2020-2025

CRIMINAL JUSTICE GRADUATE PROGRAM REVIEW

Prepared by the Criminal Justice Faculty of the Department of Social, Cultural, and Justice Studies, the University of Tennessee at Chattanooga

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PREFACE/HISTORY

Departmental Structure

The Criminal Justice Program is part of the Department of Social, Cultural, and Justice Studies in the College of Arts and Sciences at the University of Tennessee at Chattanooga, which is part of the University of Tennessee System. One of the largest programs within the College, the program offers face-to-face and online undergraduate degrees in Criminal Justice, as well as an undergraduate minor and graduate program. Faculty members also contribute to the General Education curriculum in the category of Behavioral and Social Science.

Organizational Chart

Randy Boyd	President of the University of Tennessee System
Steve Angle	Chancellor of the University of Tennessee at Chattanooga
Jerold L. Hale	Provost and Senior Vice Chancellor for Academic Affairs
Pamela Riggs-Gelasco	Dean of the College of Arts and Sciences
Rick Dierenfeldt	Interim Co-Head of the Department of Social, Cultural, and Justice Studies (Criminal Justice)
Zibin Guo	Interim Co-Head of the Department of Social, Cultural, and Justice Studies (Sociology, Anthropology, and Geography)
Karen McGuffee	Associate Head of the Department of Social, Cultural, and Justice Studies (Criminal Justice)
Craig Laing	Associate Head of the Department of Social, Cultural, and Justice Studies (Sociology, Anthropology, and Geography)
Courtney Crittenden	Graduate Program Director
Sherah Basham	Online Program Coordinator

Mission

The mission of the Department of Social, Cultural, and Justice Studies is to prepare students for professional and personal success in the context of a strong liberal arts education. The Department is committed to coursework that is grounded in theory, research, and community engagement to help students prepare for careers in their respective fields. Emphasis is placed on intellectual, experiential, critical thinking, and problem-solving abilities that will prepare students to become ethically informed, culturally sensitive, engaged scholars, able to address global, national, regional, and local challenges.

More specifically the mission of the Criminal Justice Program is to help students acquire a solid

footing in the core of the criminal justice system and to explore crime and its social, cultural, and
political implications.

Departmental History
During the 1990s and early 2000s, the Criminal Justice Program was part of the School of Social and Community Services. In 2003, the school dissolved and divided into different departments, including Criminal Justice. For more than a decade, Criminal Justice operated as an independent academic department. On August 1, 2015, the Department of Criminal Justice merged with the Department of Sociology, Anthropology, and Geography to form the Department of Social, Cultural, and Justice Studies (SCJS). Criminal Justice currently remains an academic unit within SCJS. The department is currently seeking approval from the university to dissolve, restoring the Department of Criminal Justice and the Department of Sociology, Anthropology, and Geography.

Trends
Although undergraduate enrollments across the nation increased by 9% between 2010 and 2021 (see https://nces.ed.gov/programs/coe/indicator/chb/postbaccalaureate-enrollment), enrollment trends in the MSCJ program at UTC have been less positive over the same period. Enrollment in the program declined from 36 students in Fall 2020 to 21 students in Fall 2023, a decrease of 42%. This was likely due to several factors ranging from recent broad anti-criminal justice sentiment to accessibility issues impacting current practitioners. Following changes to accessibility and recruitment, however, program enrollment increased to 26 in Fall 2024, representing a gain of 23%.

Response to Previous Findings and Recommendations
The last review of the Criminal Justice Program was highly favorable, pointing to the high quality of instruction, strong and streamlined curriculum, and positive student evaluations. The reviewer also noted the scholarly productivity of our faculty members, and their integration into the larger academic community. The quality of mentoring faculty provided to students, and the collaborative nature of the unit were also highlighted.

However, the reviewer also noted several areas of concern that were coupled with specific recommendations. First, the reviewer repeatedly lamented the dearth of full-time faculty in the Criminal Justice Program, which was inadequate to sustain the large number of students in the program and to provide the necessary support for the graduate program. Although progress has been made in this area, the program continues to rely on a piecemeal approach that frequently hinges on the availability and use of temporary, visiting lecturer lines. The impact of this approach was readily apparent during the 2023-2024 academic year, when 40% of full-time faculty taught overloads in order to cover classes taught by two tenure-line faculty members who received professional development leave (i.e., sabbatical). For each of the last two years, the program has unsuccessfully requested permission from the university to conduct a search for the tenure-track line vacated by Dr. Melissa Jarrell-Ozymy. Cumulatively, these issues

continue to inhibit the ability of the program to address a related concern expressed by the reviewer that Criminal Justice was far too reliant on adjunct faculty.

Specific to the graduate program, the reviewer further noted that faculty were overextending themselves by offering 5-6 graduate courses each semester, but there is little to be done to address this concern if students are to matriculate in a timely fashion.

The reviewer further noted the program's failure to pursue grant-funded partnerships with local agencies, though this concern was couched within the need for additional faculty and greater investment from the university to support such endeavors. Since the last review, the Criminal Justice program has co-authored more than $4.1 million in externally funded research projects in partnership with local agencies. The program also proposed the launch of a research center housed within Criminal Justice. This proposal received full support from the college and university, including lab space and equipment, and culminated with the opening of the Violence Reduction Initiative (VRI) in Fall 2024. The reviewer described several 'missed opportunities' related to student experiences and interaction with faculty. First, the reviewer noted there were few opportunities for students to build network connections that could be used to benefit their careers. This included limited participation in the internship program. Second, the reviewer expressed the need for lab space and a common space where faculty and students could interact with one another. In terms of professional networking, the Criminal Justice program has recently incorporated a multi-faceted approach to the problem. Significant time and energy have been invested into growing the internship program, resulting in substantial increases in the number and quality of placements available. The internship program now partners with 20 local, state, and federal agencies and has been able to offer placements in areas that are highly popular among students, including homicide, crime scene investigation, crime analysis, and sex trafficking. Despite the challenges imposed by COVID-19, the program now routinely matches and places 20-30 students each semester. In Spring 2024, the Criminal Justice Program hosted its first annual Criminal Justice Career Expo. The event attracted more than 200 students who were able to network with 30 criminal justice agencies.

The reviewer also noted that the program failed to provide lecture series tied to academic and professional opportunities for graduate students. In Fall 2023, the program initiated the Helen Eigenberg Criminal Justice Speaker series, which is designed to establish connections between graduate students and prominent scholars in our discipline. In the three semesters it has been active, the speaker series has featured Dr. Heith Copes, Dr. Leah Daigle, and Dr. Cathy Marcum. In Fall 2024, the program kicked off the Vic Bumphus Criminal Justice Speaker Series, an event designed to connect students with practitioners in popular and high-demand careers. The first event, which featured an investigator with more than 40 years of experience working homicide and cold cases, was attended by approximately 70 students. In Fall 2024, the program also directly addressed the space issue described by the reviewer. The main foyer within the Criminal Justice office suit was repurposed. Several partial wall cubicles, which took up almost all available space in this area, were removed. The area is now filled with new couches, chairs, coffee tables, and lamps purchased using program gift funds. This common area is

now used daily by faculty and students as a place to interact and socialize. It has also been used to host several social events attended by students and faculty. Simultaneously, an open computer lab was made available in a 'nook' previously occupied by the department's administrative associate. The lab maintains three workstations and is available to undergraduate and graduate students.

The reviewer also expressed the need for greater efforts to stabilize the context and footprint of Criminal Justice, strategically promote the unit, and engage in a higher level of strategic planning (particularly in terms of growing the online program). Turnover in the Department Head position, another concern expressed by the reviewer, delayed improvements in many of these areas. The current Interim Department Head, Dr. Rick Dierenfeldt, is the third department head to oversee Criminal Justice in the last 5 years and stepped into this role in Fall 2023. There have, however, been efforts to directly address these concerns. The profile of the program has been enhanced, both on campus and within the community, thanks in large part to its increased focus on partnerships with local agencies, recruitment, and media presence (traditional and social). The 157% increase in online program enrollment since 2020 is material evidence of the success of these efforts.

Finally, the reviewer noted the insufficient number of graduate assistants to support faculty efforts, and the generally low morale maintained by Criminal Justice faculty members. At the time of the last review, Criminal Justice maintained 3 full-time graduate assistants. Since Fall 2023, there has been a consistent effort to address this issue through innovative use of online funds, building graduate assistant lines into external funding proposals, and developing partnerships with administrative units outside of the department. At present, the Criminal Justice Program maintains 4 full-time (2 outside the department) and 8 part-time graduate assistants. Over the same period, the program has endeavored to cultivate a more positive work environment in which faculty members feel valued and involved in decision-making processes. Anecdotally, these efforts appear to have been successful.

PART 1: LEARNING OUTCOMES

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

The MSCJ program's learning objectives are clearly defined and available in the UTC graduate catalog: https://catalog.utc.edu/preview_entity.php?catoid=48&ent_oid=2307&returnto=1887. Each of the program learning objectives is stated below:

- Analyze the major historical and contemporary issues facing the criminal justice system in order to evaluate the nature, extent, causation, and prevention of crime.
- Apply and critique the major theories relevant to crime and identify how they affect policy decisions.
- Explain the inter-dependent operations of the major components of the criminal justice system (i.e., police, courts, correctional agencies) and the political, legal,

ethical, and socioeconomic environments in which they operate, as well as the implications of these relationships for victims, offenders, justice professionals, and society.
- Illustrate how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level in the criminal justice system.
- Apply the skills and methods in criminal justice research, including how to acquire, analyze, interpret, and disseminate both quantitative and qualitative data.
- Communicate effectively, both orally and in writing, and demonstrate basic knowledge of information technology as applied to criminal justice research and practice.

Condensed into three broad categories, the fundamental educational outcome of our graduate program is to ensure that graduates from the program will emerge with (1) mastery of core material, (2) research-related skills and (3) the professional communication skills and abilities needed for employment.

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

As noted above the six learning outcomes of the program can be summarized into three broad categories: (1) mastery of core material, which includes the integration of program skills, (2) research-related skills including analytic, critical, evaluative and empirical skills, and (3) the professional communication skills and abilities needed for employment. Although each is evaluated throughout coursework, the two primary mechanisms for assessing achievement of these program and learning outcomes are the comprehensive exam and master's thesis. Students must select and successfully complete one of these capstone experiences before graduating.

To be eligible to take the comprehensive exam, the student must be within one semester of program completion, successfully completed or be concurrently enrolled in all core classes (CRMJ 5000, 5010, 5020 and 5030), and have a cumulative 3.0 grade point average. The comprehensive exam is a two-part process. Part I requires students to respond to a policy question in the form of a research proposal that includes an introduction, literature review, theoretical framework, methodology, and limitations of the study. Students are expected to present a discussion that outlines theoretical issues associated with the topic and describes the strengths and weaknesses of their study. The policy question mimics real-life issues facing society and is designed to assess students' ability to analyze the major historical and contemporary issues facing the criminal justice system in order to evaluate the nature extent, causation, and prevention of crime. They are given 6 weeks to complete Part I. An example of a recent comprehensive exam is provided in Appendix 1a.

During Part II of the comprehensive exam, students are required to demonstrate their ability to apply analytical, research-related skills, through the interpretation of tabled findings tied to the problem presented in Part I. Students must interpret descriptive, bivariate, and multivariate results and are expected to craft a meaningful discussion of the nature of the findings (e.g., significance, direction, magnitude). They are also expected to

discuss the policy implications of the findings. Students must complete Part II during a 6-hour exam period that is proctored by the Graduate Program Director.

The comprehensive exam is graded by two reviewers assigned by the Graduate Program Director. Blind reviewers are provided a grading rubric and scoring sheet (see Appendix 1b). Based on the performance of the student, reviewers can make 1 of 3 recommendations for Part I and Part II: fail, marginal fail, or pass. A student passes the comprehensive exam if both reviewers issue a grade of "pass" on each part. Similarly, if both reviewers issue a grade of "fail," then the student fails the comprehensive exam. They may attempt the comprehensive exam a second time (new version of the exam) during a later semester. If the student fails a second time, then they will be dismissed from the graduate program. In the event of a "marginal fail" students are given the opportunity to revise their work (Part I) or submit to an oral exam to clarify concerns expressed by the reviewers (Part II). Thus, the purpose of this supplementary examination is to give reviewers the opportunity to follow up on issues in the paper and/or to flush out details in cases where the student appears to be on the margins of passing. If both reviewers are satisfied with the responses received from the student during this process, then they will receive a passing score. An oral exam may also be requested if there are doubts that the student completed the work on their own. If there is a split decision, the Graduate Program Director will appoint a third reviewer who will score the exam and act as a tiebreaker.

As displayed in Table 1, a total of 33 students took the comprehensive exam for the first time between Spring 2020 and Spring 2024. Of these, 24 (73%) passed during their initial attempt, while 9 (27%) received a failing score. Of the 9 students who did not pass the initial attempt, 8 passed after taking the comprehensive exam a second time during a subsequent semester. One student received a failing score on two attempts and was dismissed from the program. This resulted in an overall pass rate of 97%.

Table 1 Results of Comprehensive Exams Spring 2020-Spring 2024

Semester	Total First-Time Students	Total Re-Taking Students	Passing Scores
Spring 2020	8	0	7
Fall 2020	3	1	3
Spring 2021	2	0	0
Fall 2021	3	1	2
Spring 2022	3	3	6
Fall 2022	6	0	5
Spring 2023	1	1	1
Fall 2023	7	1	6
Spring 2024	0	2	2
Overall	33	9	32

As noted above, students who choose not to take a comprehensive exam are required to complete a thesis under the supervision of one faculty chair and two or more other graduate faculty members, who together form a thesis advisory committee. Like the

comprehensive exams, theses are used to provide evidence of mastery of program learning objectives. A successful thesis defense is the culmination of an original research project that is focused on a criminal justice issue chosen by the student from within an area of expertise held by one or more members of the thesis committee. Student theses are prepared according to policies advanced by the graduate school. Students completing a thesis are required to register for 6 hours of CRMJ 5999 (Thesis) and must maintain enrollment in thesis hours until the project is completed.

The thesis project requires students to submit an introduction, literature review (including theoretical framework), research methodology, results, discussion, conclusion, and limitations of the study. Students are expected to address their own research question or hypothesis via analysis of primary data or, more often, secondary data. Students who have made no progress towards thesis completion receive a grade of NP. Satisfactory progress (SP) grades are recorded for those semesters when adequate progress occurs. A final grade for the thesis is recorded when it has been successfully defended, accepted by the graduate school, and is deposited in the library. SP grades are then converted to letter grades. As displayed in Table 2, a total of 16 students successfully defended theses between Spring 2020 and Fall 2024.

Table 2 MSCJ Theses Defended Spring 2020 to Fall 2024

Name	**Defended**	**Advisor**	**Title**
Bethany Bray	Spring 2020	Dr. Courtney Crittenden	Who's writing what we read: authorship in criminological research
Hannah Gateley	Spring 2020	Dr. Courtney Crittenden	Awakening from androcentrism: calls for measurement of gender and sexuality in criminology
Zachary Rush	Spring 2020	Dr. Christina Policastro	Spare the rod? The college student perception on corporal punishment
Olivia Fortunato	Spring 2021	Dr. Rick Dierenfeldt	Comparing the narrative with facts: examining the impact of the presidency on right-wing domestic terrorism in the United States
Heather Storey	Spring 2021	Dr. Tammy Garland	Faculty and staff attitudes toward marijuana use and policy: perceptions of dangerousness and legalization
Vivian Assuncao Portugal Dos Santos	Fall 2021	Dr. Christina Policastro	Rape myth acceptance and fear of sexual victimization on college campuses
Skylar Crick	Spring 2022	Dr. Courtney Crittenden	Adverse childhood experiences (ACEs) and co-occurring disorders (CODs): Is there a relationship between ACEs, substance use, and mental health among inmates?
Sarah Dean	Spring 2022	Dr. Rick Dierenfeldt	Food deserts, crime, and neighborhood context: an examination of the impact of food insecurity on violent crime in Little Rock
Samantha Scott	Spring 2022	Dr. Rick Dierenfeldt	Analysis of the factors influencing multiple uses of crime guns: an exploratory study

Dana Stripling	Spring 2023	Dr. Rick Dierenfeldt	An examination of the disparate impact of neighborhood characteristics on routine and gang-involved gun violence
Emma Jackson	Spring 2023	Dr. Tammy Garland	Fifteen and almost famous: the realities and misperceptions of sexual violence in the music industry
Jadon Clark	Fall 2023	Dr. Courtney Crittenden	Examining the quality of gender measurements in criminological and criminal justice research: pervasive apathy or bad research methods?
Eliza Jackson	Spring 2024	Dr. Sherah Basham	The influence of personal factors on wrongful convictions
Katlyn Whittenburg	Spring 2024	Dr. Rick Dierenfeldt	Click, click, boom: a multi-level analysis of repeat firearm offending in Chattanooga, Tennessee
Brenda Zaragoza	Summer 2024	Dr. Courtney Crittenden	Reentry roadblocks: investigating the unique reintegration challenges of rural offenders
Tayler Lovelace	Fall 2024	Dr. Gale Iles	Examining the Impact of Changes in Sentencing Guidelines and Offender Demographics on Sentencing of White-Collar Offenses

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

In accordance with best practices, faculty consistently revisit their course designs and materials. This procedure is made evident in the Evaluation and Development by Objectives (EDO) process, which is integral to the institution's annual review of tenured/tenure-track faculty and lecturers. In particular, tenure-track faculty are required to submit responses to student course evaluations of courses in order to demonstrate a critical assessment of course design. This process is also mirrored in the newly adopted post-tenure review of associate and full professors. Section 3.2 of the UTC Faculty Handbook (pp. 24-36) outlines the EDO process (https://www.utc.edu/academic-affairs/faculty-senate/faculty-handbook).

Furthermore, student performance on theses and comprehensive exams is carefully monitored by the Department Head, Associate Department Head, Graduate Program Director, and graduate faculty. This approach allows for early identification of systemic issues within the graduate curriculum, coupled with the development and implementation of solutions to any issues that are identified. In recent years, this approach has prompted significant overhauls of Research Methods I and II by Drs. Policastro, Crittenden, Dierenfeldt, and Basham designed to improve student learning outcomes and performance. This approach has been mirrored in other core and elective courses within the program and appears to have been successful. During this evaluation cycle, 97% of the 42 students who took the comprehensive exam passed during their first or second attempt. In comparison, 90% of the 29 students who took the comprehensive exam during the 2015-2019 program review passed during their first or second attempt. Similarly, the program has seen a substantial increase in the number of successfully defended theses. During the 2015-2019 reporting cycle, a total of 10 students completed a thesis. By

comparison, a total of 16 students completed a thesis during this reporting period, representing an increase of 60%.

1.4 The program directly aligns with the institution's mission.

The University's mission statement (available at https://www.utc.edu/about/utc-vision-mission-and-core-values) emphasizes the achievement of excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change, and enriching and sustaining the community. The mission of the MSCJ Program is to achieve excellence by preparing graduates for leadership, education, and research roles in the field of criminal justice. In this respect, the program's mission is very much aligned with that of the university. Moreover, our program provides coursework that is grounded in theory, research, and community engagement. The degree is intended to equally prepare graduates for leadership in management positions in criminal justice and social service agencies, as well as success in doctoral programs. The program is designed to empower students as critical thinkers, ethical actors, and competent communicators in subjects related to crime and justice. It is committed to preparing students to become ethically informed, culturally sensitive, and engaged scholars and practitioners. These goals are furthered through an inclusive curriculum organized around core areas of study, flexibility in course modality, and the availability of a variety of elective courses so that students can tailor their degree to their professional and academic goals.

PART 2: CURRICULUM

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

Each year, the faculty regularly review curriculum content and organization to ensure the curriculum reflects current discipline practices and meets the needs of the students. As a result, we have continued to make systematic, evidence-based adjustments to the curriculum. First, to improve program accessibility and matriculation, the modality of all core classes rotates between face-to-face and online from year-to-year. This approach ensures that students who have significant responsibilities outside of the program during the evening hours (e.g., working professionals, parents, etc.) have equal opportunities to enroll and complete coursework. Second, the program has added several electives based on demand and ability of current faculty. These have been offered as special topics (5100r) classes, some of which will likely be added to the permanent curriculum in the coming proposal cycle. Examples of recent offerings include Family Violence, Sex Offenders, Cyber Crime, Neighborhoods and Crime, and Death Penalty. The ability of our program to offer specific electives hinges on whether or not we maintain faculty with the specialized knowledge to teach them. Unfortunately, this resulted in the loss of CRMJ 5200 Crime Analysis during this reporting cycle. The faculty member who previously taught this course separated from the university and no current faculty members maintain the specialized knowledge to teach spatial analysis or social network analysis. As a result, the course was not taught for several years and was subsequently removed from the curriculum. The program has submitted proposals each of the last 2 years to fill the

tenure-track line vacated by Dr. Melissa Jarrell-Ozymy, with the goal of hiring a spatial/social network analyst. Each of these requests has been denied.

2.1.1 Current Program Requirements

As of Fall 2024, students are required to complete 12 hours in core classes, which include the following courses:

- CRMJ 5000 - Criminal Justice Proseminar
- CRMJ 5010 - Research Methodology I
- CRMJ 5020 - Research Methodology II
- CRMJ 5030 - Criminology

18 elective hours selected from the following courses:

- CRMJ 5015 - Social Control/Prevention
- CRMJ 5050 - Criminal Justice Policy and Administration
- CRMJ 5060 - Police and Society
- CRMJ 5100R - Special Topics in Criminal Justice
- CRMJ 5120 - Juvenile Delinquency and the Justice System
- CRMJ 5130 - Diversity and Crime
- CRMJ 5220 - Comparative Criminal Justice Systems
- CRMJ 5250 - Courts, Sentencing and Society
- CRMJ 5260 - Ethics and Crime
- CRMJ 5270 - Organizational Crime
- CRMJ 5320 - Victimology: Theory, Research and Policy Issues
- CRMJ 5340 - Crime and Popular Culture
- CRMJ 5370 - Drugs and Crime
- CRMJ 5420 - Terrorism and the Criminal Justice System
- CRMJ 5430 - Corrections and Society
- CRMJ 5600 - Internship in Criminal Justice
- CRMJ 5997R - Individual Studies
- CRMJ 5998R - Research

Choose one of the following:

- CRMJ 5999R - Thesis
- or
- 6 hours of electives

In total, students must successfully complete 36 credit hours, earn a ‘B’ or higher in all classes, and maintain a 3.0 grade point average. Additionally, students who choose not to complete a thesis must complete a comprehensive exam.

For additional information, please refer to the 2024-2025 Graduate Course Catalog:

https://catalog.utc.edu/preview_program.php?catoid=48&poid=8564&_gl=1*7pkt12*_gcl_au*OTc0NDU4NDIwLjE3Mjg0MjQ1Mzc.

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

As noted above, required core classes are offered annually. A variety of electives are offered on a rotating basis to ensure timely matriculation. Furthermore, the program ensures that courses are available across multiple modalities (e.g., F2F, online, hybrid) to promote increased access. As can be seen in Table 3, the number of students enrolled in the MSCJ Program has ranged from a low of 21 in Fall 2023 to a high of 36 in Fall 2020. Enrollment and SCH have generally trended downward over the course of this reporting cycle. However, enrollment increased by approximately 23% between Fall 2023 and Fall 2024, with the number of students enrolled in the graduate program standing at 26 at the beginning of the fall semester.

Table 3 MSCJ Program Enrollment

MSCJ Program Enrollment					
	2019-20[1]	2020-21[1]	2021-22[1]	2022-23[1]	2023-24[1]
Enrollment and Student Credit Hours					
Total Major Enrollment[2]	27	36	29	25	21
Fall SCH	234	279	213	192	167
Spring SCH	213	219	162	174	174
Total Academic Year SCH	447	498	375	366	341

Like the general downward trend in enrollment, fall-to-fall retention rates followed somewhat of a similar pattern over the same period. Rates ranged from a low of 60.0% to a high of 75%. It is notable, however, that while retention decreased from 68% in 2020 to 60% in 2021 and 2022, it recovered to 75.0% in Fall 2023. See Table 4 for retention data.

Table 4 MSCJ Student Retention and Degrees Awarded

MSCJ Program Student Success					
	2019-20[1]	2020-21[1]	2021-22[1]	2022-23[1]	2023-24[1]
Student Success					
Degrees Awarded[2]	9	8	10	10	11
	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023
Retention Rate[3]	67%	68%	60%	60%	75%
[1]Calculated using preceding Summer, Fall, and Spring terms.					
[2]Retention is calculated based on the Fall to Fall term within the program's majors. Students who graduate prior to the following fall are excluded from the calculation in both numerator and denominator.					

Unlike the trends observed in enrollment and retention, the number of degrees awarded on a fall-to-fall basis remained quite steady, even exhibiting a somewhat upward trend

between AY 2019-2020 and AY 2023-2024. The number of degrees awarded ranged from a low of 8 in AY 2020-2021 to a high of 11 in AY 2023-2024 (see Table 4). Overall, the Criminal Justice Program has been a high-quality degree program based on the dedication and hard work of the faculty, and it has been very cost-effective for UTC based on the number of majors, including MSCJ students, versus the number of full-time faculty over the past several years. Regularly offering online and hybrid courses (including core) has also been beneficial for the program since it allows students who are unable to attend face-to-face classes, particularly working professionals and single parents, to pursue a degree.

As displayed in Table 5, most electives have been offered at least once in the last two academic years. CRMJ 5015 (Social Control), CRMJ 5060 (Police and Society), CRMJ 5270 (Organizational Crime), and CRMJ 5370 (Drugs and Crime) have each been offered at least once in the last 5 years. CRMJ 5050 (Criminal Justice Policy and Administration) has not been taught since Spring 2017 but is slated to be on the Fall 2025 schedule.

Table 5 Course Offerings AY 2022-2023 and AY 2023-2024

Course Enrollment* offered in Past Two Years									
COURSE INFORMATION				AY 2022-2023			AY 2023-2024		
NO.	L/R	TITLE	CREDIT HOURS	SU	FA	SP	SU	FA	SP
5000		Proseminar	3		x			x	
5010		Research Methodology I	3		x			x	
5015		Social Control/Prevention	3						
5020		Research Methodology II	3			x			x
5030		Criminology	3			x			x
5050		Criminal Justice Policy and Admin	3						
5060		Police and Society	3						
		Sex Offenders	3						
		Family Violence	3						
		Cyber Crime	3					x	
5100	R	Neighborhoods and Crime	3						
5120		Juvenile Delinq & Justice Sys	3						x
5130		Diversity and Crime	3		x				
5220		Comparative Criminal Just Sys	3		x				
5250		Courts, Sentencing, Society	3					x	
5260		Ethics & Crime	3			x			
5270		Organizational Crime	3						
5320		Victim:Thry, Rsrch & Pol Iss	3	x		x			
5340		Crime & Popular Culture	3			x			
5370		Drugs and Crime	3						
5420		Terrorism & The Crmj System	3		x				
5430		Corrections and Society	3						x
5600		Internship in Criminal Justice	3		x	x	x	x	x
5997	R	Individual Studies	9			x		x	
			3	x		x		x	x
5999	R	Thesis	6			x		x	x
			3		x				

* Collected from the Teaching Load Summary each semester based on 14th day data

2.3 The program reflects progressively more advanced in academic content than its related undergraduate programs.

All graduate courses require significant reading and writing assignments beyond what is expected in undergraduate courses. The tone for the expected workload and academic content is set in CRMJ 5000 (Proseminar), which requires completion of 4 reading summaries (2 pages), final paper (8-10 pages), and oral presentation. The course also requires substantial reading in the form of an assigned text and several journal articles. A similar workload is present in the remaining core courses: CRMJ 5010 (Methods I), CRMJ 5020 (Methods II), and CRMJ 5030 (Criminology). This level of rigor extends to elective coursework within the graduate curriculum. As examples CRMJ 5130 requires students to read a total of 31 journal articles and a textbook, while CRMJ 5270 requires students to read 25 journal articles in addition to the assigned text. Students in CRMJ 5130 must complete a total of 8 critical analysis papers (2-4 pages) and a term paper (8-12 pages), while students in CRMJ 5270 must complete a total of 13 critical analysis papers (4-6 pages). Sample syllabi for these and other courses are available in Appendix 2a, while sample assignments, exams, and rubrics are available in Appendix 2b.

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

As noted in Section 1.1, the MSCJ Program Student Learning Outcomes include the following:

- Analyze the major historical and contemporary issues facing the criminal justice system in order to evaluate the nature, extent, causation, and prevention of crime. (LO1)
- Apply and critique the major theories relevant to crime and identify how they affect policy decisions. (LO2)
- Explain the inter-dependent operations of the major components of the criminal justice system (i.e., police, courts, correctional agencies) and the political, legal, ethical, and socioeconomic environments in which they operate, as well as the implications of these relationships for victims, offenders, justice professionals, and society. (LO3)
- Illustrate how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level in the criminal justice system. (LO4)
- Apply the skills and methods in criminal justice research, including how to acquire, analyze, interpret, and disseminate both quantitative and qualitative data. (LO5)
- Communicate effectively, both orally and in writing, and demonstrate basic knowledge of information technology as applied to criminal justice research and practice. (LO6)

A curriculum map that links the MSCJ program courses to student learning objectives is provided in Table 6. The reviewer should note that the curriculum has been carefully

scaffolded. Individual learning objectives are introduced in CRMJ 5000 Proseminar and reinforced throughout the curriculum in both core and elective coursework. It is expected that students will demonstrate mastery of learning objectives in CRMJ 5600 (Internship), CRMJ 5997r/5998r (Individual Studies and Individual Research), CRMJ 5999r (Thesis), and/or the comprehensive exam.

Table 6 MSCJ Curriculum Map

No.	Course Title	LO1	LO2	L03	L04	LO5	LO6
5000	Criminal Justice Pro-Seminar*	I	I	I, R	I, R	R	I, R
5010	Research Methodology I*	R	R	R	R	I, R	I, R
5020	Research Methodology II*	R	R	R	R	I, R	I, R
5030	Criminology*	R	I, R	R	R	R	R
5015	Social Control/Prevention	R	R	R	R	R	R
5050	Criminal Justice Policy & Administration	R	R	R	R	R	R
5060	Police and Society	R	R	R	R	R	R
5100r	Special Topics in Criminal Justice	R	R	R	R	R	R
5120	Juvenile Delinquency and the Justice Systems	R	R	R	R	R	R
5130	Diversity and Crime	R	R	R	R	R	R
5220	Comparative Criminal Justice Systems	R	R	R	R	R	R
5250	Courts, Sentencing and Society	R	R	R	R	R	R
5260	Ethics and Crime	R	R	R	R	R	R
5270	Organizational Crime	R	R	R	R	R	R
5320	Victimology, Theory, Research and Policy Issues	R	R	R	R	R	R
5340	Crime and Popular Culture	R	R	R	R	R	R
5370	Drugs and Crime	R	R	R	R	R	R
5420	Terrorism and the Criminal Justice Systems	R	R	R	R	R	R
5430	Corrections and Society	R	R	R	R	R	R
5600	Internship in Criminal Justice	R	R	R	R	R	M
5997r	Individual Studies	R	R	R	R	M	M
5998r	Research	M	M	M	M	M	M
5999r	Thesis	M	M	M	M	M	M
	Comprehensive Exam	M	M	M	M	M	M

Key: I=Introduced, R=Reinforced, M=Mastery

2.5 The curriculum is structured to include knowledge of the literature of the discipline.

Course content within the MSCJ curriculum reflects the current standards, practices, and issues of our discipline. Elective offerings are expansive, ranging from CRMJ 5260 (Ethics) to CRMJ 5130 (Diversity and Crime), allowing for students to be exposed to a broad and diverse body of literature (see assigned readings attached to sample syllabi in Appendix 2a. As noted elsewhere, courses are routinely updated by the faculty who teach them and the curriculum itself is subject to annual review. This ensures that our curriculum is sensitive to changes in knowledge and practices in the field, including introduction of new, relevant electives that can initially be offered as 5100r Special Topics courses before being added to the permanent curriculum.

2.6 The curriculum strives to offer ongoing student engagement in research and/or appropriate professional practice and training experiences.

The graduate faculty have worked tirelessly to create research opportunities for students. As evidence, 3 undergraduate students and 18 graduate students co-authored a total of 21 presentations with faculty at regional and national conferences during this 5-year

reporting cycle (see Table 7). It is noteworthy that each of these efforts began as a class-based research project or independent study with a faculty member.

Table 7 Criminal Justice Student Presentations at Regional and National Conferences

Year	Student Author(s)	Faculty Co-Author(s)	Presentation Title	Conference
2019	Samantha Scott, Merideth Smith	Rick Dierenfeldt, Gale Iles	Examining college student perceptions of criminal justice outcomes among persons with mental illness	SCJA
2019	Zachary Rush	Christina Policastro, Courtney Crittenden, Tammy Garland	Spare the Rod? The College Student Perspective on Corporal Punishment.	SCJA
2019	Samantha Scott, Merideth Smith	Rick Dierenfeldt, Gale Iles	How often does it really happen? College student perceptions of the frequency and predictors of false convictions	SCJA
2019	Hannah Gateley, Dalyn Hodge	Courtney Crittenden	Measuring gender and sexuality in criminology.	SCJA
2019	Hannah Gateley, Dalyn Hodge	Courtney Crittenden	Looking for intersections in research.	SCJA
2020	Heather Storey	Courtney Crittenden	Race and ethnicity in criminal justice publications.	SCJA
2021	Hannah Ingle	Jared Rosenberger, Rick Dierenfeldt	Media Consumption and Fear of Crime: Evidence of the Need for an Intersectional Approach	SCJA
2021	Samantha Scott	Rick Dierenfeldt	Hierarchical Analysis of the Factors Influencing Multiple Uses of Crime Guns: An Exploratory Study	SCJA
2021	Vivian Portugal	Christina Policastro, Courtney Crittenden, Tammy Garland	Rape myth acceptance and fear of sexual victimization on college campuses	SCJA
2021	Skylar Crick	Courtney Crittenden, Christina Policastro, Tammy Garland, Rick Dierenfeldt	Adverse childhood experiences (ACEs) and co-occurring disorders: Is there a relationship between ACEs, mental health, and substance use among inmates?	SCJA
2022	Amelia Collins	Sherah Basham	Examining the relationship between interactions with the police and voter support for the death penalty.	SCJA
2022	Dana Stripling	Rick Dierenfeldt	An examination of the disparate impact of neighborhood characteristics on routine and gang-involved gun crime	SCJA
2022	Ellee Jackson, Chance Reasonover	Rick Dierenfeldt, Jared Rosenberger, Tammy Garland	(Mis)Perceptions of the use of deadly force by police: Exploring the role of media consumption, perceptions of procedural justice, and respondent demographics.	SCJA
2022	Ellee Jackson, Chance Reasonover	Rick Dierenfeldt, Jared Rosenberger, Tammy Garland	An examination of the factors that influence policy preferences related to police use of deadly force: Implications for education and practice.	SCJA
2022	Emma Dotson	Christina Policastro, Tammy Garland	She's only 17: Statutory rape in popular music.	SCJA
2022	Rileigh Arrington, Jadon Clark	Christina Policastro, Courtney Crittenden	Exploring avoidance behaviors on campus among gender and sexual minorities.	SCJA
2023	Katlyn Whittenburg	Rick Dierenfeldt	Click, click, boom: A multi-level analysis of repeat firearm offending in Chattanooga, Tennessee	SCJA
2024	L.K. Whitsett	Rick Dierenfeldt	Examining the effectiveness of a NIBIN investigative unit: A time series analysis	SCJA
2024	Ellie Yates, Ashleigh Godley	Andrew Denney, Katelyn Hancock, Rick Dierenfeldt, Joshua Corum	"Are You Single?": Stalking Victimization Experiences of Sexual Content Creators	SCJA
2024	Ellie Yates, Ashleigh Godley	Andrew Denney, Katelyn Hancock, Rick Dierenfeldt, Joshua Corum	"It Wasn't for Money": Exploring Motivations for Engaging in Sexually Explicit Content Creation.	SCJA
2024	Kayla Edney	Tammy Garland, Katelyn Hancock, Christina Policastro	Commodifying Euphoria: Representations of sexting and online victimization.	SCJA

During the same period, 3 undergraduate students and 13 graduate students published a total of 22 manuscripts in peer-reviewed journals that were co-authored with our faculty (see Table 8).

