring		
ENG 100 (4 credit hours) OR ENG 111 English Composition ²²	3-4		ENG 110 (4 credit hours) OR ENG 112 English Composition	3-4	
HIS 201 History of the United States I	3		HIS 202 History of the United States II	3	
Elective	2		SOC 201 General Sociology	3	
MATH 100 ²³ Essentials of Algebra I (4 credit hours) or 140 College Algebra and Elementary Functions	3-4		MATH 110 Essentials of Algebra II (4 credit hours) or MATH 210 Elementary Statistics and Probability	3-4	
CJ 200 Introduction to Criminal Justice	3		CJ 220 Criminal Justice Ethics	3	
SEMESTER TOTAL	14-16		SEMESTER TOTAL	15-17	
Sophomore Fall					
SOC SCI (choose from list below) ²⁴	3		BIO 120 Introductory Plant and Animal Biology or BIO 140 Foundations of Biology: Cell and Molecular	4	
BIO 110 Introductory Cell Biology and Genetics or BIO 130 Foundations of Biology: Ecology, Evolution and Diversity ²⁵	4		CJ 325 Criminology	3	
CJ 300 Principles of Law Enforcement	3		SOC SCI (choose from list below) ²⁶	3	
SOC 202 Social Problems	3		CJ 303 Methods and Analysis in Social Research ²⁷	3	
Elective(s) OR ENG 112 English Composition (if completed ENG 100 and 110)	4		Elective OR Minor Requirement OR MATH 210 (if student completed MATH 100-110 sequence)	3	
SEMESTER TOTAL	16-17		SEMESTER TOTAL	15-16	
Junior Fall					
CJ 320 Criminal Procedure	3		COMM 230 Public Speaking	3	
CHEM 201 Introduction to Forensic Science	3		CJ 364 Corrections	3	
CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice	3		CHEM 202 Introduction to Forensic Science	3	
SWRK 220 Understanding Human Diversity and Oppressed Populations	3		CJ Forensic Science concentration elective (see # 7 footnote)	3	
CJ Forensic Science concentration elective ²⁸	3		UD Minor Requirement	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Senior Fall					
Aesthetics (ART 110, ARTH 210, ARTH 211, DANCE 110, MUS 111, MUS 112, MUS 113, MUS 114, MUS 115, THEA 110 OR THEA 111)	3		CJ 460 Senior Seminar in Criminal Justice ²⁹	3	
ENG 250, 251, 260, 261, 270 or 271	3		UD Minor Requirement	3	
UD Minor Requirement	3		UD Minor Requirement	3	
CJ Forensic Science concentration elective (see # 7 footnote)	6		Elective	3	
			CJ Forensic Science concentration elective(s) (see # 7 footnote below)	3	
				15	
				120	

You are encouraged to use these materials in conjunction with the University of Tennessee at Martin Catalog as a guide in planning your progress toward completion of degree requirements. The Office of the Registrar is responsible for certifying completion of degree requirements based on requirements specified in the catalog.

²² Students may take *ENG 100 AND 110 – English Studies: Critical Thinking and Writing* – each course is 4 credit hours, for a total of 8 hours – this two-course sequence replaces *ENG 111 English Composition* **only**; students must also take ENG 112 English Composition (3 credit hours). Students may take ENG 100 in the fall semester, ENG 110 in the spring, and ENG 112 in the following fall semester.

²³ Students who enroll in *MATH 100 Essentials of Algebra I* must enroll in *MATH 110 Essentials of Algebra II* the following semester. Students must earn a grade of C or better in MATH 100. Completion of MATH 100 AND MATH 110 will satisfy MATH 140.

²⁴ Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*

²⁵ Students must take sequence of BIO 110-120 OR BIO 130-140, no other combination permitted.