Table 8 Criminal Justice Student Publications

Year	Student(s)	Faculty	Manuscript	Journal
2020	Samantha Scott, Meredith Smith	Rick Dierenfeldt, Gale Iles	Examining college student perceptions of criminal justice outcomes among persons with mental illness.	International Journal of Offender Therapy and Comparative Criminology
2020	Tessa Cole	Christina Policastro, Courtney Crittenden, Karen McGuffee	Freedom to post or invasion of privacy?	Victims & Offenders
2021	April Bennett, Amanda Gimlin	Courtney Crittenden, Tammy Garland	Exploring faculty and students' attitudes about consensual sexual relationships and sexual harassment on college campuses.	Educational Policy
2021	Katelyn Hancock, Bethany Bray, Brandon Miller	Chistina Policastro, Tammy Garland	Abusive beats: Reinforcing intimate partner violence in music	Journal of Criminal Justice and Pop Culture
2021	Katelyn Hancock	Christina Policastro, Courtney Crittenden, Tammy Garland	Major blame: Examining male rape myth acceptance across college majors.	Journal of Criminal Justice Education
2021	Samantha Scott, Meredith Smith	Rick Dierenfeldt, Gale Iles, Jared Rosenberger	Support for the death penalty in cases of rape and sexual assault: Variation between victim age categories.	International Journal of Offender Therapy and Comparative Criminology
2022	Olivia Fortunato	Rick Dierenfeldt, Sherah Basham, Karen McGuffee	Examining the impact of the Obama and Trump candidacies on right-wing domestic terrorism in the United States: A time-series analysis.	Journal of Interpersonal Violence
2023	Hannah Ingle	Jared Rosenberger, Rick Dierenfeldt	Media consumption and fear of crime: Evidence of the need for an intersectional approach	Victims and Offenders
2023	Samantha Scott	Rick Dierenfeldt, Courtney Crittenden	Analysis of the factors influencing multiple uses of crime guns: An exploratory study.	Journal of Criminal Justice
2023	Skylar Crick, Heather Storey	Courtney Crittenden, Sherah Basham	Let's talk about sex(uality): An examination of the inclusion and measurement of gender and sexuality in criminology.	American Journal of Qualitative Research
2023	Emma Dotson	Tammy Garland, Karen McGuffee	Politicizing vaccination requirements: American university responses during COVID-19	Higher Education Policy
2023	Amelia Collins	Sherah Basham, Rick Dierenfeldt	Retributive attitudes and perceptions of police use of excessive force	American Journal of Undergraduate Research
2024	Kendall Burroughs	Sherah Basham, Rick Dierenfeldt	Ironman: Do people who run for fun alter community-level crime occurrence?	Journal of Sport and Tourism
2024	Skylar Crick	Courtney Crittenden, Christina Policastro, Tammy Garland, Rick Dierenfeldt	Adverse childhood experiences (ACEs) and co-occurring disorders (CODs): Is there a relationship among ACEs, mental health issues, and substance use among inmates?	Journal of Drug Issues
2024	Chance Reasonover, Ellee Jackson	Rick Dierenfeldt, Tammy Garland	Policy preferences related to police use of deadly force: Exploring the role of social media consumption and college major.	Journal of Criminal Justice Education
2024	Chance Reasonover, Ellee Jackson	Rick Dierenfeldt, Tammy Garland	(Mis)Perceptions of the use of deadly force by police: Exploring the role of media consumption.	International Journal of Offender Therapy and Comparative Criminology
2024	Ellee Jackson	Rick Dierenfeldt	Time in crime: An added dimension to the study of crime guns.	American Journal of Criminal Justice
2024	Ellee Jackson	Rick Dierenfeldt, Sherah Basham	Time lost as a result of wrongful conviction: The impact of race and official misconduct across offense categories	Journal of Ethnicity in Criminal Justice

2024	Dana Stripling	Rick Dierenfeldt, Christina Policastro, Gale Iles	The impact of neighborhood characteristics on routine and gang-involved gun violence: Are structural covariates salient?	Deviant Behavior
2024	Skylar Crick	Courtney Crittenden	Coping with Incarceration: How Women Adjust to Being Separated from their Children.	Criminal Justice and Behavior
2024	Zachary Rush	Christina Policastro, Courtney Crittenden, Tammy Garland	Spare the rod? College students' experiences with and perceptions of corporal punishment.	Journal of Child and Family Studies.
2024	Hannah Gateley	Courtney Crittenden, Christina Policastro, Karen McGuffee	Heteronormativity in criminology: Call for inclusive measurement of sexuality.	Criminal Justice Review

In addition to research-based opportunities to apply knowledge outside of the classroom, the Criminal Justice internship program has provided experiential learning opportunities for many students in our program. Importantly, our sponsors provide 'hands on' experiences for our students. As examples, our partners working in the field of law provide opportunities for interns to participate in client interviews, legal research, case preparation, and evidence review. Our partners in policing consistently call interns to crime scenes, allow them to participate in case review, and bring them to court for evidentiary hearings and trial. Our partners in community and institutional corrections allow our students to participate in case management, client visits and interviews, delivery of rehabilitative services, and have provided opportunities for students to receive state certification in active shooter response, hostage negotiation, and urinalysis. During this reporting cycle, despite the challenges imposed by COVID-19, 48 graduate students successfully completed internships.

2.7 Programs offered entirely through distance education technologies are evaluated regularly to assure achievement of program outcomes at least equivalent to on-campus programs.

This section is not applicable to our program, as it is not classified as a fully online program. However, all online and hybrid courses and distance education technologies are reviewed annually to ensure that quality and achievement of program outcomes are at least equivalent to face-to-face classes.

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

Appropriate pedagogical and technological innovations that advance student learning have been adopted throughout the curriculum. Best practices ranging from seminar-style structure and flipped classrooms to project-based and experiential learning have been incorporated based on the nature and content of individual classes. Each semester, faculty provide syllabi that clearly describe student learning outcomes for their courses, as well as the standards and expectations for the students. Current standards and practices are rigorous but accessible, providing the opportunity for students to utilize critical thinking and concepts from their past coursework. All content within the curriculum has been implemented with the goal of cultivating students who are equally prepared for the demands of the field and advancement into doctoral programs, and provides students with

opportunities to develop and demonstrate competency in knowledge and skills relevant to the ever-evolving needs of the field.

The use of Canvas has become a mainstay in all classes taught by full-time faculty, including graduate courses. All full-time faculty work to be technologically literate to ensure that students employ technology in their coursework. All full-time faculty have participated in faculty development workshops offered by the Walker Center for Teaching and Learning on teaching and/or technology over the past evaluation cycle. All courses require students to use some type of computer or technology skill. Curriculum content also requires students to perform web-based research. Additionally, students must access UTC Learn (Canvas) to obtain course materials including syllabi, assignment instructions, and grades. Discussion and use of software platforms (e.g. SPSS) are incorporated into appropriate courses (e.g., Methods II). As students progress through the program, they are required to integrate their knowledge of technological skills in the classroom. Finally, the program has submitted a proposal to the Dean of CAS for the purchase and installation of a Firearm Training Simulator (FATS), as well as allocation of space to accommodate the use of this technology. The goal of this innovation is to provide students and area agencies with training in appropriate use of force, including de-escalation. The proposal was approved in Fall 2024. All equipment will be installed and operational by Spring 2025.

PART 3: STUDENT EXPERIENCE

3.1 The program ensures a critical mass of students to ensure an appropriate group of peers.

As noted in Section 1, enrollment in the MSCJ program followed a general downward trend over a three-year period, falling from a high of 36 students in Fall 2020 to a low of 21 students in Fall 2023, a decrease of 42%. Beginning in Fall 2023, the Criminal Justice Program began to re-evaluate its approaches to accessibility and recruitment in relation to the MSCJ program. Examination of enrollment data revealed a significant decline in the number of current practitioners that once comprised a substantial portion of students in the MSCJ program. In response, the program took direct steps to address shortcomings in accessibility, recruitment, and marketing. Although the program has historically offered a variety of online classes, they had been restricted to elective course work. The four core classes, CRMJ 5000 (Proseminar), CRMJ 5010 (Methods I), CRMJ 5020 (Methods II), and CRMJ 5030 (Criminology) had been offered almost exclusively in face-to-face or hybrid format during evening hours (5:30-8 pm). This approach was conceived as a way to make classes more accessible to working professionals, and while it may have achieved this goal for those working daytime hours in administrative or supervisory roles, it effectively gated practitioners working evening hours from participating in the program. To address this concern, beginning in Spring 2024, all core classes were required to rotate modality between F2F/Hybrid and Online annually, increasing program access for working parents and practitioners assigned to evening shifts. Changes to the curriculum were coupled with increased recruitment efforts targeting agencies, including numerous site visits and phone/Zoom meetings with individual personnel. The program

has also bolstered its marketing campaigns both online and through partnerships with such entities as Sinclair Broadcasting Group (SBG). For each of the last two years, Dr. Sherah Basham has spearheaded the Criminal Justice Program's involvement in the Chattanooga First Responders Salute, which is organized by SBG. As a sponsor, our program receives direct access to hundreds of practitioners, coupled with extensive television, radio, and social media advertisement time/space. Finally, in recognition of the cost-prohibitive nature of graduate school, the program has endeavored to increase the number of graduate assistantships it can offer. These efforts have been led by Dr. Rick Dierenfeldt and Dr. Courtney Crittenden. At the time of the last program review, the MSCJ program maintained a total of 3 full-time graduate assistantships, which were ultimately split into 6 part-time assistantships in order to impact a greater number of students. At the time of this writing, the program maintains 4 full-time graduate assistantships and 8 part-time assistantships. This has been achieved through embedding graduate assistant positions in external grants and contracts, increased use of online funds, and cooperation with other units across the university. Cumulatively, these efforts have contributed to a 23% increase in MSCJ program enrollment, which stood at 26 students at the beginning of Fall 2024.

Table 9 MSCJ Program Enrollment

MSCJ Program Enrollment					
	2019-20[1]	2020-21[1]	2021-22[1]	2022-23[1]	2023-24[1]
Enrollment and Student Credit Hours					
Total Major Enrollment[2]	27	36	29	25	21
Fall SCH	234	279	213	192	167
Spring SCH	213	219	162	174	174
Total Academic Year SCH	447	498	375	366	341

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

In accordance with university practice, the Criminal Justice Program strongly encourages graduate students to complete online course evaluations and provide qualitative feedback regarding their courses, curricula, and learning experiences. Each semester, graduate students are given the opportunity to reflect on their experiences and evaluate classes and instructors using a series of statements developed by the university. Each statement consists of a 7-point Likert-style scale. Average scores for the last 10 regular semesters are made available below in table format (see Tables 10-19). To offer a basis for comparison, we provide the average scores at the department, college, and university level.

As demonstrated in Tables 10 through 19, scores for the MSCJ program were quite positive and aligned with those at the college and university levels. It is noteworthy that for each of the statements included in the learning evaluation, department-level scores matched those at the college and university levels across desirable outcome measures (e.g., strongly agree, agree, and somewhat agree). In their totality, these descriptive

statistics provide preliminary evidence that the MSCJ program is meeting the educational needs and expectations of its students.

Table 10 Course Learning Evaluation Scores: Awareness of Learning Outcomes

	I am aware of the learning outcomes of this course, as stated in the syllabus.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	37	97.4	14,397	95.2	25,497	95.2	0	0.0	272	1.8	531	2.0	1	2.6	452	3.0	766	2.9
Spring 2020	33	86.8	8,527	96.3	16,835	96.3	0	0.0	111	1.3	250	1.4	0	0.0	220	2.5	389	2.2
Fall 2020	37	100.0	9,233	96.1	17,289	96.0	0	0.0	144	1.5	269	1.5	0	0.0	229	2.4	443	2.5
Spring 2021	27	100.0	8,723	96.4	17,118	96.4	0	0.0	110	1.2	219	1.2	0	0.0	220	2.4	412	2.3
Fall 2021	19	100.0	10,526	95.1	19,351	95.5	0	0.0	168	1.5	311	1.5	0	0.0	373	3.4	597	2.9
Spring 2022	33	97.1	8,695	96.2	17,360	96.3	0	0.0	137	1.5	267	1.5	1	2.9	208	2.3	395	2.2
Fall 2022	35	97.2	10,650	97.4	20,510	97.7	1	2.8	130	1.2	227	1.1	0	0.0	65	0.6	106	0.5
Spring 2023	23	100.0	8,865	97.7	17,776	97.8	0	0.0	96	1.1	190	1.0	0	0.0	0	0.0	0	0.0
Fall 2023	19	95.0	11,087	97.1	20,492	97.6	0	0.0	190	1.7	302	1.4	1	5.0	62	0.5	0	0.0
Spring 2024	14	93.3	9,324	97.0	18,517	98.0	1	6.7	117	1.0	239	1.0	0	0.0	0	0.0	0	0.0

Table 11 Course Learning Evaluation Scores: Content Addresses Learning Outcomes

	The course content addresses the learning outcome of this course.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	35	92.1	14,286	94.5	25,271	94.3	3	7.9	324	2.1	631	2.4	0	0.0	511	3.4	892	3.3
Spring 2020	32	97.0	8,459	95.5	16,693	95.5	0	0.0	152	1.7	343	2.0	1	3.0	247	2.8	438	2.5
Fall 2020	37	100.0	1,932	20.1	17,085	94.9	0	0.0	186	1.9	363	2.0	0	0.0	288	3.0	553	3.1
Spring 2021	27	100.0	8,615	95.2	16,919	95.3	0	0.0	159	1.8	305	1.7	0	0.0	279	3.1	525	3.0
Fall 2021	18	94.7	10,409	94.1	19,138	94.5	1	5.3	238	2.2	419	2.1	0	0.0	420	3.8	702	3.5
Spring 2022	33	97.1	8,614	95.3	17,193	95.4	0	0.0	192	2.1	368	2.0	1	2.9	234	2.6	461	2.6
Fall 2022	35	97.2	10,485	95.9	20,164	96.0	1	2.8	186	1.7	338	1.6	0	0.0	261	2.4	498	2.4
Spring 2023	22	95.7	8,737	96.3	17,483	96.2	0	0.0	148	1.6	290	1.6	1	4.3	188	2.1	403	2.2
Fall 2023	18	120.0	10,863	95.1	20,097	95.7	1	6.7	271	2.4	423	2.0	1	6.7	287	2.5	483	2.3
Spring 2024	12	60.0	9,173	97.0	17,922	97.0	1	5.0	183	2.0	371	2.0	2	10.0	95	1.0	158	1.0

Table 12 Course Learning Evaluation Scores: Course Structure Assists Learning Outcomes

	The course structure assists me in achieving the learning outcomes of this course.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	34	89.5	13,550	89.6	23,433	87.5	3	7.9	367	2.4	755	2.8	1	2.6	1,204	8.0	2,082	7.8
Spring 2020	30	90.9	8,052	90.9	15,987	91.5	2	6.1	175	2.0	390	2.2	1	3.0	631	7.1	1,097	6.3
Fall 2020	37	100.0	8,550	89.0	15,998	88.9	0	0.0	236	2.5	496	2.8	0	0.0	820	8.5	1,507	8.4
Spring 2021	27	100.0	8,063	89.1	15,936	89.8	0	0.0	228	2.5	419	2.4	0	0.0	262	2.9	1,394	7.9
Fall 2021	18	94.7	9,746	88.1	18,057	90.0	0	0.0	269	2.4	489	2.4	1	5.3	1,052	9.5	1,713	8.5
Spring 2022	32	94.1	8,126	89.9	16,301	90.5	1	2.9	217	2.4	430	2.4	1	2.9	697	7.7	1,291	7.2
Fall 2022	32	88.9	9,858	90.2	19,007	90.5	0	0.0	245	2.2	481	2.3	4	11.1	829	7.6	1,512	7.2
Spring 2023	21	91.3	8,257	91.0	16,505	90.8	0	0.0	212	2.3	450	2.5	2	8.7	604	6.7	1,221	6.7
Fall 2023	16	80.0	10,102	88.5	18,867	89.8	0	0.0	362	3.2	593	2.8	4	20.0	957	8.4	1,543	7.3
Spring 2024	12	80.0	8,651	91.0	16,972	91.0	1	6.7	255	3.0	506	3.0	2	13.3	620	7.0	1,135	7.0

Table 13 Course Learning Evaluation Scores: Achieving Learning Outcomes

	I am achieving the learning outcomes of this course.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	35	92.1	13,627	90.1	24,246	90.5	1	2.6	442	2.9	863	3.2	2	5.3	1,052	7.0	1,685	6.3
Spring 2020	32	97.0	8,084	91.3	16,096	92.1	0	0.0	244	2.8	501	2.9	1	3.0	530	6.0	877	5.0
Fall 2020	37	100.0	8,604	89.6	16,226	90.1	0	0.0	271	2.8	559	3.1	0	0.0	731	7.6	1,216	6.8
Spring 2021	26	96.3	8,115	89.6	16,164	91.1	1	3.7	287	3.2	530	3.0	0	0.0	651	7.2	1,055	5.9
Fall 2021	18	94.7	9,787	88.4	17,659	87.2	1	5.3	360	3.3	630	3.1	0	0.0	920	8.3	1,415	7.0
Spring 2022	33	97.1	8,180	90.5	16,478	91.4	1	2.9	283	3.1	537	3.0	0	0.0	577	6.4	1,006	5.6
Fall 2022	33	91.7	9,834	90.0	19,121	91.1	0	0.0	355	3.2	628	3.0	3	8.3	743	6.8	1,251	6.0
Spring 2023	21	91.3	8,252	91.0	16,682	91.8	2	8.7	269	3.0	494	2.7	0	0.0	552	6.1	1,000	5.5
Fall 2023	18	90.0	10,186	89.2	19,077	90.8	0	0.0	406	3.6	673	3.2	2	10.0	829	7.3	1,253	6.0
Spring 2024	12	80.0	8,713	91.0	17,183	92.0	2	13.3	298	3.0	543	3.0	1	6.7	515	5.0	887	4.0

Table 14 Course Learning Evaluation Scores: Keeping Up with Readings and Work

	I keep up with all course readings and assigned work.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	38	100.0	14,235	94.1	25,310	94.5	0	0.0	329	2.2	615	2.3	0	0.0	557	3.7	869	3.2
Spring 2020	33	100.0	8,480	95.7	16,753	95.9	0	0.0	153	1.7	326	1.9	0	0.0	225	2.5	309	1.8
Fall 2020	37	100.0	9,166	95.4	17,202	95.6	0	0.0	161	1.7	320	1.8	0	0.0	279	2.9	479	2.7
Spring 2021	26	96.3	8,579	94.8	16,936	95.4	0	0.0	172	1.9	321	1.8	1	3.7	302	3.3	415	2.3
Fall 2021	18	94.7	10,428	94.2	19,243	95.0	0	0.0	241	1.6	416	2.1	1	5.3	398	2.6	600	3.0
Spring 2022	33	97.1	8,558	94.7	17,191	95.4	0	0.0	204	2.3	358	2.0	1	2.9	234	2.6	473	2.6
Fall 2022	36	100.0	10,433	95.4	20,208	96.2	0	0.0	188	1.7	326	1.6	0	0.0	269	2.5	391	1.9
Spring 2023	22	95.7	8,671	95.6	17,481	96.2	0	0.0	156	1.7	295	1.6	1	4.3	214	2.4	340	1.9
Fall 2023	19	95.0	10,785	94.4	20,081	95.6	0	0.0	260	2.3	410	2.0	1	5.0	376	3.3	426	2.0
Spring 2024	14	93.3	9,086	95.0	17,877	97.0	1	6.7	176	2.0	332	2.0	0	0.0	227	3.0	353	2.0

Table 15 Course Learning Evaluation Scores: Encouraging Critical Thinking Skills

	The course encourages my use of critical thinking skills.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	37	97.4	13,845	91.6	24,555	91.6	1	2.6	536	3.5	960	3.6	0	0.0	740	4.9	1,279	4.8
Spring 2020	32	97.0	8,207	92.7	16,322	93.4	0	0.0	274	3.1	516	3.0	1	3.0	377	4.3	636	3.6
Fall 2020	37	100.0	8,870	92.3	16,676	92.6	0	0.0	307	3.2	549	3.0	0	0.0	429	4.5	776	4.3
Spring 2021	27	100.0	8,390	92.7	16,589	93.5	0	0.0	283	3.1	487	2.7	0	0.0	380	4.2	673	3.8
Fall 2021	19	100.0	10,152	67.1	18,715	92.4	0	0.0	327	3.0	585	2.9	0	0.0	588	5.3	959	4.7
Spring 2022	34	100.0	8,430	93.3	16,886	93.7	0	0.0	259	2.9	469	2.6	0	0.0	351	3.9	667	3.7
Fall 2022	35	97.2	10,124	92.6	19,577	93.2	0	0.0	347	3.2	592	2.8	1	2.8	461	4.2	831	4.0
Spring 2023	22	95.7	8,492	93.6	17,061	93.9	1	4.3	257	2.8	470	2.6	0	0.0	324	3.6	645	3.5
Fall 2023	17	85.0	10,499	91.9	19,513	92.9	1	5.0	431	3.8	697	3.3	2	10.0	491	4.3	793	3.8
Spring 2024	14	93.3	8,952	94.0		94.0	0	0.0	293	3.0	519	3.0	1	6.7	281	3.0	538	3.0

Table 16 Course Learning Evaluation Scores: Encouraging Active Engagement

	The way this course is delivered encourages me to be actively engaged.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	36	94.7	13,033	86.2	23,174	86.5	1	2.6	556	3.7	1,035	3.9	1	2.6	1,532	10.1	2,585	9.6
Spring 2020	31	93.9	7,873	88.9	15,648	89.6	0	0.0	259	2.9	545	3.1	2	6.1	726	8.2	1,281	7.3
Fall 2020	36	97.3	8,158	84.9	15,374	85.4	0	0.0	380	4.0	729	4.0	1	2.7	1,068	11.1	1,898	10.5
Spring 2021	23	85.2	7,693	85.0	15,362	86.6	1	3.7	326	3.6	597	3.4	3	11.1	1,034	11.4	1,790	10.1
Fall 2021	17	89.5	9,437	85.3	17,513	86.4	0	0.0	359	3.2	678	3.3	2	10.5	1,271	11.5	2,068	10.2
Spring 2022	32	94.1	7,886	87.2	15,817	87.8	0	0.0	302	3.3	617	3.4	2	5.9	852	9.4	1,588	8.8
Fall 2022	33	91.7	9,466	86.6	18,273	87.0	0	0.0	418	3.8	791	3.8	3	8.3	1,048	9.6	1,936	9.2
Spring 2023	19	82.6	7,946	87.6	15,977	87.9	2	8.7	311	3.4	601	3.3	2	8.7	816	9.0	1,598	8.8
Fall 2023	13	65.0	9,656	84.5	18,096	86.2	2	10.0	474	4.2	822	3.9	5	25.0	1,291	11.3	2,085	9.9
Spring 2024	12	80.0	8,354	88.0	16,457	88.0	1	6.7	391	4.0	693	4.0	2	13.3	781	8.0	1,463	7.0

Table 17 Course Learning Evaluation Scores: Instructor Assists in Learning Outcomes

	The instructor is willing to assist me with achieving the course learning outcomes.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	35	92.1	13,666	91.3	24,243	90.5	2	5.3	576	3.9	1,061	4.0	1	2.6	719	4.8	1,237	4.6
Spring 2020	32	97.0	8,117	92.5	16,161	93.2	1	3.0	249	2.8	505	2.9	0	0.0	413	4.7	682	3.9
Fall 2020	36	97.3	8,520	89.6	16,113	90.3	1	2.7	380	4.0	722	4.0	0	0.0	614	6.5	1,008	5.6
Spring 2021	27	100.0	8,083	89.9	16,104	91.4	0	0.0	372	4.1	632	3.6	0	0.0	526	5.9	880	5.0
Fall 2021	19	100.0	9,796	89.3	18,201	90.6	0	0.0	439	4.0	755	3.8	0	0.0	740	6.7	1,122	5.6
Spring 2022	32	94.1	8,196	91.5	16,461	92.2	1	2.9	339	3.8	644	3.6	1	2.9	423	4.7	755	4.2
Fall 2022	33	91.7	9,701	89.3	18,762	89.9	0	0.0	400	3.7	751	3.6	3	8.3	763	7.0	1,357	6.5
Spring 2023	22	95.7	8,109	90.3	16,315	90.6	0	0.0	310	3.5	628	3.5	1	4.3	560	6.2	1,061	5.9
Fall 2023	16	80.0	10,001	88.1	18,734	89.7	3	15.0	495	4.4	832	4.0	1	5.0	860	7.6	1,311	6.3
Spring 2024	13	86.7	8,615	91.0	16,895	91.0	1	6.7	347	4.0	651	4.0	1	6.7	509	5.0	965	5.0

Table 18 Course Learning Evaluation Scores: Instructor Provides Constructive Feedback

	The instructor provides constructive feedback on my coursework.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	33	86.8	12,757	85.3	22,805	85.1	2	5.3	852	5.7	1,516	5.7	3	7.9	1,346	9.0	2,207	8.2
Spring 2020	32	97.0	7,678	87.5	15,333	88.4	0	0.0	420	4.8	825	4.8	1	3.0	675	7.7	1,180	6.8
Fall 2020	36	97.3	7,942	83.5	15,109	84.7	0	0.0	551	5.8	1,028	5.8	1	2.7	1,018	10.7	1,703	9.5
Spring 2021	27	100.0	7,608	84.7	15,206	86.4	0	0.0	499	5.6	911	5.2	0	0.0	875	9.7	1,485	8.4
Fall 2021	19	100.0	9,134	83.2	17,110	85.2	0	0.0	592	5.4	1,050	5.2	0	0.0	1,246	11.4	1,922	9.6
Spring 2022	32	94.1	7,714	86.2	15,550	87.1	1	2.9	454	5.1	878	4.9	1	2.9	783	8.7	1,421	8.0
Fall 2022	33	91.7	9,139	84.2	17,835	85.5	1	2.8	572	5.3	1,029	4.9	2	5.6	1,139	10.5	1,984	9.5
Spring 2023	22	95.7	7,624	85.0	15,390	85.5	0	0.0	460	5.1	943	5.2	1	4.3	890	9.9	1,655	9.2
Fall 2023	18	90.0	9,374	82.6	17,663	84.7	0	0.0	714	6.3	1,252	6.0	2	10.0	1,261	11.1	1,950	9.3
Spring 2024	13	86.7	8,108	85.0	16,001	86.0	1	6.7	548	6.0	1,040	6.0	1	6.7	815	8.0	1,462	7.0

Table 19 Course Learning Evaluations Scores: Instructor Responds to Questions and Emails

	The instructor responds to my questions and emails within the time-frame indicated in the syllabus.																	
	Agree[1]						Neither Agree nor Disagree						Disagree[2]					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	32	84.2	12,976	86.9	23,258	86.8	3	7.9	1,258	8.4	1,997	7.5	3	7.9	752	5.0	1,220	4.6
Spring 2020	32	97.0	7,840	89.6	15,705	90.7	0	0.0	494	5.6	891	5.1	1	3.0	418	4.8	711	4.1
Fall 2020	37	100.0	8,253	86.9	15,630	87.8	0	0.0	646	6.8	1,149	6.5	0	0.0	599	6.3	1,032	5.8
Spring 2021	27	100.0	7,841	87.4	15,670	89.1	0	0.0	673	7.5	1,106	6.3	0	0.0	454	5.1	803	4.6
Fall 2021	17	89.5	9,437	86.2	17,578	87.7	1	5.3	811	7.4	1,338	6.7	1	5.3	700	6.4	1,123	5.6
Spring 2022	33	97.1	7,887	88.3	15,885	89.2	1	2.9	657	7.4	1,187	6.7	0	0.0	383	4.3	743	4.2
Fall 2022	33	91.7	9,499	87.7	18,537	89.1	1	2.8	844	7.8	1,387	6.7	2	5.6	483	4.5	889	4.3
Spring 2023	22	95.7	7,899	88.3	16,031	89.3	1	4.3	659	7.4	1,231	6.9	0	0.0	362	4.0	690	3.8
Fall 2023	19	95.0	9,665	85.4	18,175	87.3	0	0.0	1,123	9.9	1,756	8.4	1	5.0	527	4.6	886	4.3
Spring 2024	14	93.3	8,320	88.0	16,428	89.0	1	6.7	774	8.0	1,366	7.0	0	0.0	346	3.0	731	3.0

3.3 The program provides adequate professional development opportunities, such as encouraging membership in professional associations, participation in conferences and workshops, and opportunities for publication.

As noted in Section 2.6, the graduate faculty have devoted significant time and effort to creating research opportunities for students. As evidence, 3 undergraduate students and 18 graduate students co-authored a total of 21 presentations with faculty at regional and national conferences during this 5-year reporting cycle (see Table 7). The bulk of these presentations have been offered at annual meetings of the Southern Criminal Justice Association (SCJA). This approach has been deliberate, as SCJA has established a

scholarly environment that is supportive of student presenters. Attendance at SCJA has also been beneficial in terms of the workshops and professional networking opportunities it provides to students. During the same period, 3 undergraduate students and 13 graduate students published a total of 22 manuscripts in peer-reviewed journals that were co-authored with our faculty (see Table 8). As was also previously noted, each of these efforts began as a class-based research project or independent study with a faculty member. Several of our former students have successfully leveraged strong publication records into funded graduate assistantships with doctoral programs.

3.4 The program provides adequate enrichment opportunities, such as lecture series, to promote a scholarly environment.

In Fall 2023, the Criminal Justice Program initiated the Helen Eigenberg Criminal Justice Speaker series, which is designed to establish connections between graduate students and prominent scholars in our discipline. In the three semesters it has been active, the speaker series has featured Dr. Heith Copes, Dr. Leah Daigle, and Dr. Cathy Marcum. The event is coordinated by Dr. Courtney Crittenden and, in addition to the lecture, includes a block of time devoted to interaction between the guest speaker and graduate students. In Fall 2024, the Criminal Justice Program launched the Vic Bumphus Criminal Justice Speaker Series, an event designed to connect students with practitioners in popular and high demand careers. The first event, which featured an investigator with more than 40 years of experience working homicide and cold cases, was attended by approximately 70 students. The event is coordinated by Dr. Rick Dierenfeldt.

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

The MSCJ Program provides consistent exposure to diverse perspectives through curricular and extracurricular activities. Within the core classes, CRMJ 5000 (Proseminar) and CRMJ 5030 (Criminology) expose students to a variety of critical issues in criminal justice and diverse perspectives for explaining these phenomena. Elective coursework further contributes to this goal through materials and discussions devoted to the study of the interplay between race, ethnicity, sex, gender, sexual orientation, class, age, intersectional identities, victimization, offending, policing, courts/sentencing, and corrections. Available syllabi in Appendix 2a clearly illustrate that diversity is a focal point of coursework in CRMJ 5000 (Proseminar), CRMJ 5030 (Criminology), CRMJ 5060 (Police and Society), CRMJ 5120 (Juvenile Delinquency and the Justice System), CRMJ 5130 (Diversity and Crime), CRMJ 5220 (Comparative Criminal Justice Systems), CRMJ 5250 (Courts, Sentencing and Society), CRMJ 5260 (Ethics and Crime), CRMJ 5270 (Organizational Crime), CRMJ 5320 (Victimology), CRMJ 5340 (Crime and Popular Culture), CRMJ 5370 (Drugs and Crime), CRMJ 5420 (Terrorism and the Criminal Justice System), and CRMJ 5430 (Corrections and Society).

These efforts are complemented through our two lecture series, which provide students with perspectives from academic and practitioners outside of the MSCJ Program. As the inaugural speaker for the Helen Eigenberg Criminal Justice Speaker Series, for example,

Dr. Heith Copes provided students with a glimpse of the lived experiences of people using methamphetamine in rural Alabama through his use of photo-ethnography. Similarly, Investigator Mike Mathis poignantly demonstrated the impact of intersectional identities on reporting, classification, and case clearance in relation to cold case homicide. His methodology and presentation facilitated the humanization of these individuals, and more thoughtful discussion of the factors that contribute to their involvement in this lifestyle. In particular, he used past cases to illustrate that murder victims who were poor, female, and Black (particularly sex workers) were more likely to be classified as 'missing' and less likely to have their disappearances thoroughly investigated. Moreover, their cases were more likely to 'go cold,' ultimately resulting in the delay or denial of justice.

3.6 Students have access to appropriate academic support services.

All graduate students are advised by the Graduate Program Director, Dr. Courtney Crittenden, who meets with them to discuss the degree program, course sequence, selection of appropriate electives, and the students' individual goals. Throughout this process, Dr. Crittenden also actively encourages students to meet with other graduate faculty whose expertise aligns with students' professional and academic ambitions. In accordance with university policy regarding advising holds, students are required to meet with their advisor before they are permitted to register for classes. Further, beginning in Fall 2023, Dr. Crittenden enhanced academic support within the MSCJ program by launching a series of "Destress" sessions, which allow current students to express their concerns and anxieties in a safe and supportive environment, while learning about techniques for reducing stress and improving performance in graduate school. These sessions have been offered face-to-face and online, and have been facilitated by Dr. Crittenden and Dr. Dierenfeldt.

The university offers a broad array of additional services designed to support student's academic success as well as their physical and mental wellbeing. These include the Center for Academic Support and Advisement, the Writing Center, the Center for Women and Gender Equity, the Disability Resource Center, Leadership Programs, the Office of Multicultural Affairs, the Center for College Student Success, Student Outreach and Support, Student Engagement, and Veteran Student Services, among others. Further, the UTC Graduate School provides support via program liaisons, professional development workshops, and thesis workshops. Other programs of this type can be found at the Student Affairs website: https://www.utc.edu/enrollment-management-student-affairs/index.php.

PART 4: FACULTY

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

All Criminal Justice graduate faculty meet SACSCOC guidelines. All tenure-line faculty have a Ph.D. in the appropriate field (Criminal Justice or Doctor of Jurisprudence in the

case of Karen McGuffee, who teaches law classes). Furthermore, as detailed below, different faculty members specialize in different areas to create a cohesive and well-rounded program, which offers students a variety of classes taught by experts in their field. The full-time faculty has remained remarkably stable over the past five years. In fact, no full-time graduate faculty left the program during this reporting cycle. The program added the following tenure-line faculty, each of whom has graduate faculty status: Dr. Sherah Basham, Dr. Katelyn Hancock, and Dr. Andrew Denney. Eligibility requirements for appointment to the graduate faculty include providing evidence of an appropriate terminal degree, evidence of on-going scholarly and professional work, documented commitment to graduate education, and a commitment to professional and ethical behavior. Graduate faculty appointment is necessary for supervising theses or being a member of a thesis committee.

The Criminal Justice faculty is comprised of individuals from a variety of educational backgrounds and experiences that, in their totality, serve the diverse needs of our students. Each person maintains strengths in one or more topical areas. Our faculty have expertise in law enforcement (Basham, Kule, Dierenfeldt), corrections (Crittenden, Dierenfeldt, Denney, Whetter), courts (Iles, McGuffee), research methods (Policastro, Crittenden, Basham, Garland, Denney, Dierenfeldt), theory (Crittenden, Iles, Dierenfeldt, Hancock), juvenile justice (Garland, McGuffee), victimology (Policastro, Garland, Hancock), terrorism (Kule, Dierenfeldt), and multicultural/diversity issues (Crittenden, Garland, Iles, Dierenfeldt, Kule, Hancock). Each faculty member teaches graduate classes in which he or she has specialized knowledge. A listing of classes by instructor for the previous five years demonstrating that faculty teach in their areas of specialization is attached in Appendix 4a.

The following list the specific degrees and outlines the areas of interest held by graduate faculty members:

Sherah Basham: Ph.D. in Criminal Justice with her dissertation titled “Emergency Preparedness and Community Policing within Campus Law Enforcement Agencies.” Her teaching specialties and interests include Policing, Research Methods, and Minorities and Criminal Justice.

Courtney Crittenden: Ph.D. in Criminology and Criminal Justice with her dissertation titled “Gender and Programming: A Comparison of Program Availability and Participation in U.S. Prisons for Men and Women.” Her teaching specialties and interests include Violence against Women, Women and Crime, Criminological Theory, American Criminal Justice System, Corrections, Research Methods, and Intersectionality in Criminal Justice.

Andrew Denney: Ph.D. in Justice Administration with his dissertation titled “Sex Offenses at Protestant Christian Churches: A Typology and Examination Using Social Disorganization Theory.” His teaching specialties and interests include Corrections, Research Methods, and Sexual Offending.

Rick Dierenfeldt: Ph.D. in Criminal Justice with his dissertation titled "Disentangling the effects of violent subculture and structure: A multi-level analysis of race-specific gun violence in urban
U.S. counties." His teaching specialties and interests include Race, Class, Gender and Crime, Policing, Corrections, Criminological Theory, and Research Methods.

Tammy Garland: Ph.D. in Criminal Justice with her dissertation titled "Saving our Youth: A preliminary Assessment of the Adults Relating to Kids Program." Her teaching specialties and interests include Gender and crime, Criminology, Popular Culture, Victimology, Juvenile justice, Drug Policy, and Criminal Justice Research Methods.

Katelyn Hancock: Ph.D. in Criminal Justice and Criminology with her dissertation titled "Polyvictimization: Exploring Correlates and Consequences." Her teaching specialties and interests include Victimology, Sexual Victimization, Ethics, and Criminological Theory.

Gale Iles: Ph.D. Criminal Justice with her dissertation titled "The Forgotten Paradise: An Assessment of Sentencing Decisions and Outcomes in the United States Virgin Islands." Her teaching specialties and interests include Comparative Criminal Justice Systems, Criminology, and Court systems.

Ahmet Kule: Ph.D. in Criminal Justice with his dissertation titled "Socialization of Individuals Who Join Terrorist Organizations in Turkey." His teaching specialties and interests include Terrorism, Policing, and Comparative Criminal Justice Systems.

Karen McGuffee: Doctor of Jurisprudence (J.D.) Her teaching specialties and interests include Evidence Law, Courts, Family Law, Constitutional Law, and Criminal Law.

Christina Policastro: Ph.D. Criminal Justice and Criminology with her dissertation titled "Victimization of the Elderly: An Application of Lifestyle/Routine Activities Theory." Her teaching specialties and interests include Intimate Partner Violence, Victimization/Victimology, Elder Abuse, Family Violence, Violence against Women, White Collar Crime, and Ethics.

Some faculty members also have practical experience in the field. Dr. Sherah Basham was a private investigator and assistant director of campus security. Dr. Ahmet Kule was a police officer with the Turkish Police and with NATO in Germany. Professor Karen McGuffee practiced law for several years in the area of family, criminal, and juvenile law. Dr. Rick Dierenfeldt served as an intelligence investigator in the Missouri Department of Corrections, police officer in the Gower Police Department (Missouri), and as a patrol supervisor in the Buchanan County Sheriff's Department (Missouri).

Faculty vitae are attached as Appendix 4b.

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

Beginning in Fall 2020, the regular workload of tenure-line faculty in the Criminal Justice Program was adjusted to 9 hours per semester. Until that time, the regular workload of *all* full-time faculty in the Criminal Justice Program was 12 hours. Full-time lecturers continue to maintain a regular workload of 12 hours. This change to departmental bylaws was implemented with the goal of providing tenure-line faculty with an appropriate amount of time to engage in research and service. The use of double sections within the undergraduate program (enrollments of 55-90 students) has been used to further these goals. Release time for administrative duties (e.g., online program coordinator, graduate program director, etc.) also results in reduced course loads. UTC has begun the movement toward an R2 Carnegie classification. Thus, while teaching remains the primary focus of UTC, increased emphasis is placed on research, publication, and external funding. The program is also currently searching for a full-time lecturer to replace Dr. Anovia Slaughter and has not yet been granted permission to fill the tenure-track line vacated by Dr. Melissa Jarrell-Ozymy.

This shortage places the program and faculty in a precarious position in terms of the ability to cover courses, as was demonstrated when two tenure-line faculty received professional development leave during the 2023-2024 academic year (1 during the fall, 1 during the spring). During this period, 40% of the full-time faculty taught at least 1 overload (e.g., 12 credit hours). Moreover, the Criminal Justice Program overall is heavily reliant on adjunct faculty. Although the program attempts to limit adjunct faculty instruction to elective courses, they account for a disproportionate amount of undergraduate student credit hour production (27.3% to 40.3%). Graduate classes have been taught exclusively by full-time faculty during this reporting cycle. Attempting to offer a minimum of 5-6 graduate classes per semester (2 core classes, 1 section of internships, 2-3 elective courses), while necessary, has also proven extremely challenging and taxing for the faculty. This issue is likely to worsen if the program continues to grow as it did in Fall 2024. SCH and FTE data for Fall 2019 through Fall 2023 are displayed in Table 20.

Table 20 MSCJ Program SCH and FTE for Fall 2019 through Fall 2023

Program Enrollment and Expenditures					
	2019-20[1]	2020-21[1]	2021-22[1]	2022-23[1]	2023-24[1]
Enrollment and Student Credit Hours					
Total Major Enrollment[2]	27	36	29	25	21
Fall SCH	234	279	213	192	167
Spring SCH	213	219	162	174	174
Total Academic Year SCH	447	498	375	366	341
Faculty					
FT Faculty FTE[3, 4]	6.00	7.00	7.00	7.00	6.00
PT Faculty FTE[4]	0.13	0.00	0.00	0.00	0.0
FT Faculty Fall SCH	195	279	213	192	167
FT Faculty Spring SCH	213	219	162	153	174
PT Faculty Fall SCH	39	0	0	0	0
PT Faculty Spring SCH	0	0	0	0	0
Expenditures					
Actual Expenditures[3, 5]	$2,342,239	$2,328,826	$2,372,986	$2,393,454	$2,590,072
Expenditures per FT Faculty FTE[4]	$390,373	$332,689	$338,998	$341,922	$431,679
Expenditures per Student Major	$86,749.61	$64,689.61	$81,827.11	$95,738.14	$123,336.77
Expenditures per SCH	$5,240	$4,676	$6,328	$6,539	$7,596

[1] FY data is July 1 - June 30 (Financial data is calculated on the fiscal year calendar of July 1- June 30)

[2] Based on Fall degree and major

[3] Data contains total department (graduate and undergraduate) results

[4] FTE is defined as number of credit hours being taught divided by 12.

[5] Contains Salaries (including adjuncts), Benefits, and Operating Expenditures.

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

UTC and the department actively recruit diverse faculty and students. The program has a diverse graduate faculty with respect to gender and ethnicity. Presently, 70% of 10 graduate faculty members are women (n=7; Crittenden, Policastro, Garland, Iles, McGuffee, Basham, Hancock), which is high for a traditionally male-dominated field. Further, 10% percent of the graduate faculty are African American/Black (n=1; Iles).

4.4 The faculty engage in regular professional development that enhances their teaching, scholarship, and practice.

Professional Development

Graduate faculty routinely attend and participate in conferences related to criminal justice and law. Graduate faculty can apply for and receive financial assistance to attend the conferences through the UTC Graduate School, the College of Arts and Sciences, and the

department. Students who have participated in conferences (graduate and undergraduate) have also received funding from school sources. Faculty routinely participate in research with students which has been beneficial to all involved. During this evaluation cycle, a total of 3 Criminal Justice graduate faculty members participated in professional development leave, including Dr. Gale Iles, Christina Policastro, and Dr. Ahmet Kule.

Faculty Productivity

The Criminal Justice graduate faculty members are highly active in terms of research, particularly in consideration of their teaching and service obligations. Indeed, they are involved in a wide variety of university, community, and professional service. Their involvement in city, state, and national organizations further demonstrates commitment to the university mission to be an engaged metropolitan university. The following individual summaries provide an overview of faculty accomplishments, including information on publications, grants, journal review service, conference presentations, offices in professional organizations, service on grant review panels, professional awards, university and community service, and other significant professional activities.

Sherah Basham: Dr. Basham began as a tenure-line faculty member at UTC in Fall 2020. During this reporting cycle, and as a faculty member at UTC, she has (co)authored 14 articles that have been accepted and/or published in the following journals: Journal of Ethnicity in Criminal Justice, Society and Animals, Journal of Police and Criminal Psychology, Journal of Sport and Tourism, American Journal of Undergraduate Research, Safety and Emergency Services Journal (x4), International Journal of Criminology and Sociology, American Journal of Qualitative Research, Journal of Criminal Justice Education, Journal of Interpersonal Violence, and Policing: An International Journal. She has also published 1 book chapter and several encyclopedia entries. During this reporting cycle, she has had 7 presentations at academic conferences, including the Southern Criminal Justice Association and American Society of Evidence-Based Policing.

Her service the community includes work as a volunteer with Union Gospel Mission, Alumni-Student Mentor with Pensacola Christian College, and Mentor with UT Promise. Her service to the discipline includes serving as a Guest Editor for a special issue in Police Practice and Research, Editorial Board Member of Safety & Emergency Services Journal, Member of the Southern Criminal Justice Association Awards Committee, Member of the ASC Division of Policing Awards Committee, Member of the ACJS Awards Committee, Volunteer with the ACJS Doctoral Summit, and as a peer reviewer for 8 scholarly journals. Her service to the university includes work as a member of the UTC Commission on the Status of Women, UTC Online Programs Working Group, UTC Student Media Advisory Board, UTC Faculty Awards Committee, UTC Faculty Senate, UTC Faculty Grants Committee, and as a UTC Commencement Marshal. At the department level, Dr. Basham has served as the Criminal Justice Online Program Coordinator for two years. She has also served as a member of 3 MSCJ thesis committees, chair of 1 MSCJ thesis, chair of 1 undergraduate honors thesis, chair of the Criminal Justice Career Expo Committee, and as a member of several ad hoc and standing committees within SCJS.

She is the (Co)PI of two externally funded projects, including 1 funded by Arnold Ventures ($99,830) and 1 funded by the Bureau of Justice Assistance ($844,294). In 2023, she was named as the recipient of the ASC Division of Policing Teaching and Mentorship Award, UTC College of Arts and Sciences Early Career Researcher Award, and SCJS Research Award.

Courtney Crittenden: Dr. Crittenden began as a tenure-line faculty member at UTC in Fall 2015. During this reporting cycle, she has (co)authored 11 articles that have been accepted and/or published in the following journals: Journal of Child and Family Studies, Criminal Justice Review, Journal of Drug Issues, Criminal Justice and Behavior, Journal of Criminal Justice, American Journal of Qualitative Research, Women and Criminal Justice, Journal of Criminal Justice Education, Educational Policy, Victims and Offenders, and Journal of Academic Ethics. She has had 8 presentations at academic conferences including the Southern Criminal Justice Association and American Society of Criminology.

Her service to the community includes her work as Committee Chair and Executive Committee Member/Fundraising Chair for Love, Period (St. Paul's Episcopal Church, Athens, TN), committee member of the McMinn County Cash Bail Fund Initiative, Vestry Senior Warden for St. Paul's Episcopal Church (Athens, TN), committee member of the A Step Ahead Chattanooga Contraceptive Access Advisory Committee, Community Representative for United Way of McMinn and Meigs Counties, and Chair of the Adult Sunday School Curriculum Committee at St. Paul's Episcopal Church (Athens, TN). At the discipline level, she has served as a chair of SCJS conference panels, committee chair for the SCJA Outstanding Professional Award, and committee chair for the SCJA Outstanding Student Poster Competition. At the university level, she has served as a member of the UTC Graduate Council, member of the UTC Graduate Council Appeals Committee, reviewer for the WCTL Online Teaching Certificate, member of the WCTL Advisory Board, and as a member of the Faculty Senate. At the department level, Dr. Crittenden has served as Criminal Justice Graduate Program Director for 2 years and Criminal Justice Online Program Coordinator for 3 years. During this reporting cycle, she has served as chair of 5 MSCJ master's theses, committee member of 4 MSCJ master's theses, chair of 2 undergraduate honors theses, and as a member of multiple ad hod and standing committees within SCJS.

In 2022, she was named was named as the recipient of the Harold Love Outstanding Community Service Award (state level award). In 2024, she was named the recipient of the CAS Award for Outstanding Teaching (tenure line).

Andrew Denney: Dr. Denney began as a tenure-line faculty member at UTC in Fall 2023. During this reporting cycle, and as a faculty member at UTC, he has published 2 articles in the following journals: Safety and Emergency Services Journal and Justice Evaluation Journal. He has also published 1 book and an encyclopedia entry and has several works in progress. He has had 5 presentations at academic conferences including the Southern Criminal Justice Association, Academy of Criminal Justice Sciences, and American Society of Criminology.

His service to the community includes his work as a member of the Hamilton County Family Justice Center Men and Boys Task Force and as a member of the Tennessee Department of Correction Tennessee Reentry Coalition. At the discipline level, Dr. Denney has served as Director-at-Large for the Southern Criminal Justice Association and as a committee member of the SCJA Outstanding Graduate Student Award. He has also served as a peer reviewer for 5 academic journals. At the university level, he has served as a member of the UTC Grade Appeals Committee, annual assessor for the UTC General Education Program, and as a proposal reviewer for the UTC Student SEARCH Award. At the department level, he has served as a member of the Criminal Justice Career Expo committee and as a member of multiple ad hoc and standing committees within SCJS.

He is the (Co)PI of 1 externally funded project by the Bureau of Justice Assistance ($844,294).

Rick Dierenfeldt: Dr. Dierenfeldt began as a tenure-line faculty member at UTC in Fall 2018. During this reporting cycle, he has (co)authored 21 articles that have been accepted and/or published in the following journals: Deviant Behavior (x2), Journal of Ethnicity in Criminal Justice, American Journal of Criminal Justice (x2), International Journal of Offender Therapy and Comparative Criminology (x3), Journal of Criminal Justice Education, Journal of Drug Issues, Journal of Sport and Tourism, Safety and Emergency Services Journal, American Journal of Undergraduate Research, Journal of Criminal Justice, Victims and Offenders, Journal of Interpersonal Violence (x3), Journal of Research in Crime and Delinquency, Police Quarterly, and International Journal of Adolescence and Youth. He also published 1 book chapter and more than 30 technical reports. He has had 15 presentations at academic conferences including the Southern Criminal Justice Association, Academy of Criminal Justice Sciences, and American Society of Criminology.

His service to the community includes his work as a member of the Hamilton County Opioid Abatement Strategies Evaluation and Professional Pipeline Workgroup, member of the Southeast Regional Substance Misuse Task Force, and Criminal Justice Reform Expert and Steering Committee Member of the Substance Misuse and Addiction Resource for Tennessee (SMART) Policy Network. At the discipline level, Dr. Dierenfeldt has served as Director-at-Large of the Southern Criminal Justice Association, chair of the SCJA Constitution and Bylaws Committee, chair of the SCJA Outstanding Student Poster committee, panel chair at the annual meeting of SCJA, member of the SCJA Tom Barker Outstanding Undergraduate Student committee, member of the SCJA Audit Committee, and ad hoc reviewer for 19 academic journals. At the university level, he has served on search committees for the Associate Vice Chancellor for Public Safety and 3 campus police officers. He has also served as a member of the UTC General Education Committee, member of the UTC Grade Appeal Committee, member of the UTC Graduate Honor Court, and as faculty advisor of UTC Club Baseball. At the department level, Dr. Dierenfeldt has served as Interim Department Head for 2 years and Criminal Justice Internship Coordinator for 5 years. He has also served as chair of 5 MSCJ theses, 1 undergraduate honors thesis, and as a member of 3 additional MSCJ

thesis committees. He has also served as a committee member and chair of multiple ad hoc and standing committees within SCJS.

He is the (Co)PI of 4 externally funded projects totaling approximately $4 million, all by the Bureau of Justice Assistance, in the amounts of $700,000 (BJA-2020-17017), $500,000 (BJA-2023-171722), $844,294 (BJA-2024-172034), and $2,000,000 (BJA-2024-172063). In 2022, he was named as the UTC College of Arts and Sciences Graduate Student Mentor of the Year.

Tammy Garland: Dr. Garland began as a tenure-line faculty member at UTC in Fall 2005. During this reporting cycle, she has (co)authored 10 articles that have been accepted and/or published in the following journals: Journal of Child and Family Studies, Journal of Offender Therapy and Comparative Criminology, Journal of Criminal Justice Education, Higher Education Policy, Journal of Drug Issues, Journal of Crime and Popular Culture, Journal of Criminal Justice Education, Educational Policy, Feminist Criminology, Journal of Academic Ethics. She has had 8 presentations at academic conferences, all at the Southern Criminal Justice Association.

Her service to the community includes her work as a member of the Vestry, Outreach Committee, and Priest-in-Charge Search Committee of St. Peter's Episcopal Church. She has also served as a board member of Volunteers of America Southeast Human Rights Council, and Metropolitan Ministries. She has served as Chair of the Brainerd High School First Ready Institute (Law, First Responders, and Forensic Science), Chair of the Chattanooga Community Housing Development Organization, Board Member of the Moccasin Bend Mental Health Institute, Past Chair and Chair of the Project Homeless Connect Planning Committee, and as a volunteer with the Chatt Foundation, YMCA Food and Fit Program, My Own Two Feet and Wheels, and St. Peter's Episcopal Church. At the discipline level, Dr. Garland has served as a member of the SCJA Outstanding Professional Committee, member of the SCJA Tom Barker Outstanding Undergraduate Student Committee, ACJS program chair, Chair and Past Chair of the ACJS Victimology Section Leadership Committee, Associate Editor of the Journal of Criminal Justice and Popular Culture, and as an ad hoc reviewer for 11 scholarly journals. She has also served on the editorial boards of Contemporary Justice Review, Crime and Delinquency, Crime, Media, and Culture, Critical Criminology, Feminist Criminology, Feminist Media Studies, International Journal of Comparative and Applied Criminal Justice, Journal of Criminal Justice and Popular Culture, Journal of Interpersonal Violence, Violence and Victims, and Violence Against Women. At the university level, she has served as a member of the Tennessee University Faculty Senates (TUFS) committee, University Faculty Council UTC Faculty Senate Representative for the UT System, member of the UT Online Pilot Committee, member of the UTC FARC committee, member of the UTC Petitions committee, member of the UTC Institutional Review Board, faculty representative on the UTC Advisory Board, member of the UTC CAS Post-Tenure Review committee, member of the UTC Faculty Handbook committee, President Elect, President, and Past President of the UTC Faculty Senate, member of the UTC Strategic Plan Transitional Team, member of the SACSCOC QEP Committee, member of the UTC Campus Leadership Team, member of the UTC Institutional Compliance Team, Faculty

Senate Representative to UPRAC, member of the UTC Safety Committee, and as the developer of the Community Engagement Minor. At the department level, Dr. Garland has chaired and served on multiple ad hoc and standing committees within SCJS. She has also chaired 1 MSCJ thesis and 1 undergraduate honors thesis, and served as a member of 4 MSCJ committees, 1 CHEPS dissertation committee, and 1 undergraduate honors thesis committee.

In 2023, she was named as the recipient of the UTC CAS Dean's Award for Service Learning. In 2022, she was named as the recipient of the UTC CAS Dean's Award for Service. In 2019, she was named as the recipient of the Harold Love Outstanding Community Service Award.

Katelyn Hancock: Dr. Hancock began as a tenure-line faculty member at UTC in Fall 2022. During this reporting cycle, she has (co)authored 6 articles that have been accepted and/or published in the following journals: Journal of Interpersonal Violence, Journal of School Violence (x2), Violence and Victims, Journal of Ethnicity in Criminal Justice, and Violence and Gender. She has had 10 presentations at academic conferences, including Southern Criminal Justice Association and American Society of Criminology.

Her service to the community includes her work as an event organizer for the Family Justice Center and Partnership for Families, Children, and Adults. At the discipline level. Dr. Hancock has served as a member of the SCJA Constitution and Bylaws Committee, member of the SCJA Awards Committee, Executive Counselor of the Victimology Section of ACJS, Editorial Board Member for the Journal of Criminal Justice and Popular Culture, member of the ASC Division of Victimology Newsletter committee, and ad hoc reviewer for 3 scholarly journals. At the university level, she has served as a member of the CAS Curriculum Committee, member of the UTC Title IX Prevention and Education Committee, member of the UTC Faculty Development Grants Committee, and as a commencement marshal.

In 2024, Dr. Hancock was named as the recipient of the ACJS Victimology Section's Impact Award. In 2022, she was named as the recipient of the SCJA Outstanding Doctoral Student Award. She has also been the recipient of 12 internal awards designed to fund various teaching and professional development initiatives.

Gale Iles: Dr. Iles began as a tenure-line faculty member at UTC in Fall 2006. During this reporting cycle, she has (co)authored 9 articles that have been accepted and/or published in the following journals: Journal of Ethnicity in Criminal Justice, Deviant Behavior, Society and Animals, Safety and Emergency Services Journal (x2), International Journal of Criminology and Sociology, International Journal of Offender Therapy and Comparative Criminology (x2), and Journal of Ethnicity in Criminal Justice. She has had 5 presentations at academic conferences, including Living with Animals Conference, Alliance for Hope Conference, Academy of Criminal Justice Sciences, and Southern Criminal Justice Association.

Her service to the community includes her work as a member of the Hamilton County Community Corrections Advisory Board, consultant for the Family Justice Center, evaluator for the Veterans Treatment Court Planning Initiative, member of the Board of Directors for Big Brothers/Big Sisters of Greater Chattanooga. At the discipline level, Dr. Iles has served as an editorial board member for the International Journal of Criminology and Sociology and as an ad hoc reviewer for 3 scholarly journals. At the university level, she has served as a member of the CAS Diversity Committee, Volunteer for CNP, member of the UTC Spring Research Conference Planning Committee, member of the UTC Global Education Advisory Board, chair of the UTC Learning Environment Committee, chair of the UTC Police Advisory Committee, volunteer with Gear Up, member of the Student Rating of Faculty Instruction Committee, and as a member of a search committee for a UTC campus police officer. At the department level, she has chaired 1 MSCJ thesis and served on 2 MSCJ thesis committees. She has also chaired or served on multiple ad hoc and standing committees within SCJS. In addition, she served as a Program Chair for the 2024 ACJS Annual Conference and is a member of the ASC 2025 Annual Meeting Program Committee.

She is the (Co)PI of 1 externally funded project by the Bureau of Justice Assistance ($844,294).

Ahmet Kule: Dr. Kule began as a tenure-line faculty member at UTC in Fall 20016. During this reporting cycle, he has (co)authored 1 book (Police Code of Silence in Times of Change) and 3 articles that have been accepted and/or published in the following journals: Studies in Conflict and Terrorism, European Journal of Criminology, Journal of Ethnicity in Criminal Justice. He has had 6 presentations at academic conferences, including the Academy of Criminal Justice Sciences, American Society of Criminology, and ISPC (International—Russia).

His service to the community includes his work as a volunteer with Fulton Science Academy and Hamilton County Schools. At the discipline level, Dr. Kule has served as a member of the ASC Division of International Criminology Outstanding Book committee, panel chair for ACJS, and member of the ASC Division of International Criminology Student Paper committee. At the university level, he has served as a member of the UTC National Center for Academic Excellence for Cyber Defense (CAE-CD) Advisory Board and as a member of the UTC Undergraduate Academic Standards Committee. At the department level, he has served as chair of the Curriculum Committee. He has also chaired or served on multiple ad hoc and standing committees within SCJS.

Karen McGuffee: Dr. McGuffee began as a tenure-line faculty member at UTC in Fall 2000. During this reporting cycle, she has (co)authored 6 articles that have been accepted and/or published in the following journals: Higher Education Policy, Society and Animals, Criminal Justice Review, Journal of Interpersonal Violence, Women and Criminal Justice, and Victims and Offenders. She has had 2 presentations at academic conferences, both at ACJS.

Her service to the community includes her work as a volunteer with First Things First, Tennessee Victim's Assistance Academy, Community Foundation, and Bradley County District Attorney's Office. At the discipline level, Dr. McGuffee has served as a volunteer for the Black Squirrel Invitational Mock Trial Competition, member of the Chattanooga State Paralegal Program Advisory Board, and as an ad hoc reviewer for The Legal Educator. At the university level, she has served as a member and chair of the UTC Undergraduate Petitions Committee, member and chair of the UTC Course Learning Evaluation Committee, UTC Pre-Law Committee, UTC Faculty Rating of Administration Committee, member of the CAS Post-Tenure Review Committee, and member of the CAS Tenure and Promotion Committee. At the department level, Dr. McGuffee has served as Associate Department Head since 2016. She has served on 5 MSCJ thesis committees and 2 undergraduate honors thesis committees. She has also chaired or served on multiple ad hoc and standing committees within SCJS.

Christina Policastro: Dr. Policastro began as a tenure-line faculty member at UTC in Fall 2015. During this reporting cycle, she has (co)authored 1 book (Deviance Among Physicians: Fraud, Violence and the Power to Prescribe) and 15 articles that have been accepted and/or published in the following journals: Victims and Offenders, Journal of Drug Issues, Women and Criminal Justice, Journal of School Violence, Sexuality Research and Social Policy, Feminist Criminology, Criminal Justice Review, Journal of Criminal Justice and Pop Culture, Journal of Trauma Nursing, Policy, Politics, and Nursing Practice, Journal of Interpersonal Violence (x2), Journal of Child and Family Studies, Deviant Behavior, and Computers, Informatics, Nursing. She has had 9 presentations at academic conferences, including the Southern Criminal Justice Association, American Society of Criminology, and Academy of Criminal Justice Sciences.

Her service to the community includes her work as a member of the Safe Bar Chattanooga Initiative Planning, member of the Step Ahead Chattanooga Advisory Board, member of the Erlanger Hospital Nurse Family Partnership Community Advisory Board, and volunteer with the Two Rivers Church Prosocial Youth Program. At the discipline level, Dr. Policastro has served as a member of the American Journal of Criminal Justice Editor Search Committee, director-at-large of the SCJA executive board, member of the SCJA Tellers Committee, chair of the SCJA New Student and Untenured Faculty Travel Committee, external program reviewer for Clemson University's Master of Arts in Social Sciences Program, editorial board member of the Journal of Criminal Justice and Popular Culture, editorial board member of the American Journal of Criminal Justice, chair and immediate past chair of the Victimology Section of ACJS, member of the SCJA COPE Committee for the American Journal of Criminal Justice, and chair of the SCJA Outstanding Master's Student Award. She has also served as an ad hoc reviewer for 15 scholarly journals. At the university level, she has served as a member of the UTC Graduate Council, member of the UTC Graduate School Curriculum Committee, member of the UTC Graduate School Appeals Committee, Member of the UTC FARC Committee, Member of the UTC Institutional Review Board, member of the UTC WCTL Advisory Board, and member of the CAS RTP Committee. At the department level, she has served as the Criminal Justice Graduate Program Director for 3 years, chair of 2

MSCJ theses, and as a committee member of 11 MSCJ theses. She has also chaired or served on multiple ad hoc and standing committees within SCJS.

She has been the recipient of 4 state block grants totaling $154,872 used to finance the Tommy Burks Victim Assistance Academy.

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

All full-time graduate faculty members are actively engaged in planning, evaluating, and improving teaching and the curriculum and play an integral part in the program assessment process. Individual professors plan and teach courses with program outcomes in mind, administering exams and formal written and oral assignments to ensure that students are achieving course and program outcomes. As outlined above, student learning outcome data for CJLOs are collected each semester and reported to the Associate Head, Karen McGuffee, who then submits the information in the university's assessment tool (Campus Labs). Program faculty routinely meet to discuss the strengths and weaknesses of the program, as well as to discuss curricular changes. When a curriculum proposal is necessary, a faculty member creates a proposal and submits it to the SCJS Curriculum Committee (one of two standing committees in the department). If the proposal passes through committee, the entire department votes on the proposal before it is sent to the department head for final department-level approval. The proposal is then vetted by the college- and university-level curriculum committees.

Student teaching evaluations are completed online for each class every semester, excluding independent studies. Students are encouraged to complete these evaluations because the information gleaned is used for EDO purposes by administration to improve teaching and by professors to make positive changes to their graduate classes. Criminal Justice graduate faculty have consistently received excellent teaching evaluations during this evaluation cycle (see Tables 10-19).

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

The faculty members are excellent teachers as is evidenced by the students' evaluations each semester. Upon comparison of measures of satisfaction with the overall course, including use of critical thinking skills, knowledge of the course content, use of active learning, and timely feedback from the professor, students consistently score Criminal Justice faculty at levels commensurate with the College of Arts and Science and University as a whole. This comprehensive examination of all faculty in all courses demonstrates the high quality of faculty teaching in the program (see Tables 10-19). The EDO process outlined above is similarly used to assist faculty in improving teaching, scholarly and creative activities, and service. This is achieved through continuous communication between the faculty and department head as they outline their goals at the beginning of the calendar year and describe their outcomes at the conclusion of the calendar year.

PART 5: LEARNING RESOURCES

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

The Criminal Justice Program is located on the 4th floor of the State Office Building (540 McCallie Avenue). The program relocated to this space in the summer of 2018. The space had benefitted from cosmetic renovations and the department used gift fund money to purchase all new office furniture for faculty, each of whom has an office in this space. The office suite is also equipped with a large conference room (including projector/computer podium and smart TV), a kitchen equipped with sink and refrigerator, and a copy room.

Although this represented a significant improvement over the space previously allocated to Criminal Justice, it came with several drawbacks. First, the space was landlocked between the Department of Political Science and Public Service and the TRIO program. Second, the office suite provided only enough office space for current faculty. Third, the space did not provide a dedicated lab/research area. Cumulatively, these issues represented a significant hurdle in terms of program growth and increased research capacity. Fourth, the space did not provide an engagement area for students, faculty, or visitors. Instead, the foyer was used to house rather unattractive cubicles equipped with 6 desktops for graduate student use. Finally, the program's administrative associate was located in an open hallway 'nook,' which created privacy issues and constant distractions stemming from the flow of delivery drivers and other visitors who had become lost. Beginning in Spring 2024, the needs of the department—particularly in terms of space—were re-evaluated. This process resulted in the development and submission of multiple proposals to the college and university. Following a series of meetings, campus administrators re-allocated two offices from TRIO to Criminal Justice. The first of these was used to house a new Criminal Justice research center dubbed the Violence Reduction Initiative (VRI). The VRI provides space for 3 large workstations, equipment, and personnel engaged in externally funded research projects with community partners. The second office was assigned to the program's administrative associate. A half wall was moved to the 'nook' previously assigned to the administrative associate, allowing for a more private space. Within this area, 3 large workstations were set up for graduate student use. The cubicles and workstations in the main foyer were then removed and replaced with new furniture purchased with program gift funds, creating an attractive engagement area that is now being used to host program events and as a space for interaction and community among faculty, students, and visitors.

In terms of equipment, faculty computers are refreshed via the institution's computer refresh program on a set cycle. All faculty/staff offices are equipped with desktops (either Mac or Dell personal computers). New desktop computers, printers, headphones, recorders, and encrypted external hard drives were purchased for the VRI using funds provided by the CAS Dean's Office and the SCJS department budget. There are classrooms in the State Office Building that may be requested for courses that may

require a computer lab; however, there is not a dedicated Criminal Justice Department computer lab space for undergraduate use.

The University regularly upgrades and maintains classroom space and computer labs. There are staff members who clean and maintain physical spaces, as well as those who deal with classroom and computer issues. When there is a problem, the faculty member or administrative associate calls Facilities or the Computer Help Desk, who sends over personnel to address any issues that have been identified.

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 Walker Center for Teaching and Learning (WCTL), as well as the university library. The WCTL regularly holds workshops for faculty and staff related to a variety of teaching topics (see website here: https://www.utc.edu/walker-center- teaching-learning/index.php). The WTCL is a valuable resource to assist faculty in course development and design, integration of technology in the classroom, and assessment. Two particular areas merit special mention, including WCTL's role in the implementation of Quality Matters (QM) standards in courses across the university and the guidance it provides in issues related to Artificial Intelligence.

Students also have access to the Writing and Communication Center on campus (see:https://www.utc.edu/library/services/writing-and-communication-center/about.php). This resource provides assistance both in-person and electronically to students. The center focuses on helping students improve their writing abilities and will work with faculty to tailor their services based on the particular writing assignments required for a course.

The university library (see https://www.utc.edu/library/) houses a plethora of resources for students and faculty. Importantly, students have access to the university writing center and librarian instruction services to help improve their writing/research skills (see: https://www.utc.edu/library/help/). Students and faculty may access individual and small group study rooms that are stocked with state-of-the-art equipment tailored to the needs of the individual/groups. The UTC Library Studio is located on the 3rd floor of the library and has a host of resources for students/faculty who are interested in using innovative equipment and software to create a range of media (e.g., produce movies, prototype inventions, 3D printing, etc.). There are 24 workstations on the 3rd floor and staff present to assist in the use/navigation of the software/technology. Faculty can also work with the Affordable Course Material Initiative (ACMI) program through the library. This program assists faculty in choosing low- or no-cost materials for their courses to assist with affordability for the students.