²⁶ Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*

²⁷ *CJ 303 Methods and Analysis In Social Research* – prerequisites: SOC 201 and SOC 202 with a grade of “C” or better AND MATH 210

²⁸ Students may elect to take any combination of classes totaling 9 hours from the following: CJ 330 Serial Killers (3 hours), BIO 462 Special Topics in Biology (1-3 hours); WBIO 441 Forensic Techniques in Wildlife Biology (3 hours); CJ 420 Criminal Evidence (3 hours), ZOOL 325 General Entomology (4 hours) with prerequisites of BIO 130 & BIO 140 with grade of C or better – substitute BIO 130 AND 140 in place of BIO 110 AND BIO 120, or CJ 435 Forensics and Physical Evidence (9 hours).

Students MAY NOT take both CJ 310 (Principles of Criminal Investigation AND CJ 435 NFACP course Forensics and Physical Evidence. CJ 435 is a three week in-residence summer only course offered in Oak Ridge, TN entitled the National Forensic Academy Collegiate Program (NFACP) – additional cost for NFACP participation and restricted to approximately 26 students each summer.

²⁹ CJ 460 Senior Seminar in Criminal Justice – ALL criminal justice core classes must be completed, or special permission must be granted. In addition, students MUST have completed the Proficiency Exit Exam prior to beginning of course.

APPENDIX G
GENERALIST CONCENTRATION CURRICULUM

Table 26: Generalist Concentration - 2016-2017

Freshman Fall		Freshman Spring	
ENG 100 (4 credit hours) OR ENG 111 English Composition ³⁰	3-4	ENG 110 (4 credit hours) OR ENG 112 English Composition	3-4
HIS 201 History of the United States I	3	HIS 202 History of the United States II	3
Elective	2-3	SOC 201 General Sociology	3
MATH 100 ³¹ Essentials of Algebra I (4 credit hours) or MATH 140 College Algebra and Elementary Functions	3-4	MATH 110 Essentials of Algebra II (4 credit hours) or MATH 210 Elementary Statistics and Probability	3-4
CJ 200 Introduction to Criminal Justice	3	CJ 220 Criminal Justice Ethics	3
	14-17		15-17
SOC SCI (choose from list below) ³²		BIO 120 Introductory Plant and Animal Biology or BIO 140 Foundations of Biology: Cell and Molecular	
BIO 110 Introductory Cell Biology and Genetics or BIO 130 Foundations of Biology: Ecology, Evolution and Diversity ³³	4	CJ 325 Criminology	3
CJ 300 Principles of Law Enforcement	3	SOC SCI (choose from list below) ³⁴	3
SOC 202 Social Problems	3	CJ 303 Methods and Analysis in Social Research ³⁵	3
Elective(s) OR ENG 112 English Composition (if completed ENG 100 and 110)	3	Elective OR Minor Requirement OR MATH 210 (if student completed MATH 100-110 sequence)	3
	16		16
CJ 320 Criminal Procedure		Junior Spring	
(2) CJ UD Electives	6	COMM 230 Public Speaking	3
CJ 370 Juvenile Justice: Social Problems and Legal Issues for Social Work and Criminal Justice	3	CJ 364 Corrections	3
SWRK 220 Human Diversity and Oppressed Populations	3	(2) CJ UD Electives	6
	15	UD Minor Requirement	3
		SEMESTER TOTAL	15
Aesthetics (ART 110, ARTH 210, ARTH 211, DANCE 110, MUS 111, MUS 112, MUS 113, MUS 114, MUS 115, THEA 110 OR THEA 111)		Senior Spring	
ENG 250, 251, 260, 261, 270 or 271	3	CJ 460 Senior Seminar in Criminal Justice ³⁶	3
UD Minor Requirement	3	(2) UD Minor Requirements	6
(2) CJ UD Electives	6	Elective(s)	6
		TOTAL REQUIRED HOURS	120

You are encouraged to use these materials in conjunction with the University of Tennessee at Martin Catalog as a guide in planning your progress toward completion of degree requirements. The Office of the Registrar is responsible for certifying completion of degree requirements based on requirements specified in the catalog.