5.3 The program provides adequate materials and support staff to encourage research and publication.

The Criminal Justice Program has invested significant time and energy to create opportunities for research and publication for students. As noted elsewhere in this self-study, a total of 16 graduate students successfully defended theses during this reporting period. Further, 3 undergraduate students and 18 graduate students co-authored a total of 21 presentations that were offered at regional and national conferences, while 3 undergraduate and 13 graduate students published a total of 22 manuscripts in peer-reviewed journals. In other words, our program produces an average of more than 4 student-coauthored publications each year. Importantly, this level of success is derived almost entirely from uncompensated work on the part of graduate faculty through supervising independent studies and chairing theses.

Many of these research and publication opportunities are owed to graduate faculty who made existing data available to students. In several other cases, graduate faculty worked with students to gather primary data, both quantitative and qualitative. Our faculty have also made a concerted effort to involve students in externally funded research. During this reporting period, 3 graduate assistantships were funded through external grants and contracts, and additional hourly compensation for student researchers was made available through other funding sources. Two additional graduate assistants will be funded in Spring 2025 via external funding that was secured in October 2024.

The program has also invested in space and materials to further encourage research and publication by students. The Violence Reduction Initiative (VRI), a research center housed within the Criminal Justice Program, was established in Fall 2024. The center is located in newly allocated office space and is equipped with three desktop workstations. Graduate students assigned to externally funded research projects may work in the VRI, where they have access to analytical software, encrypted external hard drives, and specialized equipment (e.g., recording devices used in qualitative interviews). The managing director of the VRI, Eleanor Yates, is a graduate student. A second computer lab, with three desktop workstations, has also been set up within the Criminal Justice office suite. The lab is located away from faculty offices and is surrounded by a partition in order to provide a distraction free environment for graduate students.

PART 6: SUPPORT

6.1 The program's operating budget is consistent with the needs of the program.
Overall, the operating budgets at UTC are insufficient to sustain the level of research, teaching, and service the department completes. There has been very little fluctuation in the budget since Criminal Justice merged with Sociology, Anthropology, and Geography, other than salaries due to new hires, promotion, and tenure. The program frequently relies on an online funds account generated from the fees associated with online Criminal Justice courses offered by our faculty. These funds are used to support additional graduate assistants who assist professors teaching online classes, and to support salaries for online classes taught by full-time and adjunct faculty members. The Criminal Justice Program

also maintains a gift fund that has been used to furnish furniture, equipment, and marketing materials. The program has also started a scholarship for students with these funds in honor of the late Dr. Vic Bumphus. Finally, the department has an account (Facilities & Administrative Costs) for other items needed in Criminal Justice. The budget is attached as Appendix 6a. Beyond the budget, faculty must seek additional funding for research, travel, and teaching. The Walker Center for Teaching and Learning provides funding for course redesign for online instruction. The Collaborative Research Initiative for Sponsored Programs provides funding for collaborative research. The Experiential Learning Faculty Fellows grant helps faculty with funding to create experiential learning classes. The High-Impact Practices Development Grants provide funds for the development of active learning in classes. The Ruth Holmberg Grant for Faculty Excellence supports time, through course releases and money, for research and special projects. The UTC Engaged Grants Competition: Arts-Innovation – Activation supports engaged research. Finally, various faculty grants sponsored by the College of Arts and Sciences provide funding for faculty for research and teaching.

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

Enrollment

Over the last five years, fall enrollment numbers for the MSCJ Program have ranged from a low of 21 in Fall 2023 to a high of 36 in Fall 2020 (see Table 21). Enrollment and SCH have generally trended downward over the course of this reporting cycle. This fact prompted an increased focus on recruitment strategies beginning in Fall 2023, as well as the decision to rotate course modality of core classes from year-to-year. Notably, although not displayed in Table 21, these efforts appear to have had a net positive effect, as enrollment increased by approximately 23% between Fall 2023 and Fall 2024, with the number of students enrolled in the graduate program standing at 26 at the beginning of the semester.

Table 21 Student Enrollment in the MSCJ Program

MSCJ Program Enrollment					
	2019-20[1]	2020-21[1]	2021-22[1]	2022-23[1]	2023-24[1]
Enrollment and Student Credit Hours					
Total Major Enrollment[2]	27	36	29	25	21
Fall SCH	234	279	213	192	167
Spring SCH	213	219	162	174	174
Total Academic Year SCH	447	498	375	366	341

Retention

Like the general downward trend in enrollment, fall-to-fall retention rates followed somewhat of a similar pattern over the same period. Rates ranged from a low of 60.0% to a high of 75%. It is notable, however, that while retention decreased from 68% in 2020 to 60% in 2021 and 2022, it recovered to 75.0% in Fall 2023. See Table 22 for retention data.

Table 22 MSCJ Student Retention and Degrees Awarded

MSCJ Program Student Success					
	2019-20[1]	2020-21[1]	2021-22[1]	2022-23[1]	2023-24[1]
Student Success					
Degrees Awarded[2]	9	8	10	10	11
	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023
Retention Rate[3]	67%	68%	60%	60%	75%
[1]Calculated using preceding Summer, Fall, and Spring terms.					
[2]Retention is calculated based on the Fall to Fall term within the program's majors. Students who graduate prior to the following fall are excluded from the calculation in both numerator and denominator.					

Graduation

Unlike the trends observed in enrollment and retention, the number of degrees awarded on a fall-to-fall basis remained quite steady, even exhibiting a somewhat upward trend between AY 2019-2020 and AY 2023-2024. The number of degrees awarded ranged from a low of 8 in AY 2020-2021 to a high of 11 in AY 2023-2024 (see Table 22). Overall, the Criminal Justice Program has been a high-quality degree based on the dedication and hard work of the faculty, and it has been very cost-effective for UTC based on the number of majors, including MSCJ students, versus the number of full-time faculty over the past several years. Regularly offering online and hybrid courses (including core) has also been beneficial for the program since it allows students who are unable to attend face-to-face classes, particularly working professionals and single parents, to pursue a degree.

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

The Criminal Justice Program has responded to local, state, regional, and national needs in several ways. The program routinely examines and changes current course offerings to reflect the needs of the local and national job markets. The program also creates and revises classes based on student interest and current issues. Each semester, the program offers special topics classes to provide a variety of issues unique to criminal justice majors, many of which are added to the permanent curriculum and enrich our elective offerings. Prominent examples of 5100r classes include Cyber Crime, Family Violence, and Neighborhoods and Crime, some of which are likely to be added to the permanent curriculum in the coming academic year. Regrettably, the CRMJ 5200 Crime Analysis was removed from the graduate curriculum by the university during AY 2023-2024 after it had not been taught for approximately 10 years. The program has attempted to address this issue directly by proposing the hire of a tenure-line faculty member specializing in spatial-temporal and social network analysis for each of the last two years. Each of those requests was denied.

The program also offers a variety of internship opportunities to allow students to obtain "real world" experience. For several of the 21 agencies that partner with the program, a substantial number of their hires over the last 5 years have been Criminal Justice interns. Prominent examples include police officers and crime scene investigators hired by the Chattanooga Police Department, probation and parole officers with the Georgia

Department of Community Supervision, and paralegals with the law firms Craft Law and Speek, Turner, and Newkirk, as well as federal agents hired by the U.S. Marshals, ATF, and FBI. The feedback from the internship sponsors is also carefully evaluated as a method of informing changes to our curriculum. The decision to expand online course offerings, particularly core classes, is also intended to help those locally and nationally by allowing more flexibility in degree completion. As noted above, enrollment in the MSCJ program increased by approximately 40% during the last academic year and preliminary data suggest the Fall 2025 cohort will also be strong.

The program has also endeavored to increase its research capacity in order to address criminal justice issues in the city, state, and region. In 2020, Dr. Rick Dierenfeldt began a 3-year commitment as part of a Bureau of Justice Assistance (BJA) funded partnership (Grant No. 2020-DG-BX-0008, Award Amount: $700,000) with the Chattanooga Police Department to implement and evaluate the Scenic City Crime Gun Intelligence Center (CGIC). Faculty assisted the CPD in writing the grant application and then spent 3 years conducting statistical analysis, producing policy-driven technical reports, and providing the CGIC with new metrics that could be used to guide practices designed to reduce gun violence in Chattanooga. Through the UTC sub-award from the grant, faculty were also able to create and fund 3 research assistant positions that allowed graduate students to receive tuition assistance and stipends while they worked on the project. Over the course of the partnership, much was achieved, including the following:

1. 27% decrease in firearm homicides.
2. 36% decrease in overall homicides.
3. 42% decrease in shooting victims.
4. 36% decrease in gang-member-involved homicide victims.
5. 18% decrease in non-gang-member-involved homicide victims.
6. 42% decrease in non-fatal-shooting incidents.
7. 41% decrease in gang-member-involved non-fatal-shooting incidents.
8. Reconceptualization of case closure, resulting in more rapid seizure of crime guns and, in turn, a decrease in the number of offenses associated with each individual crime gun.
9. Scenic City CGIC recently received the Excellence in Crime Gun Intelligence Award from the ATF in Washington, D.C.
10. Scenic City CGIC is being treated by the BJA and National Policing Institute as a model for others to follow—to such an extent that in the last 3 years, the director of the center, Sgt. Josh May (a UTC CJ alum) has been sent to more than 50 jurisdictions across the United States to help them develop their own CGIC/NIBIN investigative units.
11. The project has resulted in more than 30 student co-authored technical reports and peer-reviewed publications, as well as several graduate theses and conference presentations.

Leveraging this success, the Criminal Justice Program with the support of the College of Arts and Sciences and the Graduate School, launched the Violence Reduction Initiative (VRI), a research center devoted to the pursuit of externally funded partnerships with

local, state, and regional stakeholders in Fall 2024. The establishment of the VRI places our program and university in a better position to address crime and justice issues in our service area, particularly those related to violence. Specifically, it makes us more competitive for external funding, encourages a higher level of community engagement, supports student-faculty research collaboration, and puts us in a position to produce research and policy that address timely, important, and highly visible issues. The VRI has already enjoyed a high level of success. In September 2024, Drs. Andrew Denney, Rick Dierenfeldt, Gale Iles, and Sherah Basham received notification that their submission in response to the Bureau of Justice Assistance Second Chance Act Smart Supervision Program (BJA-2024-172034) solicitation, which was co-authored with Hamilton County Alternative Sentencing, was fully funded in the amount of $844,294. In October 2024, Dr. Rick Dierenfeldt received notification that his submission in response to the Bureau of Justice Assistance Office of Justice Programs Community Based Violence Intervention and Prevention Initiative Site-Based (BJA-2024-172063), which was co-authored with the City of Chattanooga and RTI International, was fully funded in the amount of $2,000,000. Faculty affiliated with the VRI have submitted several additional grant proposals that are pending decision. Each represents a collaboration with one or more criminal justice agencies or service providers in the region. They include the following:

Enhanced Pre-Trial Supervision Responses and Research. Bayles, S., Dierenfeldt, R., Denney, A., & Hancock, K. Bureau of Justice Assistance Field Initiated: Encouraging Innovation (BJA-2024-172182). Amount Requested: $986,327. UTC Subaward: $178,355. Decision: Pending.

Redlands Field Initiated Action Research Partnership. Basham, S., Dierenfeldt, R., Mitchell, J. National Institute of Justice Field Initiated Action Research Partnership (NIJ-2024-172070). Amount Requested: $399,931. Decision: Pending.

Nu-Start Rural Communities Opioid Response. Bibbs, C., Dierenfeldt, R., Garland, T., & Iles, G. Health Resources and Services Administration Rural Communities Opioid Response Program Impact (HRSA-24-014). Amount Requested: $3,000,000. UTC Subaward: $159,347. Decision: Pending.
Recidivism Reduction Initiative. Bayles, S., Dierenfeldt, R., Denney, A., Basham, S., & Iles, G. Bureau of Justice Assistance Community Supervision Strategies (BJA-2024-172023). Amount Requested: $719,298. UTC Subaward: $161,896. Decision: Pending.

To address the recruiting crisis faced by many criminal agencies in our city, state, and region, the Criminal Justice Program launched its inaugural Criminal Justice Career Expo in February 2024. These efforts were led by Dr. Sherah Basham and supported by Dr. Andrew Denney and Ms. Sara Knox. The expo was highly successful, attracting 30 criminal justice agencies from Chattanooga to Washington, D.C., and more than 200 students. Plans for the second iteration of this event are well underway.

Finally, intimate partner and sexual violence remain prominent concerns in our service area, creating a need for trained victim service providers. For each of the last 5 years, Dr. Christina Policastro, in partnership with the Tennessee Coalition to End Domestic and

Sexual Violence, has coordinated the Senator Tommy Burks Victim Assistance Academy. The purpose of this Academy is to provide basic level training to victim advocates and, in turn, improve services to crime victims. The 40-hour curriculum encompasses a variety of subjects including: Victims' Compensation, Domestic Violence, Sexual Assault, Child Victimization, Impact of Trauma, Bystander Programming, Primary Prevention, Ethics, Collaboration, and Cultural Competency.

6.4 The program regularly and systematically collects data on graduating students and evaluates placement of graduates.

The data for enrollment, retention, graduation, and placement are collected by the Office of Planning, Evaluation, and Institutional Research (OPEIR). The Alumni Office also keeps records relevant to placement. Unfortunately, both units only have employment information for alumni who respond to outreach efforts, and they do not maintain or provide statistics for graduates working within their majors. Data provided by OPEIR for this reporting cycle are displayed in Table 23.

Table 23 Employment Results for MSCJ Alumni

Department/Program results		
Primary status after graduation	**Summer 2021-Spring 2024 (N)**	**%**
Employed full time	3	50.0
Employed part time	1	16.7
Actively engaged in pursuing an entrepreneurial activity		0.0
Participating in a volunteer or service program		0.0
Pursuing another degree	1	16.7
Planning to pursue another degree but not yet enrolled		0.0
Seeking employment	1	16.7
Serving in the US military		0.0
Unable to seek employment at this time		0.0
Not seeking employment or continuing education at this time		0.0
	6	

The program has endeavored to improve in this regard, though no regular or systematic effort of collecting data on graduate students or placements has been established. It does, however, maintain regular contact with several recent alumni who have secured employment with such agencies as the ATF, U.S. Marshals, FBI, Tennessee Department of Correction (Probation and Parole), Chattanooga Police Department, Philadelphia Citizen Police Oversight Commission, Georgia Department of Community Supervision, and UTC Campus Police. Several graduates have also pursued doctoral degrees after successfully navigating the UTC MSCJ program. Most recently, our graduates have accepted fully funded assistantships in doctoral programs at American University, Georgia State University, and University of Louisville.

6.5 The program's procedures are regularly reviewed to ensure alignment to institutional policies and mission.

Curriculum and procedures are routinely reviewed each academic year, a process that begins within the Graduate Committee convened by the Graduate Program Director and in consultation with the Department Head and Associate Department Head. The Graduate Program Director also works closely with the Graduate School to ensure that the program is in compliance with university expectations.

The first revision of the MSCJ program took place in 1995, following a 1993 review by external consultants. At that time, the curriculum was restructured. The core curriculum was broadened, and specific concentrations (e.g., in corrections, policing, the law) were abolished in favor of major electives. The core curriculum grew to 21 hours that included research methods (two courses), proseminar (overview of the criminal justice system), administration, cross-cultural diversity, theory, and the courts. Other major revisions occurred in 2004, 2010, and 2015 that involved everything from restructuring course sequencing and course catalog descriptions to reductions in core requirements. The current iteration requires completion of 36 credit hours (12 core) and satisfactory completion of either a thesis or comprehensive exam.

APPENDIX 1A: RECENT COMPREHENSIVE EXAM

Comprehensive Exam
Spring 2024
Part 1

The city manager of Chattanooga comes to you because he is worried that community resources for victims of crime may be underutilized among citizens. He is particularly concerned that attitudes toward the criminal justice system and individuals' perceptions of how the CJS views victims may impact citizens' willingness to seek out governmental resources and has asked that you explore this potential relationship. He has also asked that you identify what resources crime victims may need and the best ways to inform citizens of these services. This request requires your proposal to include the following:

1. Introduction

2. Literature Review
    a. General overview of
    b. Review of the literature on the key variables (e.g., demographic characteristics, perceptions of the CJS, victim blaming attitudes of CJS personnel, etc.) that influence the willingness of victims to seek out governmental resources.

3. Theory
    a. Identify a theory that might explain the link between key variables you identified in your literature review.
        i. Address the major tenets of the theory
        ii. Be able to apply the theory **(in depth)** to the topic

4. Method
    a. Hypothesis
    b. Sample and sampling procedures
    c. Research design, measurements, or instruments
    d. Identification of the independent and dependent variables; operationalization of these variables.

5. Limitations of the study

Spring 2024
PART II

Please interpret the following tables. Your interpretation of the tables should include:

1. What generalizations can be made from Table 1?
2. What are the ***key*** findings of Table 2?
3. What are the ***key*** findings in Table 3? Why do you use OLS Regression in this analysis? Make sure to identify independent and dependent variables, significance and explanation of significance, coefficients, and directionality of the findings.
    a. How do these findings *differ* from Table 2? Why did this occur?
4. Are these findings expected or unexpected (explain your answer)?
    a. Are these findings consistent with a review of the literature?
5. What are the policy implications of these findings?

Operationalization of Variables

Dependent Variable: Perceptions of governmental victim resources

1. Each participant was asked 10 questions regarding their perceptions of governmental services in their area and their willingness to use services, particularly services for crime victims. These items included questions such as: (1) How confident are you in the court appointed victim advocate's ability to help victims make proper decisions regarding their case? (2) How confident are you in Victims' Services ability to provide you with the correct resources you need ? and (3) How confident are you that Victims' Services treat crime victims with respect? Responses for each question ranged from 0 (not confident at all) to 5 (very confident). Items were summed to create an index reflecting overall confidence in governmental resources with higher scores reflecting greater confidence in resources for victims.

Independent Variables

1. Age (in years; continuous variable)

2. Sex
    a. Male (0)
    b. Female (1)

3. Sexual Identity
    a. Heterosexual (0)
    b. Non-heterosexual (1)

4. Race
    a. White (0)
    b. Non-White (1)

5. Perceptions of CJS (continuous, scale variable based on series of questions related to the professionalism of law enforcement and court personnel; higher scores indicate higher levels of confidence in professionalism).

6. Perceptions of victim blaming among CJS personnel (continuous, scale variable based on a series of questions related to whether the respondent believes law enforcement and court personnel engage in victim blaming; higher scores indicate participants believe CJS personnel engage in higher levels of victim blaming).

7. Prior experience with CJS as a victim.

a. No prior experience (0)
b. Had a prior experience in lifetime (1)

8. Victimization in past 12 months
    a. No victimization in past 12 months (0)
    b. Victimization in past 12 months (1)

Table 1. Descriptive Findings (n = 5,525)

	n	%	Mean	S.D.	Range
Dependent Variable					
Perceptions of Governmental Victim Services			32.15	6.27	0-50
Independent Variables					
Sex					
Male	3,591	65.0%			
Female	1,934	35.0%			
Race/Ethnicity					
White	3,493	63.2%			
Non-white	2,032	36.8%			
Sexual Identity					
Heterosexual	4,970	90.0%			
Non-Heterosexual	555	10.0%			
Political Ideology					
Very Liberal	442	8.0%			
Liberal	1,602	29.0%			
Moderate	1,658	30.0%			
Conservative	1,380	25.0%			
Very Conservative	443	8.0%			
Prior CJS Experience as Victim					
No prior experience	2,099	38.0%			
Prior experience	3,426	62.0%			
Victimization (past 12 months)					
No victimization past 12 months	2,873	52.0%			
Victimization past 12 months	2,652	48.0%			
Age			33.45	4.29	18-80
Perceptions of CJS			16.25	5.76	0-25
Perceptions of Victim Blaming among CJS Personnel			20.32	4.54	0-25

Table 2. Correlations[1] of Independent and Dependent Variables									
Variable	X1	X2	X3	X4	X5	X6	X7	X8	X9
[X1] Age									
[X2] Sex (Female = 1)	.122								
[X3] Sexual Identity (Non-hetero = 1)	.021	.210							
[X4] Race (Non-white = 1)	.037*	.132	.009						
[X5] Political Ideology	.035	-.217	.331**	-.112					
[X6] Perceptions of CJS	-.420*	-.106	.216	.219	-.403				
[X7] Perceptions of Victim Blaming	-.214*	.624**	.424*	-.629**	.329	.798**			
[X8]Prior Experience with CJS (Experience = 1)	-.169**	-.786*	.169	-.191*	.107	.389*	.632*		
[X9]Past Victimization (Victim = 1)	.534*	-.357*	.281	.413*	.043	.292	.574**	.181*	
[Y1]Perceptions of Victim Services	.224	.321*	-.114	-.421**	0.110	-.221*	-0.327*	.413***	0.549*

[1] Correlations for scale variables and scaled outcome are Pearson's; correlations for scaled outcome and dichotomous variable(s) are biserial or point-biserial correlations.

**p < .05; **p < .01 (2-tailed)*

Table 3. OLS Regression Predicting Perceptions of Victim Services (n=5,525)

Variable	**b**	**S.E.**	**β**	
Age	0.04	.10	0.20	
Sex (Female = 1)	0.54	.09	0.42	**
Sexual Identity (Non-heterosexual = 1)	-0.42	.13	-0.04	*
Race (Non-White = 1)	-0.48	.03	-0.25	***
Political Ideology	0.07	.50	0.05	
Perceptions of CJS	0.31	.07	0.25	**
Perceptions of Victim Blaming	0.38	.01	0.29	***
Prior Experience with CJS (Experience = 1)	-0.34	.04	-0.27	*
Past Victimization (Victim = 1)	0.69	.03	0.61	*
R^2			0.21	
F			112.14**	

**p < .05; **p < .01; ***p < .001*

APPENDIX 1B: COMPREHENSIVE EXAM RUBRIC AND SCORING SHEET
Comprehensive Exam Grading Rubric for Criminal Justice: Part 1

(Note: Not all areas will apply to every question. Grade based on the question asked)

1. Mastery of Content			
Poor	**Marginal**	**Competent**	**Exemplary**
Confuses the intent of the question, fails to focus on relevant material, and/or information is inaccurate and/or irrelevant.	Misinterprets some parts of the question, fails to focus on some relevant material and/or some information is inaccurate and/or irrelevant.	Interprets most parts of the question, focuses mostly on relevant material and most information is accurate and/or relevant.	Interprets all key parts of the question, focuses only on relevant material and most information is accurate and/or relevant.
2. Application of Theoretical Concepts			
Poor	**Marginal**	**Competent**	**Exemplary**
Demonstrates an unacceptable knowledge and application of relevant theoretical concepts.	Demonstrates a minimal knowledge and application of relevant theoretical concepts.	Demonstrates an acceptable knowledge and application of relevant theoretical concepts.	Demonstrates in-depth knowledge and application of relevant theoretical concepts.
3. Understanding of Diversity			
Poor	**Marginal**	**Competent**	**Exemplary**
Shows an unacceptable level of understanding of how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level.	Shows a minimal level of understanding of how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level.	Shows an acceptable level of understanding of how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level.	Shows an in-depth understanding of how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level.
4. Research Design			
Poor	**Marginal**	**Competent**	**Exemplary**
Fails to explain research design, sampling technique and sample	Vaguely explains research design, sampling technique, and sample	Generally explains research design, sampling technique, and sample	Clearly explains research design, sampling technique, and sample
Fails to identify variables to be used and does not explain them.	Vaguely identifies variables to be used and does not clearly explain them.	Generally identifies variables to be used and explains them.	Clearly identifies the variables to be used and clearly explains them.
Fails to explain limitations of the study.	Vaguely explains limitations of the study.	Generally explains limitations of the study.	Makes outstanding explanation of the limitations of the study.
5. Critical Thinking and Problem Solving Skills			
Poor	**Marginal**	**Competent**	**Exemplary**
Fails to make clear arguments, shows errors in facts, and demonstrates illogical thinking. Relies upon personal experiences rather than scientific evidence.	Makes arguments with some difficulty. Uses cites, cases, and/or examples but fails to adequately connect them to the issue.	Makes arguments that are mostly clear, insightful, and responsive. Uses cites, cases, and/or examples and generally connects them to the issue.	Makes arguments that are clear, insightful, and responsive. Uses cites, cases, and/or examples to concretely connect them to the issue.
6. Written Communication Skills			
Poor	**Marginal**	**Competent**	**Exemplary**
Reflects serious deficiencies in scholarly writing skills including grammar, punctuation,	Reflects notable deficiencies in some aspects of scholarly writing skills including	Reflects competency in most aspects of scholarly writing skills including grammar, punctuation,	Reflects excellence in most aspects of scholarly writing skills including grammar, punctuation,

spelling, and formatting. Fails to use organizational devices such as appropriate paragraphs, headings, sections, transitions, and/or citations.	grammar, punctuation, spelling, and formatting. Uses limited organizational devices such as appropriate paragraphs, headings, sections, transitions, and/or citations.	spelling, and formatting. Generally uses organizational devices such as appropriate paragraphs, headings, sections, transitions, and/or citations.	spelling, and formatting. Generally uses organizational devices such as appropriate paragraphs, headings, sections, transitions, and/or citations.

Comprehensive Exam Grading Rubric for Criminal Justice: Part 2

7. Analyzing and Interpreting Data			
Poor	**Marginal**	**Competent**	**Exemplary**
Fails to explain the characteristics of variables	Vaguely explain the characteristics of variables	Explain the overall characteristics of variables	Makes outstanding explanation of the characteristics of variables
Fails to identify and explain the significances of variables	Identify and explain the significance of some variables	Generally is able to identify and explain the significance of variables	Identify and explains the significance of variables and clearly explain them
Fails to explain the meaning of slope or Beta values	Vaguely explain the meaning of slope or Beta values	Explain the overall meaning of slope or Beta values	Makes outstanding explanation of the meaning of slope or Beta values
Fails to provide directional information of slope or Beta values	Vaguely provide directional information of slope or Beta values	Provide overall directional information of slope or Beta values	Provide clear directional information of slope or Beta values
Fails to interpret the data as given in a correct manner	Interprets some data as given in a correct manner	Generally is able to interpret the data as given in a correct manner	Provides an outstanding interpretation of the data as given in a correct manner.
Fails to link interpretations of data to logical outcomes	Vaguely links interpretations of data to logical outcomes	Makes good links between interpretations of data and logical outcomes	Makes outstanding links between interpretations of data and logical outcomes
8. Critical Thinking and Problem Solving Skills			
Poor	**Marginal**	**Competent**	**Exemplary**
Fails to make clear arguments, shows errors in facts, and demonstrates illogical thinking. Relies upon personal experiences rather than scientific evidence.	Makes arguments with some difficulty. Uses cites, cases, and/or examples but fails to adequately connect them to the issue.	Makes arguments that are mostly clear, insightful, and responsive. Uses cites, cases, and/or examples and generally connects them to the issue.	Makes arguments that are clear, insightful, and responsive. Uses cites, cases, and/or examples to concretely connect them to the issue.
Fails to recognize policy implications of data.	Vaguely recognizes policy implications of data.	Does a good job of recognizing policy implications of data.	Does an outstanding job of recognizing policy implications of data.
9. Written Communication Skills			
Poor	**Marginal**	**Competent**	**Exemplary**
Reflects serious deficiencies in scholarly writing skills including grammar, punctuation, spelling and formatting. Fails to use organizational devices such as appropriate paragraphs, headings, sections, and/or transitions.	Reflects notable deficiencies in some aspects of scholarly writing skills including grammar, punctuation, spelling and formatting. Uses limited organizational devices such as appropriate paragraphs, headings, sections, and/or transitions.	Reflects competency in most aspects of scholarly writing skills including grammar, punctuation, spelling and formatting. Generally uses organizational devices such as appropriate paragraphs, headings, sections, and/or transitions.	Reflects excellence in most aspects of scholarly writing skills including grammar, punctuation, spelling and formatting. Generally uses organizational devices such as appropriate paragraphs, headings, sections, and/or transitions.

Criminal Justice Comprehensive Result Sheet

Student # _____ Semester _____

Please indicate the result of the comprehensive exam using one of the following categories. Part 1 & Part 2 are to be graded separately.

PART 1:

1. Pass, no further action _____
2. Marginal fail, rewrite requested _____
3. Fail _____

Comments:

Part 2:

1. Pass, no further action _____
2. Marginal fail, oral meeting requested _____
3. Fail _____

Comments:

Evaluator's Signature: _____ Date: _____

APPENDIX 2A: SAMPLE SYLLABI

Department of Social, Cultural, & Justice Studies
CRMJ 5000 (3): Proseminar (45840)
Fall 2024

Course: CRMJ 5000; CRN# 45840
Professor: Dr. Tammy S. Garland
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E-mail: Tammy-Garland@utc.edu
I will respond to emails within two business days.
Teaching Modality: Online
Office Hours: Monday: 8:45-11:45; or by appointment via Zoom
Required Texts:
Kraska, P. & J. Brent (2011). Theorizing Criminal Justice: Eight Essential Orientations. Long Grove, IL: Waveland Press.
**Additional required readings have been posted on Canvas within each learning module.*

Prerequisite: Graduate standing

Please refer to the "Campus Syllabus" for information on absences, COVID-19, accommodations, honor code violations, and other polices meant to protect the rights of both faculty and students.

COURSE DESCRIPTION
A comprehensive review of the criminal justice system focusing on how the system functions in theory and practice. Analysis of specific policies relevant to crime and the administration of justice are used to explore the process of forming public policy and the impact criminal justice professionals have upon the policy implementations.

Course Objectives:
- **Examine, using a critical lens, the criminal justice system emphasizing the three main sub-systems: police, courts, & corrections (CO1)**
- **Identify and examine the causes of crime in relation to criminological theory (CO2)**
- **Understand and analyze how criminological theory is used to address public policy (CO3)**
- **Analyze various criminal justice polices and theories and apply how they are linked (CO4)**

Student will also demonstrate effective oral and written communications, application of critical thinking, and competency in APA citation style.

Trigger Warning:
As with most criminal justice-related courses, the subject matter contained within the class is often shocking and controversial. While I understand that each individual is affected differently by topics discussed, the material is designed to help prepare students for employment within the field. Thus, topics addressing the realities of drug addiction, sexual violence, abuse, the consequences of engaging in deviant and criminal behaviors, etc. is necessary as the field in which you enter is not sterile and anything discussed in this class cannot compare to the issues that you, as a professional, will encounter. Thus, while I am empathetic to any discomfort, the material is necessary. Please do not hesitate to contact me if you have any questions.

Academic Dishonesty:

The policy regarding academic dishonesty is simple. Students are responsible for doing their own work. In essence, there is no assistance from fellow classmates on quizzes, papers, or exams. Cases of academic dishonesty are handled in accordance with the University of Tennessee Student Handbook.

Selected written assignments in this class should be submitted to UTC Learn text-matching software (TurnItIn) for review and to analyze the originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outline in the UTC Student Handbook.

Students are not allowed to use advanced automated tools (e.g., AI, ChatGPT or Dall-E 2) on course assignments. Students are expected to complete each assignment without substantive assistance from others, including automated tools. Using such tools to create assignments is considered fabrication and is a violation of the UTC Honor Code.

Note: As social media platforms, such as GroupMe, have become a common feature used by students to communicate, please be mindful that using the tool as a means to cheat could be detrimental to your success in this course. Anyone can take a screen shot of what you post, so be mindful.

Participation Policy:

You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, or computer system failures. It is the student's responsibility to notify the instructor concerning usually demanding circumstances.
Although this is an online course, **it is not self-paced**. Reasonable deadlines have been set to ensure that you have adequate time to complete all assignments within the current session. Active participation in this class is required. Anyone who misses two due dates in a row, or three or more due dates, without communicating with the instructor prior to the due date, will be promptly notified on the probability of passing the course. Note: All assignments must be completed in order to receive a passing grade in the class.

Make Up Policy:

As this is an ONLINE course, timely participation is required. In order to make up an assignment, prior approval must be obtained from the professor. Approval is at the discretion of the professor, and documentation for an emergency absence is required within two weeks; All missed assignments must be completed within two weeks of the original due date. Please see the university policy for what constitutes professional academic notification and an excusable absence: https://www.utc.edu/dean-students/studentoutreach/academicnotification.php
Note: Discussion Boards are not eligible for make up.

Late Assignments:

For every day an assignment is late, the grade will drop by 10 percent. After 5 days, the assignment will no longer be accepted, and you will receive a grade of "0."

Email Statement:

To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for all communications. (See http://onenet.utc.edu for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-2678.

Technology Skills Required for Course:

Beginning the first week of the semester, the instructor will assume that students are acquainted with the Canvas Learning Management System and have become proficient at the following:

- Navigating the features of Canvas
- Sending and receiving emails via Canvas
- Accessing and creating discussion board forums
- Creating and formatting documents in a standard word-processing application: saving files in either a ".doc", ".docx", or ".rtf" format.
- Submitting assignments via Canvas
- (You can find tutorials on most of these features can be found @ https://www.utc.edu/learn/student-resources/index.php

Technology/Communication:
Class information and announcements will be communicated through the announcements listings on the course web page (on Canvas at http://utconline.utc.edu), and through your UTC e-mail address.

You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course. You must have an Internet browser that up to date. You are required to check the online portion of this course at http://utconline.utc.edu/ on a daily basis.

You must be able to save word processing files in a .doc or .docx (Microsoft Word) format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class.

To access Canvas, you will need your UTC-ID and password. If you do NOT know what your UTC-ID is, please contact me as soon as possible or see http://utconline.utc.edu/fastfacts.html

Conduct Code:
Disorderly conduct is defined as "any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches peace or violates the rights of others." If a student continuously disrupts the classroom in a manner deemed intolerable, you will be administratively removed from the class.

This class allows an open forum for discussion; however, we must remember that college is a serious business. Thus, it is necessary that each member of the class **respect the needs and beliefs of others**. The ideas of another can be denounced but remember to not make your arguments personal.

Course Requirements:

Failure to complete participation assignments will result in 5 points being deducted from you final grade.

Graded:
1) Critical Reading Assessment: (30%)

For each week assignments or reading summaries are assigned, students should provide an analysis of the readings. Summaries should include: a basic summary of the readings, connecting the broader issues to the field (theory, corrections, courts, or policing), and critiques of the readings (what did the authors get wrong…support). Each week summary must: be no more than 2 pages, use at least 2 refereed journal articles outside of the assigned readings, and be written using APA format and citation style.

2. Paper: (35%: Rough draft 10%; Final paper 25%)

Students will be assigned a topic to complete an 8-10 page paper. The paper will consist of and introduction, literature review, and theory/orientation. Please see paper guidelines located within Canvas. The paper must be a minimum of 8 pages (excludes title and reference pages), include at least 15 academic/scholarly journal, and use

APA citation. Please see the Rubric for format. Note: You may choose to work with a class peer (choose wisely) on this paper if desired; however, you will have to provide detailed documentation of what you have worked on. Failure to contribute significantly will result in a deduction of your individual grade.

Please note: Do not turn in outlines, annotated bibliographies, article summaries for the rough draft as you are given 2 weeks to complete. While I will grade this portion leniently, failure to provide a rough draft will result in a "0" for this portion of the paper grade.

3. Presentation: (10%)

Students will complete a narrated Powerpoint presentation on their assigned paper. Presentations should be between 8-12 minutes, and recorded using Zoom or Studio. Each person must create and submit their own presentation.

4. Online Discussion Boards: (25%)

Since this is on online class, rather than participating face-to-face, this class requires that you participate in the discussion forum. Six discussion boards will be assigned with the lowest grade being dropped. Students must be actively engaged throughout the week. Each respondent will post on initial post based on the prompt; The initial post must be made by Thursday at 11:59 pm; Additional posts will be a response to others (See Discussion Board Rubric and Do's and Don'ts for what constitutes appropriate posts). A **minimum of 2** posts per week **on 2 separate days** is required (7 posts maximum; quality not quantity). If the minimum is not met, you will receive no credit for the weeks' discussion. Each discussion is worth 20 points for a total of 100 points. Please see the rubric for a breakdown in grading.

5. Assignments: (5%)

Grading:
All assignments are graded within 2 weeks from the date of submission.
The final grade will be computed as follows:

Assignments:	5%	
Reading Summaries:	25%	A = 90-100%
Paper:	35%	B = 80-89%
Presentation:	10%	C = 70-79%
Discussion:	25%	D = 60-69%
---		F = below 60%
Total:	100%	

Class Outline:

Date	Topics	Readings and Assignments: All material must be completed for the designated week. See Assigned readings/lectures/videos/assignments in Weekly Module
8/19-8/25	Week 1: Introduction & Discipline Review Course Syllabus; CV and Cover Letter	Week 1 Readings; Introductory Discussion Board; **Assignment 1: Resume & Cover Letter**

Date	Topics	Readings and Assignments: All material must be completed for the designated week. See Assigned readings/lectures/videos/assignments in Weekly Module
8/26-9/1	Week 2: Criminal Justice MSCJ Programs	Readings; **Assignment 2: MSCJ Programs**
9/2-9/8	Week 3: Theorizing Criminal Justice	Kraska/Brent (Chapter 1) & Walker (Chapter 1); **Reading Summary 1**
9/9-9/15	Week 4: Modern Theory and Application	DeValve, Garland, & Wright**; Discussion Board (DB1)**
9/16-9/22	Week 5: Justice Systems Orientations	Kraska/Brent (Chapters 2 & 3), Walker (Chapter 2); **Reading Summary 2**
9/23-9/29	Week 6: Due Process/Crime Control	Kraska/Brent (Chapter 4), **DB2**
9/30-10/6	Week 7: Politics & Social Constructionism	Kraska/Brent (Chapters 5 and 6); **Reading Summary 3**
10/7-10/13	Week 8: Growth Complex/Crime Control as Industry; Mass Incarceration	Kraska/Brent (Chapters 7) & von Hirsch Article: The logic of prison growth; **DB3**
10/14-10/27	Work on Rough Draft	Schedule Meeting to discuss progress between **10/21-10/25** **Rough Draft Due: 10/27**
10/28-11/3	Week 8: Criminal Justice as Oppression	Kraska/Brent (Chapter 8) & Erez Article; **DB4**
11/4-11/10	Week 9: Predicting Criminality, Get Tough Ideology, and Deterrence	Readings; **DB5**
11/11-11/17	Week 10: Criminalizing Homelessness	Readings; **Reading Summary 4**
11/18-11/24	Week 11: Reentry & Reintegration	Readings; **DB6**
11/25-12/2	Work on Paper and Presentation	Presentation due: 12/1 Paper due: 12/2

This schedule is tentative and subject to change.

Research Methodolo

Fall 2021

CRMJ 5010, 41531, HYBRID, 3 credit hours

Instructor: Dr. Courtney Crittenden

Email and Phone Number: courtney-crittenden@utc.edu, (425) 425-4220

Office Hours and Location: Tuesdays 1PM-4PM, ONLINE – Zoom link provided on UTC Learn.

Course Meeting Days, Times, and Location: Tuesdays, 5:30-6:45, EMCS 203

Course Catalog Description: Emphasis on the development of research and design skills and related competencies encompassing writing skills, development of research resources, library utilization and computer applications involved in examining and reporting criminal justice issues. Prerequisites: basic statistics course, research methods course.

Course Student Learning Outcomes: Upon successful completion of the course, students can expect to accomplish the following learning outcomes, with the caveat that you will only get out of the course what you put into it and students are ultimately responsible for their learning experience:

- Locate, read, and demonstrate an understanding of empirical research.
- Describe how theory, methodology, and policy are interrelated.
- Formulate research questions and hypotheses.
- Translate research questions and hypotheses into a research plan.
- Recognize and apply research terminology.
- Critically access the strengths and weaknesses of various research designs, including sampling techniques and data collection methods.
- Be familiar with the ethical obligations of researchers and the policies/procedures designed to prevent ethical violations during the research process.

Required Course Materials: Rennison, C.M., & Hart, T.C. (2019). Research methods in criminal justice and criminology *(19th ed.).* SAGE.

Supplemental/Optional Course Materials: *Any supplemental materials will be posted on UTC Learn under course content.*

Technology Requirements for Course: Materials for the course including the syllabus, course content, contact information, and several assessments will be provided on UTC Learn. Student resources for help with UTC Learn can be found by clicking here. You need access to a computer with a reliable internet connection to complete this course. Additionally, it will be helpful to bring a device capable of internet connection with you to all classroom sessions (e.g., laptop, tablet, etc.). If you use a mobile device (e.g., tablet/phone) you will need to install the Google Docs app on the device. If you need a device – there are laptops and Chromebooks available from the Library for students to check-out or laptops from IT (click here).

- Students are expected to log into the course and check their UTC student email account regularly.
- You should have an updated version of Adobe Acrobat Reader (for PDF documents), available free with link above. Additional software plug-ins may be needed.
- We will use Kahoot! in class – so students need to either download this free application or be able to access it via their browser.

Technology Skills Required for Course: You are expected to have a working knowledge of UTC Learn including Studio, Kaltura, and other applications within Canvas, internet and UTC Library

database search engines, Microsoft Word, Microsoft PowerPoint, Microsoft Teams, Kahoot!, and YouTube. You must also be able to send and receive emails and email attachments. You need to know your UTC ID username and password to access the UTC Learn online password-protected system

Students **must complete the** COVID-19 Notification form if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to the instructor by the Office of Student Outreach & Support.

Students who are instructed by university administration to stay home due to their responses are not to come to campus or attend face-to-face classes. Students who are cleared to be on campus and attend class are required to attend face-to-face class sessions. Students will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concerns unless they are unable to complete course learning outcomes. Faculty will work reasonably with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, **continue to participate in the course using the online assets and tools that the instructor may make available through UTC Learn including**: **posted lecture slides and/or online assignment/assessment submissions.**

If COVID-19 related illness results in any missed course work (face-to-face or online), **students must contact the instructor within 48 hours of recovering to plan make-up work.** Makeup work must be completed according to the plan devised by the instructor in coordination with the student. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's General Student Grievance (Complaint) Procedure by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center at 423-425-4006 or email DRC@utc.edu.

Course Assessments and Requirements: Over the course of this term, you will be expected to complete several assignments. There will be 100 possible points for this course.

Exams (40 points): There will be two exams throughout the term: a midterm and a final. They are worth 20 points each.

Midterm: This exam will be administered in-class and will include multiple choice, short answer, and essay questions. This exam will be designed to evaluate your progress in the course. You are responsible for knowing information covered in the assigned readings, lectures, and any supplemental materials posted on UTC Learn or handed out in class.

Final: The final exam in this course will resemble Part 1 of the comprehensive exam that is administered in the Criminal Justice Graduate Program as a component of the curriculum, albeit in abbreviated form. This exam will be a take-home exam, where you will be given a designated topic and have 2 weeks to complete the exam. Students will be provided with instructions and a prompt. The major required components of the exam are a condensed introduction to and literature review of the topic, and a detailed method for studying the identified problem including: hypotheses/research questions, sample and sampling procedures, research design, and measures/instruments (must include at least ONE dependent and TWO independent variables and how they are operationalized); and a discussion of the limitations. More specific instructions will be given when the exam is administered.

Assignments (45 points): You will complete 5 assignments over the course of this semester. These assignments are aimed at applying the information you learn in class. More information about each assignment will be given throughout the semester both in-class and on UTC Learn under the "Assignments" module.

In-Class Assessments (15 points): Each week there will be an in-class assessment/activity that you will be required to complete. These activities will correspond with the topic we are covering that week. Activities will be posted on Canvas for those who are unable to attend class due to illness.

Course Grading

Course Grading Policy: *The grading scale is as follows:*

A	90-100	C	70-79.99	F	Below 60
B	80-89.99	D	60-69.99		

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 10 business days of the posted deadline unless it is delayed due to unforeseen circumstances (e.g., illness). In which case, the professor will keep you apprised of when it will be graded.

Course and Institutional Policies

Late/Missing Work Policy: As a general rule, ***I do not accept late assignments.*** Typically, you will receive a "0" if your assignments are not turned in on the day that they are due. However, as we currently find ourselves in the midst of a global pandemic, there may exceptions to this rule. If you miss an assignment or a quiz due to illness, including but not limited to COVID-19, you may make up your work provided: (1) you let me know as soon as possible (preferably within 24 hours of missing the assessment), (2) you seek medical attention and can provide documentation from a healthcare provider, OR (3) I receive an academic notification from the Dean of Students Office regarding a crisis or extenuating circumstance. Other exceptions may be granted on a case-by-case basis. Please, though, try to turn in your work on time. This course builds as we go along, so if you get behind on one thing it could be detrimental to your completion of the course. Please see the COVID 19 UTC Absence Policy (above) for more clarification.

Email and Communication: Students are encouraged to communicate with the professor should they experience any difficulties or concerns in relation to the course. Typically, you can expect a response from me during normal business hours (9AM-5PM Monday-Friday) within 24-48 hours after emailing me, assuming the message is received. It is your responsibility to get in touch with the professor if you have any problems, need help, etc. When contacting the instructor via email please use the email listed at the top of this syllabus. Students must use their assigned UTC email to communicate with the instructor via email. *It is strongly suggested that the student carbon copy (CC) him/herself on all emails to document the efforts in the event of computer-related problems.* At times the professor will email the class with information. It is your responsibility to check your email and make sure that the email account the university has for you (and thus the one that will be used by the instructor) is the email account that you regularly check.

UTC Learn – Canvas: UTC Learn (Canvas) will be used throughout the course. The syllabus, assignments, and other pertinent information will be posted there. It is the student's responsibility to understand and be able to navigate UTC Learn. Access course materials at http://www.utc.edu/learn/. Log in using your utcID and password (the same as for your UTC email). If you need help with UTC Learn, see http://www.utc.edu/learn/student- resources/index.php or contact the Call Center at 425-4000.

Unicheck Statement: All papers and other written assignments in this class must be submitted to UTC Learn text-matching software (Unicheck) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Title IX Statement: Federal law, specifically Title IX, and university policy require that I, along with all other faculty members, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating violence, domestic violence, and stalking. Reporting ensures that colleges protect and accommodate victims/survivors as well as hold

perpetrators accountable for their behavior. There are several places on campus where you can report incidents if you wish to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance. For more information about reporting options see the webpage: http://www.utc.edu/sexual- misconduct/. If you provide information about these types of incidents in class, in a written assignment, in discussion in my office, in an email, or in other forms of communication, it is important that you know that I am required to report it.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the Student Conduct Policy page.

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

Academic Integrity: I take cheating and/or plagiarism very seriously and will take the following actions accordingly: 1) fail you on the assignment; 2) fail you for the course; and/or 3) notify the Dean's office. Aside from cheating, I also ask you that you follow these rules:

a) DO NOT use cell phones while class is in session – this includes texting.
b) Be respectful to both me and your fellow classmates.
c) Do not read outside materials while in class.
d) Do not sleep in class.
e) Due to COVID-19 university policy, you are required to wear a face make that covers your mouth and nose at all times while in an instructional space (classroom), when instruction is occurring.
f) Do not submit assignments for this class that have been previously submitted by yourself or others in this or any other class.

Course Attendance Policy: Students can miss up to 2 days without being penalized. However, after that, points will be deducted from your overall grade in the course (1 letter grade per absence) – unless they are excusable absences. Whether or not an absence is excusable is at the discretion of the professor but would include verified illness (including but not limited to COVID-19), verified family illness/death, and potential verified work obligations. Absences will be considered verified if they are done so through the Dean of Students' Student Outreach and Support services.

Course Participation/Contribution: Due to the nature of this class, thoughtful discussion and participation along with attendance are important. Students are not only expected to attend either in person or via live stream– but they are also expected to add to class discussion and participate in in-class activities. Also, this class is interactive and set up to foster discussion. **Your opinion is important, as are all the other members of your classroom.** It is therefore of upmost importance that you arrive to class on time, participate in all discussions, and remain respectful to your fellow classmates and myself.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (https://www.barnesandnoble.com/) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program, visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Course Calendar/Schedule: *The professor reserves the right to modify this syllabus, the dates, assignments, and the grading scale at any time, as this is only a tentative outline for the class. However, the student will be held to the standards of academic integrity, attendance, and other general student responsibilities that are outlined above.*

Course Outline			
Week	**Date**	**Topic**	**Chapter**
1	Aug 17	Introduction/Pre-Test	
2	Aug 24	Purpose of Methods and Ethical Behavior	Ch. 1
3	Aug 31	Beginning the Research Process	Ch. 2
4	Sept 7	Reviewing the Literature **A1 DUE Sept 7 @ 11:59 PM**	Ch. 3
5	Sept 14	Conceptualization→ Measurement	Ch. 4
6	Sept 21	Sampling **A2 DUE Sept 21 @ 11:59 PM**	Ch. 5
7	Sept 28	**MIDTERM EXAM**	
8	Oct 5	Qualitative Research	Ch. 6
9	Oct 12	FALL BREAK – NO CLASS	
10	Oct 19	Survey Research **A3 DUE Oct 19 @ 11:59 PM**	Ch. 7
11	Oct 26	Experimental and Evaluation Research	Chs. 8 & 11
12	Nov 2	Secondary Data and Analysis & Findings **A4 DUE Nov 2 @ 11:59 PM**	Chs. 9 & 12
13	Nov 9	Analysis & Findings and the Relevance of Research	Chs. 12 & 13
14	Nov 16	***A5 - In Class Research Presentations***	
15	Nov 23	***A5 - In Class Research Presentations***	
FINAL	Dec 7	***FINAL EXAM DUE by 11:59 PM***	

Research Methodology II

Spring 2024

Department of Social, Cultural, & Justice Studies, CRMJ 5020 CRN 20487, IN-PERSON, 3 credit hours

Instructor: Christina Policastro, PhD

Email and Phone Number: 423-425-5752; Christina-Policastro@utc.edu

Office Hours and Location: M/W 11:00 AM – 12:30 PM or by appointment, 540 McCallie Avenue, State Office Building RM 446

Course Meeting Days, Times, and Location: Wednesday, 5:30-8:00 PM, 540 McCallie Avenue Rm 107

Course Catalog Description: An overview of applied research and exploration of advanced concepts of research design. Application of computer to multi-variate statistics, non-parametric tests, regression models, and secondary data. An applied research project is carried out (prerequisite *CRMJ 5010*).

Course Pre/Co Requisites: CRMJ 5010 (with a grade of "B" or higher).

Course Specific Student Learning Outcomes: Students will vary with regard to their competency on each of these learning outcomes and students are ultimately responsible for their learning experience. By the end of the semester, students can expect to accomplish these learning outcomes only if they abide by all course policies, attend class regularly, complete all assignments satisfactorily and on time, and fulfill all the other course expectations:

(1) Locate, read, and demonstrate an understanding of empirical research
(2) Critically assess the quality of published empirical studies
(3) Critically evaluate the differences between major statistical strategies for data analysis
(4) Utilize SPSS to create, manage, and perform basic statistical analyses
(5) Present findings of analyses in writing
(6) Understand the philosophy and techniques of univariate, bivariate, and multivariate analyses
(7) Be able to interpret significance levels of multivariate, bivariate and univariate analysis
(8) Be able to create and specify statistical models for testing hypotheses or answering research questions
(9) Describe and identify methodological or statistical problems that influence findings
(10) Analyze and interpret research findings based on SPSS output as well as tabular presentation of statistical analyses
(11) Demonstrate strong writing and analytical skills
(12) Demonstrate the knowledge and skills necessary to effectively utilize research and statistical techniques to complete an applied research project

Required Course Materials: Bachman, R. D., Paternoster, R. & Wilson, T. H. (2019). *Statistics for Criminology and Criminal Justice* (5th Edition). Thousand Oaks, CA: Sage Publications. *Additional readings will be posted on UTC Learn & will be located in the module for the week they are assigned.*

Technology Requirements for Course: Students are expected to check the course on UTC Learn and their UTC student email account daily. Students are expected to have the following computer skills: Word processing including formatting word processor documents Email including sending, receiving and email attachments Internet searches UTC library database searches Students must keep their anti-virus definitions up to date For UTC Learn support, contact the Solutions Center at 423-425-4000 or http://www.utc.edu/information-technology/departments/solutions-center/index.php

Technology/Digital Literacy Skills Required for Course: You are expected to have working knowledge and capability with your computer hardware and a variety of software applications before entering this class. Class participants must know how to use and check their e-mail on a daily basis. You will need to know your UTC ID user name and password to access the UTC Learn online password-protected system. If you do NOT know your UTC ID user name and password, please contact the Solutions Center at 423-425-4000. You must be able to save word processing files in a .doc/.docx (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing files.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the WCTL Student Resources Page.

Course Assessments and Requirements: Grades for this course will be based on the completion of homework/in-class assignments, exams, and paper assignments. The descriptions below describe each assignment, as well as the percentage of the grade associated with each activity.

1) **Homework Assignments (60% of total grade)**
    a. Throughout the semester students will be required to complete homework assignments. There will be a total of 6 of these assignments (each accounting for 10% of the student's final grade). Students will be provided with an assignment document outlining the instructions for each assignment. The course is based on a mixture of lectures and in-class laboratory exercises. In many cases the in-class laboratory exercises will assist students in completing the homework assignments.
    b. The assignments are aimed at assessing the student's ability to apply, as well as understand course concepts and material.
    c. No late assignments will be accepted – see the course schedule for due dates.

2) **Midterm Exam (20% of total grade)**
    a. Students will have a midterm exam administered in-class. The exam will be a mixture of multiple choice, short-answer, and essay questions.
    b. ***Cheating on exams will not be tolerated*** and disciplinary measures will be taken if students are observed cheating. Cheating includes, ***but is not limited to***, using notes during an exam, looking at another student's exam, using one's cell phone during the

exam, and using one's textbook during the exam.

3) **Final Exam (20% of total grade)**
   - **a.** The final exam in this course will resemble Part II of the comprehensive exam administered in the Criminal Justice Graduate Program. This exam will be administered in class on the last regularly scheduled class meeting. Given that Part II of the comprehensive exam requires students to discuss the findings provided in relation to the existing literature, as well as the implications of the findings for theory and policy – students will be provided with a general idea of the topical area of the final and the specific hypothesis that is being tested. The instructor will provide this information four weeks prior to the administration of the in-class final so that students can conduct research related to the topic.
   - **b.** Cheating on the final exam will not be tolerated.
   - **c.** **Students are only allowed to use ONE short (20 words or less) quote in their final exam**. Points will be deducted if students exceed the one quote limit.
   - **d.** All final exams in this class must be submitted to UTC Learn text-matching software for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Course Grading

Course Grading Policy: The manner in which grades are calculated for this course is described below. The professor does not "give" grades, students EARN grades based on their performance in the course. Students are responsible for keeping up with the course material, as well as satisfactorily completing and submitting assignments on time. The grade reported by the professor is based on assessments of the assignments described above. Therefore, the professor will not "give" additional points to the student to obtain a specific grade the student wants. Grades are not negotiable even when graduation, scholarships, etc. are at stake.

Further, no last-minute requests for extra credit opportunities at the end of the semester will be entertained. If extra credit is offered, it will be at the professor's discretion and will occur prior to the last week of classes. The professor is more than happy to discuss with students how to improve their grades in the course (i.e., helpful study tips, talk about ideas for papers, etc.), but this has to occur well before the end of the semester.

The professor will adjust grades that are borderline. Borderline grades are those that are on the border of being in the next grade category. For instance, if the student earns an 89.5 then the professor will round the grade to a 90 or if the student earns a 79.5 then the grade is rounded to an 80, etc. In general, grades that end in .5 or above will be rounded to the next whole number.

Final grades will be calculated as follows:

Grading Breakdown		**Grading Scale:**
Final grades will be calculated as follows:	A	90-100%

Homework Assignments	60%	B	80-89%
Midterm Exam	20%	C	70-79%
Final Exam	20%	D	60-69%
Total :	100%	F	59% and below

Instructor Grading and Feedback Response Time: The instructor will provide feedback and grades for each writing assignment within 14 days of student submission provided students submit work on time. Exams will be graded within 7 days of student submission. These timelines may be subject to change due to unforeseeable circumstances (i.e., instructor illness, hospitalization, etc.). Any changes will be announced via UTCLearn.

Course and Institutional Policies

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the Student Conduct Policy page (https://www.utc.edu/student-conduct/codes.php).

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Course Participation/Contribution: As this is a graduate course, students are expected to attend all in-class sessions and participate in all online course assignments during online course delivery weeks. Should students fail to do so, this will be reflected in their grade.

Course Attendance Policy: Class participation and class discussion are fundamental components of this course. It is recommended, although not required, that students attend every class. As adults, the decision to attend class is yours. I will note, however, that the level of success a person has in a class is typically positively correlated with their attendance. Also important, if you are not present in class, any and all participation points and/or points from in-class assignments will be lost. Feel free to ask for and even complete the assignment without credit – you will be responsible for the information it covers. Class readings are supplemented by lecture material drawn from a variety of resources, as well as information gleaned from class discussions. Anything discussed in class and in the text is fair game for tests. Therefore, it is important that students attend class on a regular basis. Students who miss class are solely responsible for the material they missed. DO NOT email the professor asking for class notes, videos, or if "I missed anything important."

Students are expected to be on time for class. Tardiness is a disruption and very disrespectful to both the professor and fellow students. If tardiness becomes an issue, the classroom door will be locked at the beginning of class. An attendance sheet will be passed around daily for students to sign in. The professor will use this sheet to keep track of student attendance. It is the student's responsibility to make sure that he/she has signed the attendance sheet for each class period.

Late/Missing Work Policy: Make-up exams will be allowed if the student provides appropriate documentation for his/her absence (i.e. doctor's excuse, letter for a school sanctioned activity, etc.) and preferably when the student has informed the instructor prior to the absence. Exceptions will be made

at the instructor's discretion in instances of unforeseeable and plausible circumstances (i.e. death of an immediate family member, hospitalization of student, etc.). **In these cases, students must submit appropriate documentation for missing the work to the Dean of Students Office** (i.e. doctor's excuse, letter for a school sanctioned activity, etc.). The Dean of Students will verify the documentation and if it is determined that the student had a verifiable (i.e., legitimate) excuse for missing class, then they will issue the instructor a letter asking for leniency on the student's behalf. Students should contact the instructor immediately upon issuance of Dean of Students letters to determine if makeup work will be allowed. *It is up to the instructor if leniency will be extended and the form in which that leniency will take* (i.e., a makeup assignment, alternative assignment, etc.). If the instructor decides to grant leniency, the student must contact the instructor to make arrangements with the professor to submit makeup work as soon as possible (i.e., preferably within one week of missing a given deadline). If the student fails to submit work within the time frame agreed upon between the student and professor then s/he will receive a zero for the assignment(s), *no exceptions*.

Given that this is a graduate-level course, **no late/missing homework/in-class activities will be accepted**. Similar to exams, exceptions for late papers will be made at the instructor's discretion in instances of unforeseeable and plausible circumstances (i.e. death of an immediate family member, hospitalization of student, etc.). Assignment guidelines are posted in advance of deadlines and students should start their papers early to anticipate any technical issues they may encounter.

Communication with the Instructor: Students will be able to communicate with the instructor via email and telephone. Students are encouraged to communicate any difficulties or concerns they may have in relation to the course with the instructor. When contacting the instructor via email please use the email listed at the top of this syllabus. Students must use their assigned UTC email to communicate with the instructor via email. *It is strongly suggested that the student carbon copy (CC) him/herself on all emails to document the efforts in the event of computer-related problems. The instructor will respond to all emails as promptly as possible, generally within a 24 hour timeframe.*

Keep in mind that the professor will not be available to you on a 24/7 basis and will generally respond to emails within business hours (typically 9AM-5PM Monday through Friday). In the event that the instructor cannot respond (i.e., hospitalization or other emergencies), the instructor will attempt to create (if possible) an automated message that will inform students of the anticipated date/time the instructor will respond to their emails. In these situations, the instructor will consider the time/date of the student's email in cases of technical difficulties to determine appropriate solutions to problems.

If you have problems with accessing your UTC email account or UTC Learn, contact the Call Center at 423-425-4000.

Class Disruptions: Students are expected to behave in a civil and professional manner in the classroom. Think of the classroom as a work environment and behave as you would in a professional setting. Disrespectful behavior will not be tolerated. Cell phones must be turned off (not to vibrate) during class. Absolutely no answering of phones and/or texting will be tolerated as it is very disruptive to other students who are trying to pay attention. If you have a legitimate need to have your phone on vibrate during class (for work, kids at home, and so forth) let the professor know at the beginning of class and try to sit near an exit so you can answer your phone in the hallway with minimal disruption.

Laptop use is allowed for note taking. Web-surfing, e-mailing, Facebook, etc. will not be tolerated during class time. If caught using a laptop for any purpose other than note taking, you will be asked to

close the laptop for the remainder of that class. If caught a second time you will be asked to leave the class that day and will be barred from using the laptop during class for the remainder of the semester. If it becomes an issue for the class, the professor will discontinue laptop use for all students in the class.

Academic Dishonesty: In the event of academic dishonesty, policies outlined by the University of Tennessee at Chattanooga will be followed. Cheating includes, but is not limited to, presenting another individual's work as your own, copying another's work, etc.

IMPORTANT: For this class, students **are not allowed to "recycle" old assignments** submitted for this course (i.e., in the case the student is repeating the course) nor are students allowed to turn in assignments submitted for other courses (e.g., submitting a paper/assignment from another criminal justice course – or any other class - for this course). This is considered **plagiarism**.

If you have any questions about whether an activity/behavior is cheating, refer to the Student Handbook or talk to the professor. The professor will determine the course of action for dishonest behavior. Academic dishonesty may result in an "F" for the course and may result in suspension or expulsion from the university. For more details, please refer to the Student Handbook located at the following links: https://catalog.utc.edu/content.php?catoid=40&navoid=1495 https://www.utc.edu/sites/default/files/2021-03/studentcode_08-14-2020.pdf

Email & Office Hour Etiquette:

Issues that can usually be handled via email:

- Scheduling an appointment
- Requests to go over material in class (anything you think the whole class would benefit from)

Email Etiquette

- Students should use their UTC email address when corresponding with professors.
- Put the section & course number in the subject line of your email (ex. "CRIM 403-003 question")
- Address your professors as Professor or Dr.
- Keep it short. If you can't communicate what you need to say in a paragraph or less, it's probably something that should be discussed during office hours.
- Sign your email AND do not assume I have received your email unless you have received a response from me. I will respond promptly but not necessarily immediately.

Things you should really come to office hours for:

- To discuss or get help with assignments, exam review, and papers
- To review material you have missed (see below)
- To request special accommodations or discuss personal issues that might be interfering with course performance
- To dispute a grade (see below)

Office Hour Etiquette

- Office Hours are scheduled precisely for the purpose of dropping-in on your professors. If you would like to see me during unscheduled times, please make an appointment. It's easiest if you email me since I don't usually carry my calendar to class.
- If you're coming to see me to review materials you missed while absent, I expect that you have 1) copied and read a classmates' notes, 2) read all the materials assigned for the day(s) you missed and 3) jotted down at least one or two questions to get the review started. Please do not expect me to give the missed lecture to you.
- When coming to discuss or dispute a grade, please prepare IN WRITING a one-page statement of your reasons for disputing the grade. Note: This is not necessary if the dispute is related to a scoring (i.e. arithmetic) error.

Email and Office Hours Etiquette was borrowed from Dr. Claudia Scholz's webpage, Dept of Sociology, University of Texas San Antonio

Course Calendar/Schedule: Please see the table below for important dates related to this course.

Dates	*Topic*	*Reading/Exam Schedule*
Week 1: 1/10	Introduction to the course, review of requirements etc.	Course syllabus; need to download SPSS on laptop/hom computer for the semester (see this link: https://www.utc.edu/information-technology/services/software-students.php)
Week 2: 1/17	Linking methodology to statistics and key concepts in statistics	**Read:** Chapters 1-2 (Bachman et al.)
Week 3: 1/24	Get to know SPSS	**Read:** Chapter 3 (Field)
Week 4: 1/31	Descriptive data and identifying bias	**Read:** Chapter 3 - 5 (Bachman et al.) **Submit Assignment #1:** Creating SPSS files & entering DUE by 11:59 PM on 1/31
Week 5: 2/7	Probability and distributions; Hypothesis Testing	**Read:** Chapter 6-8 (Bachman et al.) *Optional Reading: Wheelan Chapter 5* **Submit Assignment #2:** Univariate analysis homework by 11:59 PM on 2/7
Week 6: 2/14	Bivariate analysis I: T-tests, Chi-square, and Correlations; presenting bivariate findings	**Read:** Chapter 9, 10, 12 (Bachman et al.) *Optional Reading: Chapter 11 (Bachman et al.)*
Week 7: 2/21	Finish up bivariate analyses and start multivariate analysis I	**Read:** Chapter 13 (Bachman et al.) **Submit Assignment #3**: Bivariate analysis homework D by 11:59PM on 2/21
Week 8: 2/28	Multivariate analysis I: Regression, cont.	*Review for midterm exam* **Submit Assignment #4**: Multivariate #1 homework DU 11:59PM on 2/28
Week 9: 3/6	***MIDTERM EXAM***	***MIDTERM EXAM ADMINISTERED IN CLASS***
Week 10: 3/13	***NO CLASS – SPRING BREAK***	***NO CLASS – SPRING BREAK***
Week 11: 3/20	*Multivariate continued – class will be online this week (ACJS)*	*Topic for Final Exam provided* **Submit Assignment #5:** Final Exam Preparation homev DUE by 11:59PM on 3/20
Week 12: 3/27	Multivariate analysis II: Categorical data & logistic	**Read**: Chapter 14 (Bachman et al.)
Week 12: 3/27	Multivariate analysis II: Categorical data & logistic regression	**Read**: Chapter 14 (Bachman et al.) *Optional reading: Chapters 18 & 19 (Field) – available UTCLearn* **Submit Assignment #6**: Multivariate #2 homework DU 11:59PM on 3/27
Week 13: 4/3	Implications & Limitations of Research	**Read:** Readings linked on UTCLearn in folder for this v In-class workshops
Week 14: 4/10	Review of Statistical Techniques – univariate to multivariate	**Read:** Readings linked on UTCLearn in folder for this v In-class workshops and review for final exam
Week 15: 4/17	**FINAL EXAM**	***FINAL EXAM ADMINISTERED IN CLASS***

**The course syllabus provides a general plan for the course; deviations may be necessary. **
Any changes will be announced in class and/or via email/UTCLearn

Criminology
Spring 2023
CRMJ 5030-22499, 3 hours
Syllabus

Instructor: Dr. Gale Iles

Email and Phone Number: Gale-iles@utc.edu; 423-425-2241

Office Hours and Location: Tuesdays and Thursdays 12:30-2:00pm, and by appointments
McCallie Building, Room 447

Course Meeting Days, Times, and Location: Wednesday 5:30-8pm (online-hybrid). See schedule of activities for the days we will meet via zoom.

Course Catalog Description
Critical examination of current theoretical perspective on crime and justice.

Course pre/Co Requisites
None

Learning Outcomes
Throughout the semester students will examine the underlying premise of the various criminological theories and their possible policy implications. By the end of the semester, student will have a better understanding and appreciation for the myriad explanations of criminal and delinquent behavior. In addition, students will leave with enhanced abilities to develop proposal that can best address crime and justice in society.

Required Course Materials
1. Textbook – Cullen, F.T., Agnew, R., & Wilcox, P. (2021). Criminological Theory: Past to Present (7th eds). Oxford University Press.
2. Buck v. Bell: 274 U.S. 200 (1927)
3. Students may occasionally be assigned news articles that relates to the course material for that week.

Writing Center
The Writing and Communication Center, located on the third floor of the library in room 327, offers UTC students free help with papers, presentations, and speeches, for any class, at any stage of the writing process. The center, staffed by friendly, trained peer consultants from across the disciplines, helps writers brainstorm, outline, organize ideas, develop arguments, learn a particular citation style, and practice speeches or presentations. Consultants also offer assistance with grammar and style. Their goal is for students to leave the WCC with more confidence and a plan for revising their work. Walk-ins are welcome on a first come, first-served basis. For a guaranteed consultation, the WC recommend making an appointment. Visit front desk, call them at 423-425-1774, or use their online appointment system: utc.mywconline.com.

Technology Requirements for Course
Students are expected to have reliable access to the internet.

Since not all of UTC Learn tools and functions work well using mobile devices (i.e., phones, ipads, kindles, etc.) the taking of exams, quizzes, and submission of assignment via mobile devices is NOT RECOMMENDED. Therefore, students are expected to have access to a full browser on a computer.

A USB Drive is REQUIRED: Students should not count upon the stability of any online environment or their computer's hard drive. All materials for online submission should FIRST be saved on a USB/Flash Drive and submitted by using the upload or cut and paste feature of their computer. Portable drive back up files are a course requirement.

Technology skills required for course
Beginning the first week of the semester, the instructor will assume that students are acquainted with the Canvas platform and have become proficient at the following:

- Navigating the features of canvas
- Sending and receiving emails via canvas
- Accessing and creating discussion board forums
- Creating and formatting documents in a standard word-processing application: saving files in either a ".doc", ".docx", or ".rtf" format.
- Submitting assignments via canvas

A tutorial on many of the above features can be found at: https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/utc-learn/student-resources/get-help.

By the end of the first week of the semester, all students should have resolved all technical issues with IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu and be ready to fulfill the requirements of the course. No exceptions will be made no excuses will be accepted.

Technology Support
If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements
Critical Analysis: Student's course grade will be based on four critical analyses. These analyses are designed to assess student's comprehension of the course material and their ability to apply it to real life events.