³⁰ Students may take *ENG 100 AND 110 – English Studies: Critical Thinking and Writing* – each course is 4 credit hours, for a total of 8 hours – this two-course sequence replaces *ENG 111 English Composition* **only**; students must also take ENG 112 English Composition (3 credit hours).

Students may take ENG 100 in the fall semester, ENG 110 in the spring, and ENG 112 in the following fall semester.

³¹ Students who enroll in *MATH 100 Essentials of Algebra I* must enroll in *MATH 110 Essentials of Algebra II* the following semester. Students must earn a grade of C or better in MATH 100. Completion of MATH 100 AND MATH 110 will satisfy MATH 140.

³² Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*

³³ Students must take sequence of BIO 110-120 OR BIO 130-140, no other combination permitted.

³⁴ Choose from the following: *POSC 210 American Government and Politics*; *POSC 220 American Political Institutions and Policy*; *PSYC 101 Introduction to Psychology*; *SOC 101 Introduction to Anthropology*; or *SOC 300 Cultural Anthropology*

³⁵ CJ 303 *Methods and Analysis In Social Research* – prerequisites: SOC 201 and SOC 202 with a grade of “C” or better AND MATH 210

³⁶ CJ 460 Senior Seminar in Criminal Justice – ALL criminal justice core classes must be completed, or special permission must be granted. In addition, students MUST have completed the Proficiency Exit Exam prior to beginning of course.

APPENDIX H
CRIMINAL JUSTICE PEER INSTITUTIONS CORE REQUIREMENTS

PEER INSTITUTION MATRIX

UTM	FROSTBURG STATE ³⁷	UNC/WILM ³⁸	SALISBURY STATE ³⁹	WINTHROP ⁴⁰	JAX STATE	RADFORD ⁴¹	ARK-TECH ⁴²	N.KY UNIV	MURRAY STATE	W. CAROLINA ⁴³	SAM HOUSTON ⁴⁴	APPY STATE
27 Hours		18 hours			18 Hours	24 Hours		24 Hours	35 Hours	24 Hours	24 Hours	37 Hours
CJ 200 Intro		Intro			Intro	Intro	Intro	Intro	Intro	CJ System	Intro	Intro
CJ 220 Ethics								Ethics (U/D)	Ethics U/D)	Ethics U/D)		
CJ 300 L/E						Police & Society		Police	Law Enforcement	Police	Police Sys	Police Process
CJ 303 Methods and Analysis		2 Courses			Res Meth	Res Meth		Res Meth	Applied CJ Research	Res Meth	Intro to Res Meth	Res Meth
CJ 320 Procedure					Criminal Courts	Courts and Criminal Process		Criminal Court				Jud Process
CJ 325 Criminology		Criminology			Theory	Crime and Criminal Behavior	Crime & Del			Theories	Criminology	Theories
CJ 364 Corrections						Corrections			Corrections	Institutional Corrections	Correctional Sys	Corrections
CJ 370 Juvenile								Juvenile Justice	Juvenile Justice			
CJ 460 Senior Seminar		Senior Seminar			Senior Sem (Optional)				Senior Seminar	Senior Seminar		
Concentration Areas		CJ/Crim Tracks			Concentration Areas							

³⁷ No academic program in Criminal Justice. Criminal Justice Concentration in Bachelor of Law and Society Program.

³⁸ Offers a B.A. in Criminology

³⁹ No academic program in Criminal Justice

⁴⁰ Only offers minor in Criminal Justice and concentration in Criminology

⁴¹ Offers both the B.A. and B.S. in Criminal Justice

⁴² Only offers Criminal Justice minor (18 hrs) or Associate of Arts (9 hrs in CJ)

⁴³ Residential and Online Degree programs

⁴⁴ Offers both the B.A. and B.S. in Criminal Justice and Residential and Online Degree programs