Critical Analysis #1 – 15%
Critical Analysis #2 – 20%
Critical Analysis #3 – 30%
Critical Analysis #4 – 35%

Course Grading
Grading Scale
A – 90-100
B – 80-89
C – 70-79
D – 60-69
F – Below 60

Instructor Grading and Feedback Response Time
Writing assignments will be graded within 10 days of its due date.

Late/Missing Work Policy

Late assignments are subject to a 10-point reduction, per day. No assignments are accepted 10 days after its due date.

Course Grading Policy
All grade disputes must be brought to the attention of the instructor no later than two weeks after receiving the grade.

Course Attendance Policy
Students are expected to attend each class and actively participate in class discussion. Although no grades will be given for class attendance/participation, I will take attendance and record the level of student engagement in the course. While lack of attendance and participation will not directly impact the student's final course grade, their final course grade can indirectly, be negatively impacted as failure to attend and participate in class discussion will deprive them of crucial knowledge that can be used in their critical analysis assignments.

COVID
If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

Student with Disabilities
Students with a documented disability who requires assistance and/or academic accommodations should contact the Disability Resource Center (DRC). They can be reached at (423)-425-4006 or website: https://www.utc.edu/disability-resource-center/.

Student Conduct Policy
UTC's Academic Integrity Policy is stated in the student handbook: https://www.utc.edu/enrollment-management-and-student-affairs/dean-of-students/student-handbook.

Honor Code Pledge
I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity. The current honor code can be accessed here: https://www.utc.edu/sites/default/files/2021-03/honorcode_01-2020.pdf

Course Participation/Contribution
As this is a three-credit course, students should expect to spend three to nine hours per week on assigned readings, activities, and other assignments.

Course Learning Evaluation
Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule
NOTE: Bolded dates are the days in which we will meet via zoom.

Jan 11	Course Introduction Classical and Rational Choice Theories

Assigned Readings

- An Essay on Crime and Punishment (1)
- Reconceptualizing Deterrence Theory (32)
- Crime as a Rational Choice (33)
- Procedural Justice Theory (35)

Jan 18 Environmental Criminology: Situational Opportunity Theories
Assigned Readings

- Routine Activity Theory (36)
- The Theory of Target Search (37)
- Place Management Theory (38)
- Multilevel Criminal Opportunity (13)

Jan 25 Biological/Psychological Explanations of Crime
Assigned Readings

- Criminal Man (2)
- Unravelling Juvenile Delinquency (40)
- Biological Explanations of Criminal Behavior (41)
- Personality and Crime: Are Some People Crime Prone (42)

Critical Analysis #1 – Due by 11:59pm, on Sunday, January 29.

Feb 1 The Chicago School: The City, Social Disorganization, and Crime
Assigned Readings

- Juvenile Delinquency and Urban Areas (3)
- Systematic Control and Crime (4)
- Collective Efficacy and Crime (5)
- Legal Cynicism and Crime (6)

Feb 15 Learning to be Criminal: Differential Association, Subcultural, and Social Learning Theories
Assigned Readings

- A Theory of Differential Association (7)
- White-Collar Criminality (8)
- A Social Learning Theory of Crime (9)
- The Code of the Street (10)

Feb 22 Anomie/Strain Theories of Crime
Assigned Readings

- Social Structure and Anomie (11)
- Delinquent Boys: The Culture of the Gang (12)
- Crime and the American Dream (13)
- Pressured Into Crime: General Strain Theory (14)

Critical Analysis #2 – Due by 11:59pm, on Sunday, February 26

Mar 1 Varieties of Control Theory
Assigned Readings

- Techniques of Neutralization (15)
- Social Bond Theory (16)
- A General Theory of Crime (17)

Mar 8 Labeling Theory: Societal Reaction and the Creation of Criminals
Assigned Readings
- The Saints and the Roughnecks (18)
- Crime, Shame, and Reintegration (19)
- Making Good (20)

Mar 15 SPRING BREAK

Mar 22 Critical Criminology: Power, Peace, and Crime
Assigned Readings
- Criminality and Economic Conditions (21)
- Crime in a Market Society (22)
- State Corporate Crime (23)

Critical Analysis #3: Due by 11:59pm on Sunday, January March 26.

Mar 29 Feminist Theories: Gender, Power, and Crime
Reading Assignment
- Sisters in Crime (24)
- A Feminist Theory of Female Delinquency (25)
- Masculinities and Crime (26)
- Getting Played (27)

Apr 5 How Black Lives Matter: Theoretical Developments
Reading Assignment
- A Theory of Race, Crime, and Urban Inequality (28)
- Imprisoning Communities: Coerced Mobility Theory (29)
- The New Jim Crow (30)
- A Theory of African American Offending (31)

Apr 12 Getting Into and Out of Crime: Life-Course Theories
Reading Assignment
- Pathways in the Life-Course to Crime
- A theory of Persistent Offending and Desistance from Crime
- The Feared Self: An Identity Theory of Desistance

Apr 19 Positive Criminology
Assigned Reading
- Social Support and Crime (49)
- Social Concern and Crime (50)

Critical Analysis #4: Due by 11:59pm on Sunday, April 23.

Police and Society Fall 2021

Department of Social, Cultural, & Justice Studies, CRMJ 5060 CRN 44147,

Internet, 3 credit hours

Instructor: Dr. Sherah Basham

Email and Phone Number: sherah-basham@utc.edu (423) 425-4519

Office Hours and Location: Monday 10a-1p EST, or by appointment. Virtual Only.

Course Meeting Days, Times, and Location: Internet – UTC Learn

Course Catalog Description: The philosophy and role of American policing, politics and policing, managing police organizations, police-community relations, police operational and administrative practices, police research, police executive development, emergent issues and problems in policing.

Course Pre/Co Requisites: None.

Course Student Learning Outcomes: Students will vary with regard to their competency on each of these learning outcomes and students are ultimately responsible for their learning experience. By the end of the semester, students can expect to accomplish these learning outcomes only if they abide by all course policies, attend class regularly, complete all assignments satisfactorily and on time, and fulfill all of the other course expectations:

(1) Critically examine the historical and evolutionary trends in American policing
(2) Understand the role and functions of the police in modern society
(3) Analyze cultural perspectives within the context of American policing
(4) Evaluate past and current reforms
(5) Synthesize empirical research in policing

Required Course Materials: No required textbook.
All weekly module readings will be posted within UTC Learn modules.
Students will select **ONE** of the following book options: (Please note, many of these are available in the UTC Library in physical and/or ebook formats).
Bayley, D. H. (1994). *Police for the future*. Oxford University Press.
ISBN: 9780195104585
Brown, M. K. (1988). *Working the street: Police discretion and the dilemmas of reform*. Russell Sage Foundation.
ISBN: 9780871541918
Davis, Angela J*. Policing the black man: Arrest, prosecution, and imprisonment*. Penguin Random House.
ISBN: 9780525436614; ebook ISBN: 9781101871287
Horace, M. and Harris, R. (2019). *The black and the blue: A cop reveals the crimes, racism, and injustice in America's law enforcement*. Hachette Books.
ISBN: 9780316440097; ebook ISBN: 9780316440073
Klinger, D. (2006). *Into the kill zone: A cop's eye view of deadly force*. Wiley.
ISBN: 9780787986032; ebook ISBN: 9781118429761
Moskos. P. (2009) *Cop in the hood: My year policing Baltimore's Eastern District*. Princeton University Press.
ISBN: 9780691143866; ebook ISBN: 9781400832262
Vitale, Alex S. The end of policing. Verso.
ISBN: 9781784782924; ebook ISBN: 9781784782917
Wilson, J. Q. (1978). *Varieties of police behavior: The management of law and order in eight communities*. Harvard University Press.

ISBN: 9780674932111
Wilson, W. J. (1987). *The truly disadvantaged: The inner city, the underclass, and public policy*. University of Chicago Press.
ISBN: 9780226901312

Technology Requirements for Course: The following technology is mandatory for participation in this course: Participants need access to a personal computer (Mac or Windows) and the Internet for major amounts of time for this course. Test your computer set up and browser for compatibility with UTC Learn by visiting the Student Resources webpage and clicking Browser Check under Technology Resources.

Remote course participation requires a home set-up. If you have long-term hardware or software needs for remote course participation, please see university Technology Resources for Students in advance of the semester or as needs arise.

You should have an updated version of Adobe Acrobat Reader (for PDF documents). Additional software plug-ins may be needed. Check the Technical Requirements for the UTC Learn system by visiting the Student Resources webpage and clicking Technical Requirements.

Please note, mobile devices (i.e. phones, tablets, etc.) are not conducive for online courses and are NOT RECOMMENDED.

Technology Skills Required for Course: You are expected to have a working knowledge and capability with your computer hardware and a variety of software applications before entering this class.
Class participants must know how to use and check the course on UTC Learn and their e-mail on a daily basis. You will need to know your UTC ID user name and password to access the UTC Learn online password-protected system. If you do NOT know your UTC ID user name and password, please contact the Solutions Center at (423)-425-4000.
You must be able to save word processing files in a .doc/.docx (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing files.
Students are expected to have the following computer skills:
Word processing including formatting word processor documents Email including sending, receiving and email attachments Internet searches UTC library database searches Students must keep their anti-virus definitions up to date.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center at 423-425-4006 or email DRC@utc.edu.

Course Assessments and Requirements
Activity Submissions: All course activities will be submitted through UTC Learn (Canvas).

Discussion Boards: The purpose of discussion boards is to create class discussion in an online environment. Discussion boards allow students to share perspectives on a variety of topics covered in the course content. It will provide an environment in which students can think critically, provide feedback, and assist each other in comprehension of topics. As discussion boards are "conversations," students are expected to be actively engaged and discussion boards cannot be made up after the due date - once the "conversation" has ended.

Students are expected to read the prompts and provide their initial post by Tuesday at 11:59 pm EST. Students must then respond to at least two of their classmates by Friday at 5 pm EST. Guidelines regarding content and length will be provided in each module's discussion board.
Responses must be thoughtful, respectful, and encourage discussion. Vague or meaningless

responses will receive 0 credit. There will be a total of 3 graded discussion boards. The first discussion board is worth 5 points. The second and third discussion boards are worth 10 points each.

Summaries: Students will select 4 modules from the list provided to complete module content summaries. The summary will be due on Friday at 5 pm EST on the week the module is completed. Module will be open for a minimum of 2 weeks to permit students ample time to complete readings and summaries. There will be a total of 4 summaries worth 10 points each.

Book Review: The purpose of a book review is to provide a thorough description, critical analysis, and/or evaluation of the quality, meaning, and significance of a book, often written in relation to prior research on the topic. Book reviews are not merely summaries, but critical reviews of the work. There will be 1 Book Review worth 15 points.

There will be 1 Discussion Board will be associated with this assignment. Those who do not submit a Book Review will not be permitted to participate in the Discussion Board and receive a 0 on both assessments. As students will have 4-6 weeks to complete the review and Discussion Board participation is dependent on the review, late submissions will not be accepted for any reason.

Policy Memo: The purpose of a policy memo is to analyze and/or provide recommendations for specific issues. This assignment will provide students the opportunity to develop practical skills connecting research to practice and policy. There will be 1 Policy Memo worth 15 points.

There will be 1 Peer Review activity associated with this assignment. Those who do not submit a Policy Memo will not be permitted to participate in the Peer Review and receive a 0 on both assessments. As students will have a minimum of 2 weeks to complete the review and that Peer Review participation is dependent on the review, late submissions will not be accepted for any reason.

Peer Review: The purpose of the Peer Review is to provide student-to-student engagement, as well as feedback on policy recommendations. There will be 1 Peer Review Assignment in which students will review 3 of their classmates' memos, worth a total of 5 points.

Those who do not submit a Policy Memo will not be permitted to participate in the Peer Review and receive a 0 on both assessments.

Extra Credit: There will be no extra credit provided in this course.

Course Grading
Course Grading Policy: Consult the latest Graduate Catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Assessment	*Points*
3 Discussion Boards	25 points (5-10 points each)
4 Summaries	40 points (10 points each)
1 Book Review	15 points
1 Policy Memo	15 points
1 Peer Review	5 points
Total	100 points

Letter Grade	*Points*
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 10 business days of the posted due date. If for some reason the instructor is unable to have the assignment graded in this time period (due to unforeseeable circumstances: instructor illness, hospitalization, etc.), students will be notified through UTCLearn.

Course and Institutional Policies
Late/Missing Work Policy: Late work will not be accepted. If you have an authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty) which conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. As these are not unexpected absences, please plan to do your work ahead of time. If there is a conflict, please contact me ahead of time to notify me of upcoming needs.

In the event of an emergency in which you cannot complete an assignment/assessment on time, please contact me within 24 hours of missing the deadline. The course has been designed to allow students to a minimum of 2 weeks to complete each graded activity, it is your responsibility to plan ahead to avoid unexpected issues.

Campus Safety Policy: Due to COVID-19, there is a campus safety policy for classes that meet on campus; please review this policy.

COVID-19 Absence Policy: Students **must complete the COVID-19 Notification form** if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to the instructor by the Office of Student Outreach & Support. Students will not be penalized for COVID-19 absences
or late course assessments due to a COVID-19 related illness unless they are unable to complete course learning outcomes. Faculty will work reasonably with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, **continue to participate in the online course.**

If COVID-19 related illness results in any missed course work, **students must contact the instructor within 48 hours of recovering to plan make-up work.** Makeup work must be completed according to the plan devised by the instructor in coordination with the student. It

remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's General Student Grievance (Complaint) Procedure by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the Student Conduct Policy page.

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

Online Academic Integrity Pledge: As an online student, I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes, I pledge that my work will be done independently, unless directed otherwise by my instructor, that my work will be original, and that my work will be my own.

As an online student, I understand that my activities within the online environment are monitored electronically and are subject to investigation should the instructor suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the instructor of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.

Course Delivery Method: Internet (80%> Web Based) – This format requires that the entire class be conducted online. All materials for the course including the syllabus, course content, contact information, and presentations will be provided on UTC Learn. Activities and assessments will also be conducted on UTC Learn.

Weather: If the campus is closed due to inclement weather, the online course will proceed as normal, unless there are extensive power outages.

Statement on Title IX and Mandatory Reporting: Title IX is a federal law that prohibits discrimination based on sex in educational programs and activities that receive federal funds. Discrimination based on sex includes sexual misconduct, relationship violence, and stalking.

UTC strives to prevent, address, and eliminate this type of misconduct by responding to individual incidents, supporting those who have been harmed, and educating community members on how to create a safe and supportive campus that encourages healthy and respectful relationships.

Faculty members have a responsibility to help create a safe learning environment on our campus. To accomplish this, faculty have a mandatory reporting obligation and are required to share information with the University regarding sexual misconduct, relationship violence and/or stalking that is disclosed to them during the performance of their duties.

Students may speak to someone confidentially by contacting Survivor Advocacy Services (SAS), located in the Center for Women & Gender Equity, at 423-425-5648 (M-F, 8 a.m. – 5 p.m.).

Questions regarding Title IX, complaints of non-compliance, and complaints of sexual misconduct, relationship violence and stalking may also be directed to the Title IX Coordinator, Stephanie Rowland, at 423-425-4255 or titleix@utc.edu

Office of Student Outreach and Support: The Office of Student Outreach & Support (SOS) advocates and supports students experiencing challenges in their personal and/or academic lives. SOS staff help students navigate University administrative processes; connect with University and community resources; and develop coping, resiliency, and self-advocacy skills. Referrals can be made by students, faculty, and staff. Additionally, students can refer themselves as needed. To make a referral, submit a Community Member of Concern Referral Form at www.utc.edu/soc. Individuals may also contact SOS by e-mailing sos@utc.edu or calling 423- 425-4301.

Additionally, SOS manages Scrappy's Cupboard, UTC's food pantry. Scrappy's Cupboard is free, anonymous, and no questions asked. Students needing support ranging from one meal to a week of supplies should visit Scrappy's Cupboard. For more information, visit www.utc.edu/scrappyscupboard.

Veterans Service Statement: The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to the UTC Green Zone webpage or the Center for Military and Veteran's Affairs. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423-425-2277. THANK YOU FOR YOUR SERVICE.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Course Participation/Contribution: Graduate courses are very demanding. As such students are expected to actively participate in course discussions and complete course assignments/assessments.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (https://www.barnesandnoble.com/) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program - visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Writing and Communication Center: The Writing and Communication Center offers UTC students free help with papers, presentations, and speeches, for any class, at any stage of the writing process. Their peer consultants help writers brainstorm, outline, organize ideas, develop arguments, learn a particular

citation style, and more. They offer both synchronous and asynchronous online consultations. In each of their consultations, they provide actionable feedback to keep you moving forward with your projects. Visit their website for resources, more information about their services, or to make an appointment: utc.edu/wcc.

Copyright: This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder. Sharing these materials online or to websites such as Course Hero, Chegg, etc., is considered a violation of the copyright.

Course Calendar/Schedule: Please see the table below for important dates related to this course.

Week	Topic	Assignment	Due Date
Week 1	Module 0: Getting Started	Syllabus Quiz	8/20 at 5pm EST
Week 2	Module 1: Introduction to Policing	Introductions Discussion Board – see Canvas for dates/details	8/27 at 5pm EST
Week 3	Module 2: History of the Police		
Week 4	Module 3: Researching Policing		
Week 5	Module 4: Role of the police	Book Review Assignment *If submitting 1 of 4 Reading Summaries (Mod 4-11).	9/17 at 5pm EST
Week 6	Module 5: Police Discretion	Book Review Discussion Board – see Canvas for dates/details	9/24 at 5pm EST
Week 7	Module 6: Police & Minorities	*If submitting 1 of 4 Reading Summaries (Mod 4-11).	10/1 at 5pm EST
Week 8	Module 7: Police & the Community	*If submitting 1 of 4 Reading Summaries (Mod 4-11).	10/8 at 5pm EST
Week 9	Module 8: Police & Place	*If submitting 1 of 4 Reading Summaries (Mod 4-11).	10/15 at 5pm EST
Week 10	Module 9: Police Use of Force	*If submitting 1 of 4 Reading Summaries (Mod 4-11).	10/22 at 5pm EST
Week 11	Module 10: Police Culture	*If submitting 1 of 4 Reading Summaries (Mod 4-11).	10/29 at 5 pm EST
Week 12	Module 11: Procedural Justice & Police Legitimacy	*If submitting 1 of 4 Reading Summaries (Mod 4-11).	11/5 at 5pm EST
Week 13	Module 12: Police Reform	Policy Memo Assignment	11/12 at 5pm EST
Week 14	Module 13: Future of Policing	Peer Reviews Due	11/19 at 5pm EST
Week 15	Thanksgiving Week	Module 13 Discussion Board - initial posts due	11/23 at 11:59 pm
Week 16	Module 13 Final Discussion Due	Module 13 Discussion Board - response posts due	12/1 at 5pm EST

***** All dates are subject to change.

CRMJ 5120 (3): JUVENILE DELINQUENCY AND JUSTICE SYSTEM
Spring 2024

Course: **CRMJ 5120-001, CRN # 26493**
Title: **Juvenile Delinquency and Justice System**
Class Schedule: **Online**
Optional F2F sessions:

- **Monday, Feb. 26 (5:30-7:30 pm EST)-Conference Room**
- **Monday, April 8 (5:30-7:30 pm EST)-Conference Room**

Class Location: **Online**
Credit: **3 Credit Hours**
Professor: **Dr. Tammy Garland**
Office Phone: **423-425-5245**
Office Location: **540 McCallie Ave, #454**
Office Hours: **Wed: 8:45-11:45 & by appointment (F2F or Zoom)**
E-mail: **Tammy-Garland@utc.edu , I will respond to your emails no later than 2 business days.**
Prerequisite: Graduate standing

Course Texts:

No Text Required
**Module weekly readings have been posted in Canvas.*

Course Description:

An in-depth analysis of the juvenile justice system, juvenile law, theory, and causes of delinquency

Course Objectives:

- **Apply theoretical concepts of the juvenile justice system to practical application**
- **Understand, analyze, and critique the historical and legal evolution of the juvenile justice system**
- **Identify factors related to juvenile delinquency (e.g. abuse, race, class, and gender) through a trauma-informed lens**
- **Analyze what we know about the reality of juvenile delinquency and the public's conception and reaction to juvenile delinquency**

Trigger Warning:

As with most criminal justice-related courses, the subject matter contained within the class is often shocking and controversial. While I understand that each individual is affected differently by topics discussed, the material is designed to help prepare students for employment within the field. Thus, topics addressing the realities of drug addiction, sexual violence, abuse, and the consequences of engaging in deviant and criminal behaviors is necessary as the field in which you enter is not sterile and anything discussed in this class cannot compare to the issues that you, as a professional, will encounter. Thus, while I am empathetic to any discomfort, the material is necessary. Please do not hesitate to contact me if you have any questions.

Please go to www.utc.edu/learn to access student ADA, counseling, and veteran's accommodations, services, and policy statements. This class will address issues of domestic, sexual, and community

violence. If you have been a victim, please consider seeking counseling if course material triggers any psychological problems.

"As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity."

Selected written assignments in this class should be submitted to UTC Learn text-matching software (Unicheck) for review and to analyze the originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. Please note that not all citation issues show up; however, as you are required to familiarize yourself with the plagiarism module and academic dishonesty resources in Week 1, the expectation for academic integrity is clear.

Per University Policy, all instances of plagiarism or fabrication of information will be reported to the Dean of Students office. If you plagiarize or fabricate information, at minimum, you will fail the assignment. https://www.utc.edu/sites/default/files/2021-03/honorcode_01-2020.pdf

Students are not allowed to use advanced automated tools (e.g., AI, ChatGPT or Dall-E 2) on course assignments. Students are expected to complete each assignment without substantive assistance from others, including automated tools. Using such tools to create assignments is considered fabrication and is a violation of the UTC Honor Code.

Note: As social media platforms such as GroupMe has become a common feature used by students to communicate, please be mindful that using the tool as a means to cheat could be detrimental to your success in the course. Anyone can take a screen shot of what you post, so be mindful.

Participation Policy:

You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, or computer system failures. It is the student's responsibility to notify the instructor concerning usually demanding circumstances.
Although this is an ONLINE course, **it is not self-paced**. Reasonable deadlines have been set to ensure that you have adequate time to complete all assignments within the current session. Active participation in this class is required. Note: All assignments must be completed in order to receive a passing grade in the class.

Make Up Policy:

As this is ONLINE course, timely participation is required. In order to make up an assignment, prior approval must be obtained from the professor. Approval is at the discretion of the professor, and documentation for an emergency absence is required within one week; All missed assignments must be completed within one week of the original due date. Please see the university policy for what constitutes professional academic notification and an excusable absence: https://www.utc.edu/dean-students/studentoutreach/academicnotification.php
Note: Discussion Boards are not eligible for make up.

Late Assignments:

For every day an assignment is late, the grade will drop by 10 percentage points. After 5 days, I will not accept the assignment and the student will receive a grade of "0".

Email Statement:
Students are encouraged to communicate with the professor if there are experiencing difficulties/concerns in the course. You can expect a response anywhere between 24-48 hours from me during normal business hours (8am-5pm, Monday-Friday). All communication must be made using your UTC email address (firstname-lastname@utc.edu) for (See http://onenet.utc.edu for your exact address.) Please check your UTC email on a regular daily. If you have problems with accessing your email account, contact the Help Desk at 423/425-2678.

Technology Requirements:
You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course and your internet browser (preferably Mozilla) must be up to date. You are required to check the online portion of this course at http://utconline.utc.edu/ on a daily basis.

You must be able to save word processing files in a .doc/.docx format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class.

Class information and announcements will be communicated through the announcements listings on the course web page (on UTC Learn at http://utconline.utc.edu), and through your UTC e-mail address.

Title IX Statement:
Federal law, specifically Title IX, and university policy require that I, along with all other faculty members, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating violence, domestic violence, and stalking. Reporting ensures that colleges protect and accommodate victims/survivors as well as hold perpetrators accountable for their behavior. There are several places on campus where you can report incidents if you wish to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance. For more information about reporting options see the webpage: http://www.utc.edu/sexual-misconduct/.

Class Rules:
This class allows an open forum for discussion; however, we must remember that college is a serious business. Thus, it is necessary that each member of the class **respect the needs and beliefs of others**. The ideas of another can be denounced but remember to not make your arguments personal

Course Requirements:

1. Case Briefs: (40%)

During the semester, Three legal briefs will be assigned. Each student is to write the brief according to handout guidelines.

1. Kent v. US (1966)
2. Vernonia School District v. Acton (1995)
3. Roper v. Simmons (2005)

2. Paper (Rough Draft: 10%; Final Paper: 30%)

You will be assigned a paper topic by the professor in which you will write a research proposal similar to Part 1 of your comprehensive exam. Your paper will be structured to include an introduction, literature review (including theoretical application), and methodology

(including limitations). Due dates are noted in the syllabus and assignment requirements/rubric are posted in UTC Learn. See rubric for details.

3. Discussion Boards: 20%

Since this is an online class, this class requires that you participate in the discussion forum. DBs are open from Monday-Sunday; all posts must be complete by 11:59 pm EST on the assigned date of topic. You must post one initial response to the given prompt; All other posts will be in response to your classmates or myself. Note: This does not mean that you will simply wait until the last minute. Discussion entails active participation throughout the week. (See Discussion Board Rubric for what constitutes appropriate posts). Initial posts should be completed by Thursday night. A **minimum of 3** posts per week is required (7 posts maximum; quality not quantity). If the minimum is not met, you will receive no credit for the weeks' discussion. Each discussion is worth 20 total points for a total of DB grade of 100 points. Six discussion boards will be assigned of which only the highest five will count toward your total grade.

Grading:

The final grade will be computed as follows:

		A = 90-100%
Rough Draft:	10%	B = 80-89%
Paper:	30%	C = 70-79%
Case Briefs:	40%	D = 60-69%
Discussion Boards:	20%	F = below 60%

Total:	100%	

All Assignments will be graded within 2 weeks of their submission date.

Class Outline:

Date	Topics	All Readings and Assignments must be completed by **Sunday, 11:59 PM EST** time of the assigned week.
Week 1: 1/8-1-14	Introduction	Familiarize yourself with course material; Introductions; Readings
Week 2: 1/15-1/21	Juvenile Crime & the Criminal Justice System; Girls & Delinquency	Module Articles
Week 3: 1/22-1/28	Juvenile Law	Module Articles; **Brief 1 (Kent)**
Week 4: 1/29-2/4	Ethics & the Criminal Justice System	**DB 1**
Week 5: 2/5-2/11	Theorizing Juvenile Crime & Explaining Youth Offending	Module Readings **DB2**
Week 6: 2/12-2/18	Childhood Victimization, ACE Scores, & Maladaptive Behaviors	Module Articles
Week 7: 2/19-2/25	Family & Delinquency; Termination of Parental Rights; Foster Care	Module Articles **DB3**
Week 8: 2/26-3/3	Cyber Victimization: Bullying Beyond the Schoolyard	Module Readings; **DB4** Optional F2F Meeting
Week 9: 3/4-3/8	Individual Meetings to Discuss Papers (Sign up with Professor)	
3/9-3/17	Spring Break	

Date	Topics	All Readings and Assignments must be completed by **Sunday, 11:59 PM EST** time of the assigned week.
Week 10: 3/18-3/24	Schools & Delinquency…Pipeline to Prison	Module Readings: **Brief 2 due (Vernonia)** **Paper Draft Due: 3/24 (11:59 PM EST)**
Week 11: 3/25-3/31	Mental Health and Substance Abuse Issues	Module Articles**; DB 5 due**
Week 12: 4/1-4/7	Imprisonment, Treating Juveniles as Adults, and the Death Penalty	Module Readings; **Brief 3 due (Roper)**
Week 13 4/8-4/14	Optional Class Meeting; Work on papers	
Week 14 4/15-4/21	Diverting Juveniles and Juvenile Programs; Restorative Justice	Chs. 6 & 7 (JO); Module Articles; **DB 6 due**
		Final Paper due: **Monday, 4/22 (11:59 pm EST)**

This schedule is tentative and subject to change.

Cyber Crime

Fall 2023 CRMJ 5100R-01

COURSE	CRMJ 5100R-01, CRN # 46192
TITLE	Cyber Crime
CLASS SCHEDULE	Online
CLASS LOCATION	Online
CREDIT	3 Credit Hours
INSTRUCTOR	Dr. Ahmet Kule
OFFICE PHONE	423-425-4512
OFFICE LOCATION	540 McCallie, Rm 451
OFFICE HOURS	9 am - 12 p.m., Wednesdays (Office hours will be held online)
E-MAIL	Ahmet-Kule@utc.edu**,** Your email will be responded within 2 business days.

Course Catalog Description:
Cybercrime is a growing, global problem. The interconnectedness and interdependency of societies has provided immeasurable opportunities for economic growth, employment, and interpersonal communications and connections. And yet, this interconnectedness and interdependency has created numerous vulnerabilities that can be exploited by a variety of actors no longer restricted by time and space in committing illicit activity.

This course introduces students to critical cybercrime and cybersecurity issues, causes of and factors influencing cybercrime, and the motives, tactics, targets, and methods of operation of cybercriminals, as well as what makes individuals, businesses, and governments targets of cybercrime, and what can be done to prevent cybercrimes and protect these targets from cybercrime. Related court cases, articles, assessments, and news stories will be explored to cover all aspects of this new criminal behavior. The desired outcome of this course is to provide the students with some analytical and critical skills in this emerging field of cybercriminality.

Learning Outcomes:
L1 Describe and assess global connectivity and technology usage trends L2 Define cybercrime and discuss why cybercrime is scientifically studied
L3 Describe and explain the ways in which certain cybercrimes are perpetrated L4 Identify and assess challenges relating to extraterritorial evidence
L5 Explain and evaluate the objectives and lifecycle of national cybersecurity strategies
L6 Articulate and critically evaluate the ways in which digital evidence is identified, collected, acquired, and preserved
L7 Identify, examine, and analyse the technical, legal, ethical, and operational

challenges relating to the investigation and prevention of cybercrime

Required Text:
Holt, T. J., Bossler, A. M., and Seigried-Spellar, K. C. (2022). **Cybercrime and Digital Forensics: An Introduction**. Third Edition. Routledge. ISBN 978-0-367-36006-1

Course Assessments and Requirements
Discussion Board Assignments (30% of total grade):
Students are expected to participate all discussion board activities. Discussions will start every Sunday at 11:59 p.m. and will remain open seven days until the following Sunday, 11:59 p.m. Students are expected to post at least **four times** in each discussion week.
This **first post** should be 400-450 words in length, and due by Thursday night. In this first post, students are expected to respond to prompts posted by the Instructor. This post will be worth 70% of your weekly discussion grade. Students are also expected to respond to **at least three other students** each discussion week. These three responses to other students should contain around 300 words in total (around 100 words each response), and due by Sunday night. Responses to other students will be worth 30% of weekly discussion grade. Students are expected to post their entries on two or more separate days. That means students are expected to log into discussion board at least twice each week.

Discussions are expected to be based on course readings/materials, and other academic sources that are relevant to course topics. Students are expected to provide evidence in their responses. Responses such as "I agree" or "Great comment" will receive no credit. Students don't have to use other sources, but they may if they want. It would be better if the students cite their own sources, so other students will have a clear understanding. It is always good to proof read your assignments before submitting them.

Two Short Papers (40% of the total grade)
Students are expected to submit two short papers (each 20%) on assigned topics. For example, in your first short paper, you will be expected to explore and analyze the cryptomarkets in 900-1,000 words. The first short paper is due September 24th, and the second short paper is due on October 29th. These short papers must be submitted to UTC Learn (Canvas) text-matching software (Turnitin Similarity) for review and to analyze for originality and intellectual integrity. Students will be provided with specific instructions for these assignments.

Final Research Project (30% of total grade)
Students are expected to submit a final research paper (approximately 3,000 words) by December 3. This research project will review the approaches and research related to cyber crimes. Students will be provided with specific instructions and a rubric for the assignment. Students are encouraged to submit a rough draft for feedback before 11/12/23. No drafts will be reviewed after this date.

No assignments will be accepted late without prior consent – exceptions will only made in the case of unforeseeable and acceptable circumstances (i.e. accidents, death of a family member, etc.)

It is easy to download from the internet, but that is not only morally dishonest but educationally counterproductive, since you are defeating the purpose of writing and thus cheating yourself as well. All papers in this class must be submitted to UTC Learn (Canvas) text-matching software (Unicheck) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

All papers must be formatted in the APA citation method. Students will use the American Psychological Association (APA) style for written assignments, as appropriate.

Distance Learning (Online Education):
Distance learning is self-directed learning. It requires a high level of responsibility, dedication, and self-discipline on the part of the student. Students are responsible for reading the assigned chapters "cover to cover." Because of its nature, you are responsible for your own work, your own progress, and your own grade. In order to succeed, you must carefully follow all instructions.

All course information and assignments will be available online through the course site on Canvas. All written assignments must be submitted online through the course site on Canvas. No assignments will be accepted via email or in person. You may use any of the computers provided for students on campus, or any other computer with internet access.

Technology Requirements and Skills for this Course:
Students are expected to check the course on UTC Learn and their UTC student email account daily. Students are expected to have working knowledge and capability with their computer hardware and a variety of software applications before taking this class.
Students are expected to have the following computer skills for this course:

- Word processing including creating and formatting word documents
- Saving files in a ".doc/.docx" (Microsoft Word), ".rtf" (Rich Text Format), or ".txt" (Text) format
- Sending and receiving emails
- Internet searches and UTC library database searches
- Navigating the features of the Canvas
- Posting on the discussion board
- Submitting assignments via the Canvas

Students need to know their UTC ID user name and password to access the UTC Learn online password-protected system. If you do NOT know your UTC ID user name and password, please contact the Solutions Center at 423-425-4000.

Students must keep their anti-virus programs up to date. For UTC Learn support, contact the IT Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Technology Support: If you need help with UTC Learn, visit the UTC Technology Resources for Students or contact the IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Grading Protocol: Individual performance will be measured, and final grades determined by the following:

Grading Breakdown:		**Grading Scale:**
Two Short Papers (20% each)	**40 %**	A = 90-100%
Final Research Project	**30 %**	B = 80-89%
Discussion Board Participation	**30 %**	C = 70-79%
	100 %	D = 60-69%
		F = below 60%

Course and Institutional Policies

Communication with the Instructor: UTC email is the official means of communication between the instructor and student at the UTC. Please check your UTC email on a regular basis. In this class, your email will be responded within two business days. When you email the instructor, the subject line must always include CRMJ 5100 and a brief reason for your email. Examples: CRMJ 5100 — Student Question or CRMJ 5100 —Help Finding a Source. Remember to "sign" your email, to include your full name (first, last; no nickname) and UTC email address.

Late/Missing Work Policy: Failure to take an exam or present group project on the scheduled day will result in a grade of zero (0) being used in the computation of your final grade– exceptions will only made in the case of unforeseeable and acceptable circumstances (i.e. accidents, death of a family member, etc.). Students must provide documented proof that is verified through the Dean of Students Office in order to make up a quiz or discussion forum. If the students submit their research project late, 10 points will be deducted per day.

Instructor Grading and Feedback Response Time: All assignments will be graded, and students will be provided with individual feedback in seven days of assignment due date.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the UTC Student Conduct Policy.

Academic Integrity: As a student of the University of Tennessee at Chattanooga, you are expected to abide by the University's Honor Code. Any suspected violation of the UTC Honor Code will result in a referral to the Office of Student Conduct and may result in a grade of F (0) on an assignment, examination, or course should you be found responsible for the alleged violation.

Generative Artificial Intelligence (AI) - Use Prohibited: All submitted coursework must be your own original work. Inclusion of proper citations, using the accepted citation style for this course, is required per the UTC Honor Code. The use and/or inclusion of any materials derived by a Generative AI tool is strictly prohibited. Failure to follow any of the aforementioned guidelines constitutes a violation of the Honor Code and will result in a referral to the Office of Student Conduct.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center at 423-425-4006 or email DRC@utc.edu.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program visit the bookstore, email sm430@bn.college.com or call 423-425-2184.

Title IX and Mandatory Reporting: Title IX is a federal law that prohibits discrimination based on sex in educational programs and activities that receive federal funds. Discrimination based on sex includes sexual misconduct, relationship violence, and stalking. UTC strives to prevent, address, and eliminate this type of misconduct by responding to individual incidents, supporting those who have been harmed, and educating community members on how to create a safe and supportive campus that encourages healthy and respectful relationships. Faculty members have a responsibility to help create a safe learning environment on our campus. To accomplish this, faculty have a mandatory reporting obligation and are required to share information with the University regarding sexual misconduct, relationship violence and/or stalking that is disclosed to them during the performance of their duties. Students may speak to someone confidentially by contacting Survivor Advocacy Services (SAS), located in the Center for Women & Gender Equity, at 423-425-5648 (M-F, 8 a.m. – 5 p.m.). Questions regarding Title IX, complaints of non-compliance, and complaints of sexual misconduct, relationship violence and stalking may also be directed to the Title IX Coordinator, Stephanie Rowland, at 423-425-4255 or titleix@utc.edu.

Student Outreach and Support: The Office of Student Outreach & Support (SOS) advocates and supports students experiencing challenges in their personal and academic lives. SOS staff help students navigate University administrative processes; connect with University and community resources; and develop resiliency, self-advocacy, and coping skills. Students may contact SOS by e-mailing sos@utc.edu or calling 423-425-4301.

Online Etiquette: Proper conduct is as important in the virtual classroom as it is in person. A fruitful and productive discussion will facilitate a successful learning experience for all students, so it is imperative to maintain the highest levels of courtesy and respect throughout all communications and posts in this course. You are encouraged to watch this two-minute YouTube video Netiquette and to visit Virginia Shea's netiquette Home Page for helpful guidelines.

Class Schedule

Week	Dates	Subjects	Reading
Week 1	August 21-27	Technology and Cybercrime	Chapter 1
Week 2	August 28 - September 3	Law Enforcement, Privacy, and Security in Dealing with Cybercrime	Chapter 2
Week 3	September 4-10	Computer Hackers and Hacking	Chapter 3
Week 4	September 11-17	Malware and Automated Computer Attacks	Chapter 4
Week 5	September 18-24	Digital Piracy and Intellectual Property Theft. First Short Paper Due	Chapter 5
Week 6	September 25- October 1	Online Fraud	Chapter 6
Week 7	October 2-8	Pornography, Image-Based Sexual Abuse, and Prostitution	Chapter 7
Week 8	October 9-15	Child Sexual Exploitation Material Offenses	Chapter 8
Week 9	October 16-22	Cyberbullying, Online Harassment, and Cyberstalking	Chapter 9
Week 10	October 23-29	Online Extremism and Cyberterror Second Short Paper Due	Chapter 10
Week 11	October 30- November 5	Cyberwarfare and Information Operations Online Illicit Market Operations Online	Chapter 11 Chapter 12
Week 12	November 6-12	Cybercrime and Criminological Theories	Chapter 13
Week 13	November 13-19	Evolution of Digital Forensics	Chapter 14
Week 14	November 20-26	Acquisition and Examination of Forensic Evidence	Chapter 15
Week 15	November 27- December 3	Legal Challenges in Digital Forensic Investigations The Future of Cybercrime, Terror, and Policy Final Research Project Due	Chapter 16 Chapter 17

The University of Tennessee at Chattanooga
Department of Social, Cultural, and Justice Studies
Diversity and Crime
Fall 2022
CRMJ 5130, CRN 45423, Hybrid, 3 credit hours

Instructor: Dr. Rick Dierenfeldt

Email: ricki-dierenfeldt@utc.edu

Office Location: State Office Building 452

Office Phone: 423-425-2174

Office Hours: Wednesdays (9:00 am -1:00 pm) and by appointment. I will also respond to questions via email within 24 hours.

Course Meeting Days, Time, and Location:

I have included a link for Thursday class meetings via Zoom. The days we actually meet via Zoom will be determined on the first day of class. All meetings will run from 5:30 pm to 8:00 pm. The link is reoccurring.

Link: https://tennessee.zoom.us/j/97714907806

Password: 558271

Course Catalog Description: Critical examination of major theories, research findings, policies, and controversies concerning race, ethnicity, class, and gender to examine the interrelationship between criminal justice system operations and issues of human diversity and status.

Course Pre/Co Requisites: None.

Course Student Learning Outcomes:

1. Describe the relations between race/ethnicity, class, gender, crime, and social control;
2. Compare and contrast the influence of micro and macro level characteristics on offending and victimization;
3. Analyze the relation between individual characteristics of victims and offenders and the criminal justice response;
4. Describe the influence of individual and neighborhood characteristics on unique forms of criminal offending.

Required Textbook: Barak, G., Leighton, P., & Cotton, A. (2018). *Class, Race, Gender, and Crime: The Social Realities of Justice in America* (5th ed.). Lanham, MD: Rowman and Littlefield. ***Required chapters will be made available to you***

Additional Required Readings:

Alarid, L.F., Burton, V.S., & Cullen, F.T. (2000). Gender and crime among felony offenders: Assessing the generality of social control and differential association theories. *Journal of Research in Crime and Delinquency, 37*(2), 171-199.

Anderson, E. (1994). The code of the streets. *Atlantic Monthly*, 81-94.

Benson, M.L. (1985). Denying the guilty mind: Accounting for involvement in a white-collar crime. *Criminology, 23*(4), 583-607.

Berg, M.T., & DeLisi, M. (2006). The correctional melting pot: Race, ethnicity, citizenship, and prison violence. *Journal of Criminal Justice, 34*, 631-642.

Briones-Robinson, R., Powers, R.A., & Socia, K.M. (2016). Sexual orientation bias crimes: Examination of reporting, perception of police bias, and differential police response. *Criminal Justice and Behavior, 43*(12), 1688-1709.

Carr, P.J., Napolitano, L., & Keating, J. (2007). We never call the cops and here is why: A qualitative examination of legal cynicism in three Philadelphia neighborhoods. *Criminology, 45*(2), 445-480.

Copes, H., Hochstetler, A., & Forsyth, C. (2013). Peaceful warriors: Codes for violence among adult male bar fighters. *Criminology, 51*(3), 761-794.

Dierenfeldt, R., Shadwick, J.T., & Kwak, H. (2020). Examining gender- and drug-specific arrest counts: A partial test of Agnew's general strain theory. *Deviant Behavior, 41*(9), 1097-1112.

Dolliver, M.J., & Rocker, D.L. (2017). Addressing a divide in the conceptualization of the gender-crime relationship: A comparative test of gender and sex using general strain theory. *Deviant Behavior*, 1-14.

Jiang, S., & Winfree, L.T. (2006). Social support, gender, and inmate adjustment to prison life: Insights from a national sample. *The Prison Journal, 86*(1), 32-55.

King, R.D., & Light, M.T. (2019). Have racial and ethnic disparities in sentencing declined? *Crime and Justice, 48*(1), 365-437.

Kirk, D.S., & Matsuda, M. (2011). *Legal cynicism, collective efficacy, and the ecology of arrest. Criminology, 49*(2), 443-472.

Kochel, T.R., Wilson, D.B., & Mastrofski, S.D. (2011). Effects of suspect race on officers' arrest decisions. *Criminology, 49*(2), 473-512.

Kwak, H., Dierenfeldt, R., & McNeeley, S. (2019). The code of the street and cooperation with the police: Do codes of violence, procedural injustice, and police ineffectiveness discourage reporting violent victimization to the police? *Journal of Criminal Justice, 60*, 25-34.

Lee, M.R., Bankston, W.B., Hayes, T.C., & Thomas, S.A. (2007). Revisiting the southern culture of violence. *The Sociological Quarterly, 48*(2), 253-275.

Lytle, D.J. (2014). The effects of suspect characteristics on arrest: A meta-analysis. *Journal of Criminal Justice, 42*, 589-597.

Matsuda, K.N., Melde, C., Taylor, T.J., Freng, A., & Esbensen, F. (2013). Gang membership and adherence to the "code of the street." *Justice Quarterly, 30*(3), 440-468.

Myer, A.J., & Chamlin, M.B. (2011). Aggregation bias and the benign neglect hypothesis. *Journal of Crime and Justice, 34*(2), 124-138.

Olson, C.P., Laurikkala, M.K., Huff-Corzine, L., & Corzine, J. (2009). Immigration and violent crime: Citizenship status and social disorganization. *Homicide Studies, 13*(3), 227-241.

Ousey, G.C., & Kubrin, C.E. (2009). Exploring the connection between immigration and violent crime rates in U.S. cities, 1980-2000. *Social Problems, 56*(3), 447-473.

Parker, K.F., & McCall, P.L. (1999). Structural conditions and racial homicide patterns: A look at the multiple disadvantages in urban areas. *Criminology, 37*(3), 447-478.

Peterson, D., & Panfil, V.R. (2014). *Handbook of LGBT communities, crime, and justice*. New York: Springer.

Peterson, R.D., Krivo, L.J., & Harris, M.A. (2000). Disadvantage and neighborhood violent crime: Do local institutions matter? *Journal of Research in Crime and Delinquency, 37*(1), 31-63.

Rodriguez, S.F., Curry, T.R., & Lee, G. (2006). Gender differences in criminal sentencing: Do effects vary across violent, property, and drug offenses? *Social Science Quarterly, 87*(2), 318-339.

Rojek, J., Rosenfeld, R., & Decker, S. (2012). Policing race: The racial stratification of searches in police traffic stops. *Criminology, 00*(0), 1-32.

Sampson, R.J., & Wilson, W.J. (1995). Toward a theory of race, crime, and urban inequality. In John Hagan and Ruth D. Peterson (eds.), *Crime and Inequality (pp. 37-54)*. Palo Alto, CA: Stanford University Press.

Steffensmeier, D., Ulmer, J., & Kramer, J. (1998). The interaction of race, gender, and age in criminal sentencing: The punishment cost of being young, black, and male. *Criminology, 36*(4), 763-798.

Stolzenberg, L., D'Alessio, S.J., & Eitle, D. (2004). A multilevel test of racial threat theory. *Criminology, 42*(3), 673-698.

Velez, M.B. (2009). Contextualizing the immigration and crime effect: An analysis of homicide in Chicago neighborhoods. *Homicide Studies, 13*(3), 325-335.

Wright, E.M., Salisbury, E.J., & Voorhis, P.V. (2007). Predicting the prison misconducts of women offenders: The importance of gender-responsive needs. *Journal of Contemporary Criminal Justice, 23*(4), 310-340.

Zimmerman, G.M., & Messner, S.F. (). Neighborhood context and the gender gap in adolescent violent crime. *American Sociological Review, 75*(6), 958-980.

Technology Required: You need access to a computer with a reliable internet connection to complete this online course. Test your computer set up and browser for compatibility with UTC Learn at http://www.utc.edu/learn/getting-help/system-requirements.php.

- Students are expected to have reliable access to the internet.

- Students are expected to have access to Microsoft Office features, including Word and Power Point.

- Since not all of UTC Learns' tools and functions work well using mobile devices (i.e., phones, iPads, Kindles, etc.) the taking of exams, quizzes and submission of assignments via mobile devices is **NOT RECOMMENDED**. Therefore, students are expected to have access to a full browser on a computer. See the following link for more information on functions that may not work properly using mobile devices https://www.utc.edu/learn/mobile-learn.php.

- **A USB Drive is REQUIRED**: Do not count upon the stability of any online environment or your computer's hard drive. All materials for online submission should FIRST be saved on a USB/Flash Drive and submitted by using the upload or cut and paste feature of your computer. Portable drive back up files are a course requirement.

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on functions that may not work properly using mobile devices https://www.utc.edu/learn/mobile-learn.php.

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- A tutorial on many of the above features can be found at: https://www.utc.edu/learn/student-resources/index.php

- By the end of the first week of the semester, all students should have resolved all technical issues with IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu and be ready to fulfill the requirements of the course. No exceptions will be made and no excuses will be accepted.

- If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Communication: Class announcements are made during normal class time, as well as through UTC Learn and UTC email. UTC email is the official means of communication between instructor and student at UTC. Please check your UTC email and UTC Learn on a regular basis.

Technical Support: If you have problems with your UTC email account or UTC Learn, contact the IT Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Course Grading Policy: 90-100% = A (441-490 points); 80-89% = B (392-440 points); 70-79% = C (343-391 points), 60-69% = D (294-342 points); <60% = F (<294 points). Final grades will be rounded precisely. If you have an 89.4% final average, this is a B. If you have a 69.5%, this is a C.

Weekly Critical/Analytic Papers	8@25 points	200
Contribution to Discussion	14@10 points	140
Discussion Lead	1@50 points	50
Final Paper	1@100 points	100
Total points		490

Instructor Grading and Feedback Response Time: Grading and feedback on weekly critical/reaction papers will be available within 7 days of submission. Grading and feedback related to contribution to weekly discussion will occur on a continual basis. Grading and feedback on discussion lead will be available within 7 days of submission. Grading and feedback on the final paper will be available within 7 days of submission.

Course Materials: Course content is organized by week (see course schedule below). Because this is an "online" class, weekly folders will be available in UTC Learn. Readings that cannot be readily accessed via the text or UTC library resources (i.e., chapters from edited books) will be made available in UTC Learn.

Course Assignments:

Weekly Critical/Analytic Papers (200 points)

For 8 of the weeks in the course schedule, you will be required to type a paper providing your reaction to the assigned readings for the week. You can pick which weeks you wish to submit, but plan carefully! These papers are designed as opportunities to critically analyze the readings while demonstrating that you have read *all* readings assigned that week. These should not be confused with article summaries. Instead, you should analyze the critical components of the readings (i.e., applicability of the theory used to explain the phenomenon; methodology adopted by the author(s); the authors arguments/conclusions). For example, if you are particularly critical of the measurement of "racial threat" adopted by Stolzenberg et al. (2004), use additional readings (assigned or otherwise) to illustrate your points. Further, if you find the reliance on a single data source is problematic, describe why it is an issue, the limitations imposed, and how the study might be improved. Regarding the authors' arguments, if you disagree with Lee et al.'s (2007) conclusions regarding the relation between Scots-Irish heritage and cultures of violence, use other readings (assigned or otherwise) to refute this claim. Each critical/analytic paper should be approximately 2 pages in length, single spaced, 12 point/Times New Roman font, 1-inch margins, formatted in APA, and include a reference section (does not count toward page length). Each weekly critical/analytic paper is due in UTC Learn by 5:00 pm on the day of the corresponding class. For example, Week 2 pertains to "Structural Perspectives of Crime," so your paper that critically analyzes the assigned readings is due 9/01 at 5:00 pm.

Contribution to Discussion (140 points)

As a graduate seminar, this course will be dependent upon your preparation and participation. As a consequence, you are expected to participate in scholarly discourse. You must arrive in class fully prepared (i.e., having read and critically analyzed all required readings) and meaningfully contribute to discussion. Anecdotes and feelings on a topic or issue do not constitute a meaningful contribution. Given that we are meeting online, your contribution to discussions during Zoom meetings will be gauged by direct observation by the instructor.

During weeks that we meet via Zoom, you must submit a minimum of 2 questions designed to spur discussion that are to be submitted in Canvas by 5:00 pm on the day of class.

During weeks that we do not meet, you will be required to submit 1 question in Canvas to spur discussion and respond to a minimum of 2 questions posed by your peers. Original posts will be due no later than Tuesday at 11:59 pm the week the material is covered and your peer responses will be due no later than Thursday at 11:59 pm the same week. Due dates will be available in Canvas to keep you on track.

Discussion Lead (50 points)

You will play an important role in leading scholarly discourse. The role of discussion leader will require you to identify major points in the readings and develop a minimum of 5 questions around those points. DO NOT simply summarize the readings. All discussion lead responsibilities will take place during our class Zoom meetings. A copy of your discussion questions must be submitted in Canvas by 5:00 pm on the day of class. Below are suggestions for leading discussions:

1. Leading discussion is not a test of your knowledge. You do not need to "know" the answers to questions you ask.
2. Read critically and make sure you bring out major themes in the readings.
3. Ask questions that require more complex answers that will lead to more discussion rather than asking questions that may have only one correct answer or a yes/no response.
4. Review the examples provided to you in Canvas. They may be useful in framing your own questions.

Final Paper (100 points)

For the final paper, you will be required to choose a topic/problem related to major theories, research findings, and/or criminal justice/social policies and practices concerning race, ethnicity, class, or gender, and describe at least one approach that will directly address the issue you have selected. This will require you to read and cite sources beyond those required for the class. The paper should be 4-6 pages in length, single spaced, 12-point Times New Roman Font, 1-inch margins, and organized by the following chapters: Introduction, Review of the Literature, Policy Recommendations. APA format is expected, as is a reference section (does not count toward page total) that includes a minimum of 20 academic sources. A checklist will be available in Canvas that you may use as a guide while writing your papers. The final paper is due in Canvas no later than 12/7 at 11:59 pm.

SafeAssign – All assignments will be submitted to SafeAssign, the text-matching tool in UTC Learn that helps identify plagiarism. To avoid plagiarizing someone else's work, **do not copy and paste** from the internet or journal article. Assignments should be written in your own words and properly cite your sources. If plagiarism is detected, you will fail the assignment. If plagiarism is identified a 2nd time, you will fail the course.

Course and Institutional Policies

Course Attendance Policy: Attendance in this class via Zoom meetings is mandatory. Attendance is taken at the beginning of class and will not be available 20 minutes after class has begun. Any unexcused absence will result in a score of 0 for contribution to discussion, as well as discussion lead if this responsibility has been assigned.

Late/Make-Up Work Policy: Late work is not accepted for any course materials absent an emergency.

Weather Events Policy: If the campus is closed due to inclement weather, class will carry on as normal via UTC Learn.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Participation/Contribution: This is a graduate-level course and my expectations are high, but not unreasonable. You are expected to complete scheduled activities every week. Be aware of due dates and arrive in class each week prepared to engage your peers and the instructor in scholarly discourse. As is the case with any graduate course, you should expect to spend at least 12 hours per week working on course materials.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Schedule and Checklist

Week	Topic	Reading Assigned
1 (8/25)	Course Welcome/Expectations	Syllabus
2 (9/01)	Structural Perspectives of Crime	Sampson and Wilson (1995) Peterson et al. (2000) Parker and McCall (1999)
3 (9/08)	Cultural Perspectives of Crime (Code of the Streets)	Anderson (1994) Matsuda et al. (2013)
4 (9/15)*	Cultural Perspectives of Crime (Southern Culture of Violence)	Lee et al. (2007) Copes et al. (2013)
5 (9/22)	Sex/Gender and Crime (Part I)	Zimmerman & Messner (2010) Dierenfeldt et al. (2020)
6 (9/29)	Sex/Gender and Crime (Part II)	Alarid et al. (2000) Chapter 5 (Barak et al.) Dolliver and Rocker (2017)
7(10/06)	Immigration and Crime	Olson et al. (2009) Ousey & Kubrin (2009) Velez (2009)
8 (10/13)	Race/Ethnicity and Legal Cynicism/	Kirk & Matsuda (2011)

	Confidence in Police	Carr et al. (2007) Kwak et al. (2019)
9 (10/20)	LGBTQ Communities and Crime	Briones-Robinson et al. (2016) Peterson & Panfil (Ch. 7) Peterson & Panfil (Ch. 12)
10 (10/27)	Class and Crime	Benson (1985) Chapter 8 (Barak et al.) Chapter 9 (Barak et al.)
11 (11/3)	Racial Threat/Benign Neglect	Stolzenberg et al. (2004) Myer & Chamlin (2011)
12 (11/10)	CJ System: Policing	Kochel et al. (2011) Lytle (2014) Rojek et al. (2012)
13 (11/17)	CJ System Courts and Sentencing	Steffensmeier et al. (1998) Rodriguez et al. (2006) King and Light (2019)
14 (11/24)	Thanksgiving Break	
15 (12/1)	CJ System Corrections	Berg and DeLisi (2006) Jiang and Winfree (2006) Wright et al. (2007) Chapter 10 (Barak et al.)

FINALS WEEK (12/7-12/13) ******Final Paper Due 12/7 by 11:59 pm**********

Comparative Criminal Justice Systems
CRMJ 5220-22500
5:30-8:00pm
Spring 2020

Instructor: Dr. Gale Iles

Email and Phone Number: Gale-iles@utc.edu; 423-425-2241

Office Hours and Location:
Tuesdays and Thursdays: 11:00-1:00 and by appointments; 540 McCallie Avenue, Room 447.

Course Meeting Days, Times, and Location: TH, 5:30-8:00PM; 540 McCallie Avenue (State building), CRMJ Conference room. According to MocsNet, below are the times we will have face-to-face meetings:

January 9	March 5
January 23	March 19
February 6	April 2
February 20	April 16

Course Catalog Description
This course is an analysis of different approaches to law enforcement, criminal procedure and criminal law, juvenile justice systems, and correctional systems in cultures around the world. Specific attention is given to human rights issues as defined by various international agencies.

Course pre/co-requisites
None

Course Student Learning Outcomes
- To understand the benefits of comparing and contrasting the legal system of other countries.
- To expose students to the diversity of legal systems that exists around the world.
- To develop a greater appreciation of the variety of approaches to policing, courts and corrections around the world.
- To help students think critically about the local impact of transnational and international crimes such terrorism, cybercrime and genocide.

Required Course Materials
- Textbook – Reichel, P. (2018). Comparative criminal justice systems: A topical approach, 7th Ed. New York: NY: Pearson.
- Assigned readings from an edited text – these readings will be made available in UTC learn.
- It is also expected that students will regularly read newspapers from their country's website and other sources to keep up-to-date with crime and criminal justice issues in their adopted country. NOTE: During each class meeting students' will be called upon to share something about their country that connects to the week's assigned reading.

Technology Requirements for Course
- Students are expected to have reliable access to the internet.

- Since not all of UTC Learns' tools and functions work well using mobile devices (i.e., phones, ipads, kindles, etc.) the taking of exams, quizzes and submission of assignment via mobile devices is NOT RECOMMENDED. Therefore, students are expected to have access to a full browser on a computer. See the following link for more information on functions that may not work properly using mobile devices https://www.utc.edu/learn/mobile-learn.php.

- A USB Drive is REQUIRED: Do not count upon the stability of any online environment or of your computer's hard drive. All materials for online submission should FIRST be saved on a

USB/Flash Drive and submitted by using the upload or cut and paste feature of your computer. Portable drive back up files are a course requirement.

Technology Skills Required for Course

- By the second week of the semester, the instructor will assume that students are acquainted with some of the basics of the canvas environment such as:
    - Navigating the features of canvas
    - Sending and receiving emails via canvas
    - Creating and formatting documents in a standard word-processing application: saving files in either a ".doc", ".docx", or ".rtf" format.
    - Submitting assignments via canvas

- A tutorial on many of the above features can be found at: https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents

- By the end of the first week of the semester, all students should have resolved all technical issues with IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu and be ready to fulfill the requirements of the course. No exceptions will be made no excuses will be accepted.

Technology Support

If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements

- In-Class participation (10%)
    - This is a graduate course. So, students are expected to come to class having fully read the material and prepared to engage in class-discussion. For that reason, participation grade will be based on students' individual input in class discussion. To help facilitate class discussions, during each face-to-face session, each student is required to submit at least two questions they have about the assigned readings.

- Discussion board participation (0)
    - Due to the intense research nature of the course, there is no graded-discussion board. However, students are strongly encouraged to use the discussion board forum to ask questions about the readings and to discuss their project with their peers. It could be a very beneficial venue for sharing ideas on where to find sources.

- Critical assessments (15% of course grade) –Due by 5:00pm on Thursdays
    - To ensure that students are keeping up-to-date with the course material, each week students are expected to submit a 1-page mini writing assignment that critically analyzes the assigned readings. These writing assignments are to reflect the student's comprehension of the week's reading and their ability to apply the new knowledge to the study of their adopted countries. For example, in week 3 we are discussing the issue of transnational crime. So, during that week your assignment should include the following details:
        - Critical analysis of the reading
        - How do the assigned readings on transnational crime compare and contrast to what you know about transnational crimes in your adopted country?

NOTE: These mini assignments are also designed to get you to work on your research project throughout the semester as opposed to immediately before it is due.

- Mid-term (30% of course grade) – Due: by 11:59pm on February 20
    - Students will write a paper (no more than 8 pages) that addresses the following:
        - Overview of the country selected
            - What country did you select & why?
            - A profile of the country (i.e., geographical location, population demographics, government)
        - Crime
            - Provide the crime statistics for your country
            - What is the most pressing crime issue in your adopted country?
            - How does your country respond to the issues relating to the crime/offense in your adopted country?
        - Legal traditions and substantive and procedural law
            - What is the legal tradition used in your adopted country?
            - Discuss the procedural and substantive law in the country
        - Closing Statements
            - What interesting fact did you find about your country and how does that compare to the U.S. or another country?
            - Closing commentary on any challenges, if any, you faced on gathering the information.

- Final Paper (40% of course grade) – Due: by 11:59pm on April 2
    - NOTE: You must use the same country you selected for the midterm exam.
    - Students will write a paper (no more than 10 pages) that addresses the following:
        - Police
            - Describe the structure of policing in your adopted country.
            - What are the different types of law enforcement agencies?
            - What are the various styles of policing?
            - What information can you provide about police selection and training?
            - What do you know about police abuse and accountability in your country?
            - What interesting fact/observation did you find out about policing in your selected countries?

        - Courts
            - Describe the court structure (it might be helpful to provide visual aid in the form of a chart depicting the various tiers/layers).
            - What type of cases does each of those tiers/layers hear?
            - Discuss the role and function of the key legal actors in each of the countries (i.e. judges, attorneys, juries).
            - Discuss an infamous court case in your country and contrast it to what you know about courts in the U.S. or another country.
            - What interesting fact/observation did you find about the courts in your selected countries?

        - Corrections
            - Describe punishment/corrections in your selected countries.

- What are the different types of correctional facilities?
- What unique programs or policies do these correctional facilities have?
- What problems of prison overcrowding and/or conditions exists in your selected country?
- Is there a death penalty in your adopted country?
- What interesting fact/observation did you find about corrections in your selected countries?

▪ Closing Commentary
- Based on your project what practices, if any, would you borrow from your adopted country?
- What challenges, if any, did you face in gathering information?
- If you were a leader of a country, what changes would you implement to ensure the availability and reliability of data.
- Overall did you like and/or dislike about this project

- Class presentation of final project (5% of course grade)

Course Grading

- Grading scale
  - A – 90-100
  - B – 80-89
  - C – 70-79
  - D – 60-69
  - F – Below 60

- Course Grading Policy
  - All grade disputes must be brought to the attention of the instructor no later than two weeks after receiving the grade.

- Instructor Grading and Feedback Response Time
  - Weekly assignments will be graded within one week. The grading of mid-term and final papers may take up to two-weeks. I will response to email within 24 hours. However, since some students may have similar questions, to ensure that all students benefit from questions about the course, you are strongly encouraged to post your questions on the "ask the professor" discussion board forum.

Course and Institutional Policies

- Late/Missing Work Policy
  - Writing assignments that are submitted late will be deducted 10 points per day. NO papers will be accepted after (7) days from the deadline.

- Course Attendance Policy
  - Students are expected to attend each class session.

- Student with Disabilities
  - Students with a documented disability who requires assistance and/or academic accommodations should contact the Disability Resource Center (DRC). They can be reached at (423)-425-4006 or website: https://www.utc.edu/disability-resource-center/.

- Student Conduct Policy
  - UTC's Academic Integrity Policy is stated in the Student Handbook.

- Honor Code Pledge
  - I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

SCHEDULE OF ACTIVITIES

Jan 9 — Assigned Readings
- Reichel, Chapter 1 – An International Perspective
- Introduction; international travel experiences; potential countries of adoption

Jan 16 — Assigned Readings
- Reichel, Chapter 2 – Domestic, Transnational, and International Crime and Justice.
- Aebi, M. E – "Cross-National Comparisons of Recorded Crime"
- Neapolitan – "Cross-National Data Problems"

Jan 23 — Assigned Readings
- Aronowitz – "Trafficking in Human Beings: A Challenge to Governments and Non-Governmental Organizations around the World"
- Lovely – "Cybercrime"
- Levi – "International Fraud"

Jan 30 — Assigned Readings
- Andreopoulos – "Genocide, War Crimes and Crimes against Humanity"
- Newman & Clarke – "Terrorism"
- Callen – "Suicide Bombings"

*Feb 6 — Assigned Readings
- Reichel, Chapter 3 – An American Perspective on Criminal Law
- Reichel, Chapter 4 – Legal Traditions

Feb 13 — Assigned Reading
- Reichel, Chapter 5 – Substantive Law and Procedural Law in the Four Legal Traditions
- Ma – "Providing More Protections to the Accused in the Criminal Justice Process"

Feb 20 — Mid-term paper is due by 11:59pm on Thursday, February 20.

Feb 27 — Assigned Readings
- Reichel, Chapter 6 – An International Perspective on Policing
- Mawby – "World Policing Systems"

*Mar 5 — Assigned Readings

- Guerett – “U.S. Border Policing”
- Burnham – “The World Customs Organization (WCO)”
- McDonald – “The Longer Arm of the Law: The Growth and Limits of International Law Enforcement and Criminal Justice Cooperation”

Mar 12 Spring Break

*Mar 19 Assigned Readings
- Reichel, Chapter 7: An International Perspective on Courts
- Clark – “The Role of the United Nations”
- Kukaj & Natarajan – “The International Criminal Court: A New Era in International Criminal Justice”

Mar 26 Assigned Readings
- Reichel, Chapter 8: An International Perspective on Corrections
- Dammer – “Prisons Around the World”

Apr 2 Assigned Readings
- Reichel, Chapter 9: An International Perspective on Juvenile Justice
- Reichel, Chapter 10: Japan: Examples of Effectiveness and Borrowing

Apr 9 Final Paper is Due by 11:59pm on Thursday, April 9

Apr 16 Class presentations
- Students must provide the instructor with a hard copy of their presentation outline or power-point on the day they present their paper.

Instructor: Dr. Gale Iles

Email and Phone Number: Gale-iles@utc.edu; 423-425-2241

Office Hours and Location: Tuesdays and Thursdays 12:30-2:00pm, in McCallie Building, Room 447. Zoom Meetings are also available by appointments.

Course Meeting Days, Times, and Location: Online.

Course Catalog Description
Examination of the criminal, civil, and juvenile legal institutions. Explores the theoretical foundations of various types of law. Compares and contrasts consensus versus conflict models. Reviews the function of courts, legislature, and administrative agencies and the ways they impact upon criminal justice administration.

Course pre/Co Requisites
None

Course Student Learning Outcomes
1. Examine the various types and sources of laws
2. Recognize the complexities in differentiating law from justice
3. Describe the structure, organization, and function of America's courts
4. Analyze the use of discretion in the function of the criminal justice system
5. delineate the steps of processing the accused from arrest to appeals
6. Critically analyze the role legal actors play in wrongful convictions
7. Explore legislative impact on sentencing and its effects on judicial decision making

Required Course Materials
4. Textbook – Spohn, C., Hemmens, C., McCann, W.S. (2019), Courts: A text/reader (3rd ed). Sage: Los Angeles, CA.
5. Other assigned readings available in canvas

Campus Syllabus
https://www.utc.edu/campus-syllabus

Technology Requirements for Course
Students are expected to have reliable access to the internet.

Since not all of UTC Learn tools and functions work well using mobile devices (i.e., phones, ipads, kindles, etc.) the taking of exams, quizzes, and submission of assignment via mobile devices is NOT RECOMMENDED. Therefore, students are expected to have access to a full browser on a computer.

A USB Drive is REQUIRED: Students should not count upon the stability of any online environment or their computer's hard drive. All materials for online submission should FIRST be saved on a USB/Flash Drive and submitted by using the upload or cut and paste feature of their computer. Portable drive back up files are a course requirement.

Writing Assignments (see end of this syllabus)
Assignment 1: Wrongful conviction (30% of course grade)
Assignment 2: Jury Nullification (35% of course grade)

Assignment 3: Servant Girl's Baby & the Tabafunda case (35% of course grade)

Discussion Boards
There are 4 discussion boards (5% of course grades)

Grading Scale
A – 90-100
B – 80-89
C – 70-79
D – 60-69
F – Below 60

Instructor Grading and Feedback Response Time
Quiz grades are posted immediately. Grades for in-class assignments will be posted within 5 days and writing assignments may take up to 2 weeks from the deadline's due date.

Late/Missing Work Policy
Late assignments are penalized 10 points per day.

Course Grading Policy
All grade disputes must be brought to the attention of the instructor no later than two weeks after receiving the grade.

Course Attendance Policy (Discussion Boards)
Discussion boards are used to gauge students' participation in the course. As these activities are designed to help students understand the major concepts of the week, students are expected to log into the class at least once per week to participate in these discussions.

Generative Artificial Intelligence (AI) - Limited Use Permitted
All submitted coursework must be your own original work. Appropriate use of quotation marks and citations, using the accepted citation style for this course, is required per the UTC Honor Code. While the use and/or inclusion of any materials derived by a Generative AI tool is generally prohibited, you may be given written permission to use such a tool for one or more assignments. Any coursework for which the use of Generative AI is allowed will include explicit directions on when and how to use such tools, as well as how to properly cite the resource. Failure to follow any of the aforementioned guidelines constitutes a violation of the Honor Code and will result in a referral to the Office of Student Conduct.

Course Calendar/Schedule

Week 1	Introduction: Courts and Case Processing (Text: pgs. 1-28)
Aug 21-27	Activity: DB #1
Week 2	Historical and Contemporary Perspectives on Law and the Courts (Text: pgs. 63-85)
Aug 28-Sep 3	Activity: DB #2
Week 3	Locating and Reading Research Articles
Sep 4-10	How to Read a Research Article (Text 29-31)
	The Process is the Punishment (Text: pgs. 32-39)
	Activity: Library Search– Locate two research articles on wrongful convictions.

Week 4 Sep 11-17	Wrongful convictions: Perceptions of Criminal Justice Professionals Regarding the Frequency of Wrongful Conviction and the Extent of System Errors (Text: 103-118) Activity: **Assignment 1** (Topic – Wrongful Convictions) **Due: Sunday, September 17**
Week 5 Sep 18-24	Prosecutors and Defense Attorneys (Text 119-147)
Week 6 Sep 25-Oct 1	Judges and Jurors (Text: 165-187) Activity: DB #3
Week 7 Oct 2-8	Jury Selection Article: Avoid Bald Men and People with Green Socks? Other ways to Improve the Voir Dire Process in Jury Selection (available on Canvas)
Week 8 Oct 9-15	Jury Nullification: Don't Ask, Don't Tell? (Text: 201-207) Article: Racially Based Jury Nullification (available on Canvas)
Week 9 Oct 16-22	Fall Break (16-17) Activity: **Assignment 2** – Topic: Jurors/Jury Nullification (**Due Sunday, October 22**)
Week 10 Oct 23-29	Pretrial and Trial Processes (Text: pgs. 209-242)
Week 11 Oct 30-Nov 5	Plea Bargaining and Trial Dynamics (Text: pgs. 255-268) Is a Plea Really a Bargain? (Text: pgs. 282-299)
Week 12 Nov 6-12	Sentencing (Text: pgs. 303-328) Activity: DB #4
Week 13 Nov 13-19	The Servant Girl's Baby (parable available on Canvas)
Week 14 Nov 20-26	William Joseph Tabafunda case (available on Canvas) Case: State v. William (1968) (available on Canvas)
Week 15 Nov 27-Dec 3	Assignment 3 – Due by 11:59pm on December 10 Topic: Sentencing of the Servant Girl's Baby and the Tabafunda case.

Last Revised 8/20/2023

Writing Assignment Instructions:
All assignments should use APA citations with 12-point font (New York Times preferred) and 1-inch margins. See specific assignment for page limitations.

Assignment 1
Wrongful Convictions

Using the assigned readings, students will write a mini paper (no more than 6 pages) on wrongful convictions. The paper must include:

1. A definition of wrongful conviction.
2. How common is wrongful conviction?
3. The factors that are associated or lead to wrongful convictions.
4. Types of policies states have adopted to reduce the likelihood of wrongful convictions.
5. Application: Search the internet for a case of someone who was wrongfully convicted. Based on your research of the case, which of the causes of wrongful convictions you discussed earlier is largely to blame for the wrongful conviction. (NOTE: Be sure to briefly provide details of the case).
6. Close the paper with a short commentary as to what you think is the best remedy to address wrongful conviction (e.g., do you, for example, believe that defendants that are wrongfully convicted should be compensated? If so, how much?

Assignment 2
Jury Nullification

Students will write a paper (no more than 8 pages) on the topic of jury nullification. The paper should include a discussion on:

1. An explanation of jury nullification and where it comes from.
2. Are there situations when jury nullification can be justified? Explain.
3. Do jurors have the right to nullify the law? If so, should they be notified by the judge that they can do so?
4. According to Marder (2017), how would informing jurors of their right to nullify be an improvement over the current system? Do you agree or disagree?
5. Close with a commentary on your opinion of the use of jury nullification.

Assignment 3
Servant's Girl Baby & *State v. Williams* (1968)

Using what you have learned in the course, write a paper (no more than 10 pages) on the parable of "The Servant Girl's Baby" and the Tabafunda's case (State v. Williams). The paper should address the following:

1. Compare and contrast the real life Tabafunda case (*State v. Williams*, 1968) to that of the fictional case of the Servant's Girl Baby (i.e., what do they have in common, how do they differ)?

2. Should MiYan be held criminally responsible for the death of her baby (e.g. do you think it meets the elements of a crime)? If so, which, if any, of the forms of negligence (simple negligence, gross negligence, or willful and wonton negligence) would you use to charge MiYan? Or would you bring some other charge (e.g., first degree murder, manslaughter, etc.) against her? Be sure to explain.

3. Should her cultural background, which is different from those of the framers of the law, provide a defense for her, even if she did not live up to whatever standard of care the law requires?

4. According to Blair, "I thought the cause of the baby's death was obvious enough, as a medical fact, but thought there was much more to consider before MiYan could be convicted and punished." (pg. 181). For example, was MiYan in a position to "foresee" the likelihood of the child's death? And if so, was she in a position where an alternative life-saving course of action was reasonably available? What are some other factors that should be considered?

5. Should MiYan be punished? If so, what is the purpose of her punishment? What should her punishment be?

6. Do you think the right outcome was made in the Tabafunda's case? In MiYan's case? Why or why not.

The University of Tennessee at Chattanooga
Department of Social, Cultural, and Justice Studies
Organizational Crime
Fall 2021
CRMJ 5270, CRN 44141, Face to Face, 3 credit hours

Instructor: Dr. Rick Dierenfeldt

Email: ricki-dierenfeldt@utc.edu

Office Location: State Office Building 452

Office Phone: 423-425-2174

Office Hours: Tuesdays and Thursdays (10:00 am -12:00 pm), and by appointment. I will also respond to questions via email within 24 hours.

Course Meeting Days, Time, and Location: Engr/Math/CPSC 203, R, 5:30 pm – 8:00 pm

*When possible, we will meet in the CJ conference room on the 4th floor of the State Office Building

Course Catalog Description: This course will examine unique issues raised by race/ethnicity, class, and gender when analyzed in relationship to crime and social control. Special emphasis is placed on the interaction of these factors in relation to victimization, criminal behavior, and criminal justice responses.

Course Catalog Description: Exploration of empirical research, theories and concepts related to crime committed within organizational contexts. Particular attention is paid to forms of syndicated crime, corporate crime, governmental corruption, and state crime.

Course Pre/Co Requisites: None.

Course Student Learning Outcomes:

1. Describe the problems associated with defining white collar crimes and criminals;
2. Analyze and critique the theoretical explanations for white collar offending;
3. Describe the various forms of white collar crime and their social consequences;
4. Analyze the social distribution of opportunities to commit white collar crime;
5. Describe, analyze, and critique the legal controls for white collar offending;
6. Apply the concept of situational prevention to opportunities for white collar crime.

Required Textbook: Benson, M.L., & Simpson, S.S. (2018). *White-collar crime: An opportunity perspective (3rd ed.)*. New York, NY: Routledge.

Additional Required Readings:

Agnew, R. Piquero, N.L., & Cullen, F.T. (2009). General strain theory and white-collar crime. In S.S. Simpson & D. Weisburd (eds), *The criminology of white-collar crime* (pp. 35-60). New York, NY: Springer.

Barnett, H.C. (2010). And some with a fountain pen: Mortgage fraud, securitization, and the subprime bubble. In S. Will, S. Handelman, & D.C. Brotherton (eds.), *How they got away with it: White-collar criminals and the financial meltdown* (pp. 104-129). New York, NY: Columbia University Press.

Benson, M.L. (1985). Denying the guilty mind: Accounting for involvement in white-collar crime. *Criminology, 23*, 583-608.

Benson, M.L., & Cullen, F.T. (1988). The special sensitivity of white-collar offenders to prison: A critique and a research agenda. *Journal of Criminal Justice, 16*, 207-215.

Benson, M.L., & Madensen, T.D. (2007). Situational crime prevention and white-collar crime. In H.N. Pontell & G. Geis (eds.), *International handbook of white-collar and corporate crime* (pp. 609-626). New York, NY: Springer.

Benson, M.L., Madensen, T.D., & Eck, J.E. (2009). White-collar crime from an opportunity perspective. In *The criminology of white-collar crime* (S.S. Simpson & D. Weisburd, eds) (pp. 175-193). New York, NY: Springer.

Buell, S.W. (2014). Is the white collar offender privileged? *Duke Law Journal, 63*(4), 823-854.

Calhoun, C., & Miller, H. (1988). Coping with insidious injuries: The case of Johns-Manville Corporation and asbestos exposure. *Social Problems, 35*(2) 162-181.

Engdahl, O. (2011). White collar crime and informal social control: The case of "crisis responders" in the Swedish banking and finance sector. *Sociology Mind, 1*(2), 81-89.

Faichney, D. (2014). Autocorrect? A proposal to encourage voluntary restitution through the white-collar sentencing calculus. *The Journal of Criminal Law and Criminology, 104*(2), 389-430.

Gibbs, C., Cassidy, M.B., & Rivers, L. (2013). A routine activities analysis of white-collar crime in carbon markets. *Law & Policy, 35*(4), 341-374.

Gibbs, C., Gore, M.L., McGarrell, E.F., & Rivers, L. (2010). Introducing conservation criminology: Towards interdisciplinary scholarship on environmental crimes and risks. *The British Journal of Criminology, 50*(1), 124-144.

Holtfreter, K. (2005). Is occupational fraud 'typical' white-collar crime? A comparison of individual and organizational characteristics. *Journal of Criminal Justice, 33*, 353-365.

Iglehart, J.K. (2010). The ACA's new weapons against health care fraud. *New England Journal of Medicine, 363*, 304-306.

Klenowski, P.M., Copes, H., & Mullins, C.W. (2011). Gender, identity, and accounts: how white-collar offenders do gender when making sense of their crimes. *Justice Quarterly, 28*(1), 46-69.

Lasley, J. (1988). Toward a control theory of white-collar offending. *Journal of Quantitative Criminology, 4*(4), 347-362.

Martin, A.B., Hartman, M., Washington, B., & Catlin, A. (2017). National health care spending: Faster growth in 2015 as coverage expands and utilization increases. *Health Affairs, 36*(1), 166-176.

Paternoster, R. (2016). Deterring corporate crime: Evidence and outlook. *Criminology & Public Policy, 15*, 383-386.

Paternoster, R., & Simpson, S. (1996). Sanction threats and appeals to morality: Testing a rational choice model of corporate crime. *Law & Society Review, 30*(3), 549-583.

Piquero, N.L., & Weisburd, D. (2009). Developmental trajectories in white-collar crime. In S.S. Simpson & D. Weisburd (eds.), *The criminology of white-collar crime* (pp. 153-174). New York, NY: Springer.

Schell-Busey, N., Simpson, S.S., Rorie, M., & Alper, M. (2016). What works? A systematic review of corporate crime deterrence. *Criminology & Public Policy, 15*, 387-416.

Simpson, S.S (2012). Making sense of white-collar crime: Theory and research. *Ohio State Journal of Criminal Law, 8*, 481-502.

Simpson, S.S., & Piquero, N.L. (2002). Low self-control, organizational theory, and corporate crime. *Law and Society Review, 36*, 509-548.

Steffensmeier, D.J., Schwartz, J., & Roche, M. (2013). Gender and twenty-first century corporate crime: Female involvement and the gender gap in Enron-era corporate frauds. *American Sociological Review, 78*(3), 448-476.

Smith, N.C., Simpson, S.S., & Huang, C. (2007). Why mangers fail to do the right thing: An empirical study of unethical and illegal conduct. *Business Ethics Quarterly, 17*, 633-667.

Technology Required: You need access to a computer with a reliable internet connection to complete this online course. Test your computer set up and browser for compatibility with UTC Learn at http://www.utc.edu/learn/getting-help/system-requirements.php.

- Students are expected to have reliable access to the internet.
- Students are expected to have access to Microsoft Office features, including Word and Power Point.
- Since not all of UTC Learns' tools and functions work well using mobile devices (i.e., phones, iPads, Kindles, etc.) the taking of exams, quizzes and submission of assignments

via mobile devices is **NOT RECOMMENDED**. Therefore, students are expected to have access to a full browser on a computer. See the following link for more information on functions that may not work properly using mobile devices https://www.utc.edu/learn/mobile-learn.php.

- **A USB Drive is REQUIRED**: Do not count upon the stability of any online environment or your computer's hard drive. All materials for online submission should FIRST be saved on a USB/Flash Drive and submitted by using the upload or cut and paste feature of your computer. Portable drive back up files are a course requirement.

Technology Skills Required: Beginning the first week of the semester, the instructor will assume that students are acquainted with the Blackboard environment and have become proficient at the following:

  - Navigating the features of Blackboard
  - Sending and receiving emails via Blackboard
  - Creating and formatting documents in a standard word-processing application: saving files in either a ".doc", ".docx", or ".rtf" format.
  - Creating presentations in Microsoft Power Point
  - Submitting assignments via Blackboard

- A tutorial on many of the above features can be found at: https://www.utc.edu/learn/student-resources/index.php

- By the end of the first week of the semester, all students should have resolved all technical issues with IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu and be ready to fulfill the requirements of the course. No exceptions will be made and no excuses will be accepted.

- If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Communication: Class announcements are made during normal class time, as well as through UTC Learn and UTC email. UTC email is the official means of communication between instructor and student at UTC. Please check your UTC email and UTC Learn on a regular basis.

Technical Support: If you have problems with your UTC email account or UTC Learn, contact the IT Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Course Grading Policy: 90-100% = A (495-550 points); 80-89% = B (440-494 points); 70-79% = C (385-439 points), 60-69% = D (330-384 points); <60% = F (<330 points). Final grades will be rounded precisely. If you have an 89.4% final average, this is a B. If you have a 69.5%, this is a C.

Weekly Critical/Analytic Papers	13@20 points	260
Contribution to Discussion	14@10 points	140

Discussion Lead	1@50 points	50
Total points		450

Instructor Grading and Feedback Response Time: Grading and feedback on weekly critical/reaction papers will be available within 3 days of submission. Grading and feedback related to contribution to weekly discussion will occur on a continual basis. Grading and feedback on discussion lead will be available within 3 days of submission. Grading and feedback on the final paper will be available within 7 days of submission.

Course Materials: Course content is organized by week (see course schedule below). Because this is a hybrid class, weekly folders will be available in UTC Learn for all weeks that do not involve face-to-face meetings. Readings that cannot be readily accessed via the text or UTC library resources (i.e., chapters from edited books) will be made available in UTC Learn.

Course Assignments:

Weekly Critical/Analytic Papers (260 points)

Each week, you will be required to type a paper providing your reaction to the assigned readings for the week. These papers are designed as opportunities to critically analyze the readings while demonstrating that you have read *all* readings assigned that week. These should not be confused with article summaries. Instead, you should analyze the critical components of the readings (i.e., applicability of the theory used to explain the phenomenon; methodology adopted by the author(s); the authors arguments/conclusions). For example, if you are particularly critical of the application of low self-control to organizational crime by Simpson and Piquero (2002), use the additional assigned readings to illustrate your points. Regarding methods, if you find the reliance on a single data source as problematic, describe why it is an issue and how a triangulated methodology might have improved the study. Regarding the authors' arguments, if you disagree with Buell's (2014) assertion that white collar offenders are harshly treated by the criminal justice system, use other assigned readings to refute this claim. Each critical/analytic paper should be approximately 2-3 pages in length, single spaced, 12 point/Times New Roman font, 1-inch margins, formatted in APA, and include a reference section (does not count toward page length). Each weekly critical/analytic paper is due in UTC Learn by 5:00 pm on the day of the corresponding class. For example, Week 3 pertains to "Who is the White Collar Offender," so your paper that critically analyzes Ch. 2, Piquero & Weisburd (2009), and Engdahl (2011) is due 9/2 at 5:00 pm.

Contribution to Discussion (140 points)

As a graduate seminar, this course will be dependent upon your preparation and participation. As a consequence, you are expected to participate in scholarly discourse. You must arrive in class fully prepared (i.e., having read and critically analyzed all required readings) and meaningfully contribute to discussion. Anecdotes and feelings on a topic or issue do not constitute a meaningful contribution. Your contribution to discussions during face-to-face meetings will be gauged by direct observation by the instructor. In addition, you must submit a minimum of 2 questions designed to spur discussion (due in Canvas prior to class).

Discussion Lead (50 points)

You will play an important role in leading scholarly discourse. The role of discussion leader will require you to identify major points in the readings and develop a minimum of 10 questions around those points. DO NOT simply summarize the readings. All discussion lead responsibilities will take place during face-to-face meetings. A copy of your discussion questions must be submitted in UTC Learn by the beginning of class. You should also bring a hard coy to class. Below are suggestions for leading discussions:

5. Leading discussion is not a test of your knowledge. You do not need to "know" the answers to questions to ask.
6. Read critically and make sure you bring out major themes in the readings.
7. Ask questions that require more complex answers that will lead to more discussion rather than asking questions that may have only one correct answer or a yes/no response.
8. Review the example provided to you in UTC Learn. It may be useful in framing your own questions.

SafeAssign – All assignments will be submitted to SafeAssign, the text-matching tool in UTC Learn that helps identify plagiarism. To avoid plagiarizing someone else's work, **do not copy and paste** from the internet or journal article. Assignments should be written in your own words and properly cite your sources. If plagiarism is detected, you will fail the assignment. If plagiarism is identified a 2nd time, you will fail the course.

Course and Institutional Policies

Course Attendance Policy: Attendance in this class is mandatory. Attendance is taken at the beginning of class and will not be available 20 minutes after class has begun. Any unexcused absence will result in a score of 0 for contribution to discussion, as well as discussion lead if this responsibility has been assigned. Exceptions relate to the COVID policy below.

Late/Make-Up Work Policy: Late work is not accepted for any course materials. Exceptions relate to the COVID policy below.

COVID Absences

Students **must complete the COVID-19 Notification form** if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to the instructor by the Office of Student Outreach & Support.

Students who are instructed by university administration to stay home due to their responses are not to come to campus or attend face-to-face classes. Students who are cleared to be on campus and attend class are required to attend face-to-face class sessions. Students will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concerns unless they are unable to complete

course learning outcomes. Faculty will work reasonably with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, **continue to participate in the course using the online assets and tools that the instructor may make available through UTC Learn.**

If COVID-19 related illness results in any missed course work (face-to-face or online), **students must contact the instructor within 48 hours of recovering to plan make-up work.** Makeup work must be completed according to the plan devised by the instructor in coordination with the student. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's General Student Grievance (Complaint) Procedure by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

Weather Events Policy: If the campus is closed due to inclement weather, class will be canceled.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Participation/Contribution: This is a graduate-level course and my expectations are high, but not unreasonable. You are expected to complete scheduled activities every week. Be aware of due dates and arrive in class each week prepared to engage your peers and the instructor in scholarly discourse. As is the case with any graduate course, you should expect to spend at least 12 hours per week working on course materials.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Schedule and Checklist

Week	Topic	Reading Assigned
1 (8/19)	Course Welcome/Expectations	Syllabus
2 (8/26)	What is White Collar Crime?	Ch. 1
3 (9/2)	Who is the White Collar Offender?	Ch. 2 Piquero & Weisburd (2009) Engdahl (2011)
4 (9/9)	Traditional Theory (Part I) *meet via Zoom	Ch. 3 Lasley (1988) Simpson & Piquero (2002)
5 (9/16)	Traditional Theory (Part II)	Ch. 3 Paternoster & Simpson (1996) Agnew et al. (2009)
6 (9/23)	Opportunity Perspective	Ch. 4 Benson et al. (2009) Gibbs et al. (2013)
7 (11/30)	Financial Crimes in Health Care, Mortgages, Securities, and Markets (Part I)	Ch. 5 Barnett (2010) Iglehart (2010)
8 (10/7)	Financial Crimes in Health Care, Mortgages, Securities, and Markets (Part II)	Ch. 5 Martin et al. (2017) Simpson (2012)
9 (10/14)	Corporate Violence	Ch. 6 Calhoun & Miller (1988) Gibbs et al. (2010)
10 (10/21)	Symbolic Construction	Ch. 7 Benson (1985) Benson & Cullen (1988) Klenowski et al. (2011)
11 (10/28)	Social Distribution of Opportunity	Ch. 8

		Steffensmeier et al. (2013) Holtfreter (2005)
12 (11/4)	Legal Controls (Part I)	Ch. 9 Buell (2014) Schell-Busey et al. (2016)
13 (11/11)	Legal Controls (Part II)	Ch. 9 Paternoster (2016) Faichney (2014)
14 (11/18)	Opportunities and Situational Prevention	Ch. 10 Benson & Madensen (2007) Smith et al. (2007)

DEPARTMENT OF SOCIAL, CULTURUAL, AND JUSTICE STUDIES
University of Tennessee Chattanooga
Criminal Justice Program
540 McCallie Ave, Chattanooga TN 37402
Web: https://www.utc.edu/arts-and-sciences/social-cultural-and-justice-studies/criminal-justice

Victimology: Theory, Research and Policy Issues

CRMJ 5320 | CRN: 24951

Spring 2023

Instructor: Katelyn Hancock, Ph.D. **Email**: Katelyn-Hancock@utc.edu

Office Zoom: https://tennessee.zoom.us/j/6258822873 **Office hours:** T 3:30-5:00 | TH 10:30-12
Office phone: 423-425-5227 **Credit hours:** 3 Hours
Class times: T 5:30-8:00 PM **Class location:** 540 McCallie Rm# 461

Course Meeting Days, Time, and Location:

This course is entirely in-person (Canvas will be utilized for turning in some assignments, material access, and grades), which means that students enrolled in the course must attend in-person every T 5:30-8:00 PM. Students are responsible for keeping up with the course schedule, reading all assigned material, and completing all course assignments by the due dates listed in the course schedule.

Course Catalog Description:

Examination of theoretical perspectives and policy issues in the field of victimology including defining victimization and rates of victimization. Examines how fear of crime and victimization has impacted the criminal justice system. Explores how victim advocacy movements and human rights organizations impact our understanding of victimology.

Course Pre/Co Requisites:

None; Enrolled in Master's program.

Course Student Learning Outcomes:

Students will vary with regard to their competency on each of these learning outcomes and students are ultimately responsible for their learning experience. By the end of the semester, students can expect to accomplish these learning outcomes only if they abide by all course policies, attend class regularly, complete all assignments satisfactorily and on time, and fulfill all the other course expectations:

(1) Describe the prevalence and measurement of different types of victimization.
(2) Analyze the etiology of different types victimization.
(3) Identify and examine controversial topics surrounding the study of crime victims.
(4) Critically assess the role of the victim in the criminal justice system.
(6) Effectively communicate through writing and orally.

Course Materials:

Steiner, L. M. (2009). *Crazy Love: A Memoir*. NY: St. Martin's Press.
****Come to class before purchasing**

Readings and supplemental materials will be posted to Canvas or provided in class.

Technology Requirements for Course:

This course is delivered in an In-Person Method, but technology will be needed. Most materials including the syllabus, course content, contact information, and PowerPoints will be available on Canvas (UTC Learn). Some assessments will also be submitted virtually. You need access to a computer with a reliable internet connection to access some of these materials and submission sites. Test your computer set up and browser for compatibility with UTC Learn at http://www.utc.edu/learn/getting-help/system-requirements.php.

Students are expected to log into the course on Canvas to check their grade, view materials, and submit some assessments. Students should also check their UTC student email account frequently/daily. You should have an updated version of Adobe Acrobat Reader (for PDF documents), available free from http://www.adobe.com/products/acrobat/readstep2.html. Additional software plug-ins may be needed. Check the Technical Requirements for the UTC Learn system at http://www.utc.edu/learn/getting-help/system-requirements.php

Technology Support:

If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology:

If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations:

If you have accessibility and accommodation requests, contact the Disability Resource Center (https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

Student Support Resources and Privacy and Accessibility Statements:

A list of student resources and privacy and accessibility statements are available on the WCTL Student Resources Page.

Course Requirements:

I. **Readings/Participation – You *MUST* keep up with material**: Assigned readings/PowerPoints are shown in the course schedule. Supplemental readings or material will be provided on Canvas or mentioned in class. It is expected that all reading assignments will be completed prior to the beginning of class. I recommend taking notes on the readings because you will be expected to contribute to conversations in class. While reading, you should write down any questions, concerns, or comments you thought were especially interesting. Then, when questions are posed in class or assignments, you will be prepared.

II. **Attendance:** Regular attendance is expected. I realize that you are adults and sometimes things happen that prevent attendance in class. However, please be aware that active discussions in class cannot be made up. If you need to be absent/know ahead of time that you will be absent from class, email me before the class begins.

Course Assessments/Assignments:

A. **Class participation:** Participation in class discussion and activities are key elements to the format and success of the class. As graduate students, you are expected to meaningfully contribute to each class discussion. A portion of your final grade consists of points earned through class attendance and participation in in-class activities.

Participation includes coming to class having read assigned material, preparing any assignment given the previous week, contributing to discussion, and participating in in-class activities. Students are encouraged to ask questions during, before, and after class. Students are also welcomed to contact me via email should you need assistance.

B. **Discussion Leading:** Each week, 2 students will lead class discussion. They will be randomly assigned at the beginning of the semester. They should prepare questions ahead of class, submit them to the instructor by 12:00 the day of discussion and bring these questions to class to lead discussion. They will be the class "go-to" person that day.

C. **Written Assignments (Weekly Writing):** You will turn in 8 assignments based on the assigned reading and class. There are 12 weekly writing assignment opportunities – you must choose **8 weeks** for which you will turn in an assignment. Each writing assignment is designed to assess your ability to critically assess material and apply course concepts to issues in victimology. Each assignment will also be used as an assessment of your ability to express your ideas in writing. It is expected that all assignments be turned in by the beginning of the class period to Canvas on the specified due date. Late papers will **NOT** be accepted! It is up to you to integrate the readings together in your assignment. Out of the 8 weeks, at least 3 of your assignments must be one page, single spaced "response" papers that integrate the week's readings.

D. **Victimization Project:** Each student will produce a final project related to a victimization topic. The project will include a paper and a lightning-talk format presentation. The paper will consist of a front-end, methods, and discussion. More details about the project will be distributed in class. Additional details on the final project can be found on Canvas. The project topic and design must be approved by me by February 14th. See https://asc41.com/wp-content/uploads/ASC_Lightning_Talks_Guide.pdf for an example of what a lightning talk consists of and for tips on how to create it. Your talk will be 5 minutes long. Although seeming to be simple, planning and executing this presentation will take work!

E. **Book Club:** Book club groups (2 students) will be developed by the instructor. Each book club will read a book that is related to victimization. The book clubs will meet virtually (or in-person), at least 3 times throughout the semester. The instructor will join one of these sessions. The book club members will decide on a schedule for reading that each member is expected to adhere to. The final products produced from the book club include: (1) a reader's guide of questions to help a reader approach and critically assess the book; (2) a journal that includes a one-page reflection for each book club meeting that demonstrates how you think the book connects to course

material and other insights you have; and (3) evaluation of you and your club members' contributions. Additional guidance on the book club is on Canvas.

Course Grading:

Grades that are borderline (e.g., those that are on the border of reaching the next grade category) will be adjusted. For example, a grade of 79.5 will be rounded to an 80. Grades ending in .5 or above will be rounded to the next whole number. Do not ask the instructor to round up for you.

Further, there are no built-in extra credit opportunities, if the instructor decides to implement extra credit opportunities, students will be notified in a timely manner. Please do not ask the instructor if you can have extra credit, especially at the end of the semester. However, students are welcome to ask the instructor about ways to improve their grade via study methods, assignment ideas, or note-taking.

The final grade will be calculated based on the amount of points students earn (i.e., points earned by student/total possible points = percentage for letter grade) in the breakout below:

Grade Breakdown:

Weekly Writing (8 @ 20 points)	160 points
Class Participation	30 points
Discussion Leading	20 points
Book Club	40 points
Final Project	100 points
Total Points	350 points

Letter/Percent Grading Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Instructor Grading and Feedback Response Time:

The instructor will provide feedback and grades for each writing assignment (papers and/or discussion boards) within 14 days of student submission provided students submit work on time. Tests will be graded within 7 days of student submission. These timelines may be subject to change due to unforeseeable circumstances (i.e., instructor illness, hospitalization, etc.). Any changes will be announced via Canvas.

Contacting the Instructor:

Contact information for the instructor is listed at the top of this syllabus. However, please note that emails sent using non-UTC student emails may be filtered to spam and thus, will not receive responses. If you have problems with accessing your UTC email account or UTC Learn, contact the Call Center at 423-425-4000. If you want to contact the instructor, make sure you email: Katelyn-Hancock@utc.edu**.** The instructor will respond between 9AM-5PM

on weekdays (e.g., Monday-Friday). Please address me as Dr. K or Dr. H. Please use proper greetings, include your class name/course number, and sign your emails. For example:

> Hi Dr. K,
>
> I hope you are doing well. I am in your Victimology course (CRN: xxxx), and I would like to schedule a meeting.
>
> Thank you,
>
> Student name

My office hours are listed at the top of the syllabus. If these days/times do not work, we can schedule a virtual meeting at another time. Send me an email to schedule. The virtual meetings will be held via Zoom.

Unicheck Statement: All papers and other written assignments in this class must be submitted to UTC Learn text-matching software (Unicheck) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Title IX Statement: Federal law, specifically Title IX, and university policy require that I, along with all other faculty, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating violence, domestic violence, and stalking. Reporting ensures that colleges protect and accommodate victims/survivors as well as hold perpetrators accountable for their behavior. There are several places on campus where you can report if you wish to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance such as Survivor Advocacy Services located in the Center for Women & Gender Equity at (423)425-5648. Questions regarding Title IX, complaints of non-compliance, and complaints of sexual misconduct, relationship violence and stalking may also be directed to the Title IX Coordinator at (423)425-4255 or titleix@utc.edu. If you provide information about these types of incidents in class, in a written assignment, in discussion in my office, in an email, or in other forms of communication, it is important that you know that I may be required to report it.

Course Concepts Statement: As with most criminal justice courses, the subject matter contained within this class is often shocking and heavy. While I understand that everyone is affected differently by topics discussed, the material is designed to help meet student learning

outcomes and prepare students for employment within the field. Thus, topics addressing the realities of victimization, sexual violence, abuse, and the consequences of engaging in deviant and criminal behaviors is necessary as the field in which you enter is not sterile and anything discussed in this class cannot compare to the realities that you, as a professional, will encounter. Thus, while I am empathetic to any discomfort, the material is necessary.

COURSE AND INSTITUTIONAL POLICIES

See Campus Syllabus for additional general policies and information.

Late/Missing Work Policies:

Late/Missed Assignment Policy: For every day that an assessment is late, 10 points will be deducted from the assessment grade, and the instructor will not accept the assessment after a week of not being turned in. The student will receive a zero. Exceptions are only made at the discretion of the instructor for acceptable circumstances.

COVID Absences:

Please refer to the Campus Syllabus posted within our course and administered to you by the university for further guidance on COVID-19 related absences.

Student Conduct Policy:

UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the Student Conduct Policy page (https://www.utc.edu/student-conduct/codes.php).

Honor Code Pledge:

As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

Academic Dishonesty:

In the event of academic dishonesty, policies outlined by the University of Tennessee at Chattanooga will be followed. Cheating includes, but is not limited to, presenting another individual's work as your own, copying another's work, etc. Students **are not allowed to "recycle" old assignments** submitted for this course (i.e., in the case the student is repeating the course) nor are students allowed to turn in assignments submitted for other courses (e.g., submitting a paper/assignment from another criminal justice course – or any other class - for this course). This is considered **plagiarism**.

If you have any questions about whether an activity/behavior is cheating, refer to the Student Handbook or talk to the professor. The professor will determine the course of action for dishonest behavior. Academic dishonesty may result in an "F" for the course and may result in suspension or expulsion from the university. For more details, please refer to the Student Handbook located at the following links:
https://catalog.utc.edu/content.php?catoid=40&navoid=1495
https://www.utc.edu/sites/default/files/2021-03/studentcode_08-14-2020.pdf

KEY RESOURCES AND LINKS FOR STUDENTS

- Academic Calendar: http://www.utc.edu/records/calendars-and-schedules/index.php
- Final Exam Schedule: http://www.utc.edu/records/calendars-and-schedules/index.php#FS
- Undergraduate Catalog: http://www.utc.edu/records/course-catalogs.php
- Graduate Catalog: http://www.utc.edu/records/course-catalogs.php
- Records/Registrar: http://www.utc.edu/records/
- Graduate School: http://www.utc.edu/graduate-school/
- UTC Bookstore: http://www.utc.edu/auxiliary-services/bookstore

Course Learning Evaluations: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (https://www.barnesandnoble.com/) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program (https://bnc.pgtb.me/MMt77F), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Important School Dates: Semester Begins: January 9th
Last Day to Add/Change Classes: January 15th
Last Day to Withdrawal before W record: January 22nd
University Official Holiday: January 16th
Midterm Grade Notification: January 22nd
Spring Break: March 13th – 19th
Last Day for Official Withdrawal with W: March 27th
University Holiday: April 7th
Last Day of Classes: April 24th
Final Exams: April 26th – May 2nd
Date/Time Grades Are Available: May 9th by 5:00pm

Course Calendar/Schedule: Please see the table below for important dates related to this course.

Week & Day	Topic/ Book Club Dates	Readings/Assignment Schedule
Week 1 1/10	*What is Victimization?*	**Readings:** Chapter 1 – Daigle, L. E. (2021). Victimology: The Essentials. Chapter 1. Sage Publications. Canvas.
	Extent of Victimization	**Readings:** NCVS findings for 2021 – get feel for what is measured, the extent of victimization, who is victimized https://bjs.ojp.gov/content/pub/pdf/cv21.pdf Uniform Crime Report Data for 2019 – pay attention to what is measured, the extent of crime, information on victimization

Week & Day	Topic/ Book Club Dates	Readings/Assignment Schedule
Week 2 1/17		https://ucr.fbi.gov/crime-in-the-u.s/2019/crime-in-the-u.s.-2019 NIBRS Data – pay attention to what is measured, the extent of crime as compared to UCR, information on incidents (check out links from this page) https://ucr.fbi.gov/nibrs/2019 Crime Survey for England and Wales - get feel for what is measured, the extent of victimization, who is victimized https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/crimeinenglandandwales/yearendingmarch2022 *Be able to compare/contrast UCR, NCVS, and NIBRS *How does CESW compare? NCVS incident Report https://bjs.ojp.gov/content/pub/pdf/ncvs22_cir.pdf NCVS Screen Question https://bjs.ojp.gov/content/pub/pdf/ncvs22_bsq.pdf *Don't spend a lot of time here, but see how screen questions are worded and how detailed the incident report is. Daigle, L. E., Snyder, J. A., & Fisher, B. S. (2016) Measuring victimization: Issues and new directions. In Huebner, Beth M. and Bynum, Timothy S. (Eds.) Handbook in Criminology and Criminal Justice (pp. 249-276). Wiley-Blackwell. **Assessment:** Weekly Writing #1: Design Table Comparing Measurement Strategies and Providing Key Findings (See shell in Canvas)
Week 3 1/24	*Theoretical Perspectives of Victimization Part I*	**Readings:** Hindelang, M. J., Gottfredson, M.R., & Garofalo, J. (1978). *Toward a theory of personal criminal victimization*. In Hindelang, M. J., Gottfredson, M.R., and Garofalo, J., Victims of Personal Crime: An Empirical Foundation for a Theory of Personal Victimization. Cambridge, Mass: Ballinger Publishing Company. Cohen, L.E. & M. Felson. (1979). Social change and crime rate trends: A routine activities approach. *American Sociological Review, 44,* 88-100. Miethe, T.D., & Meier, R. F. (1990). Opportunity, choice, and criminal victimization: A test of a theoretical model. *JRCD, 27,* 243-266. Pratt, T. C., & Turanovic, J. J. (2016). Lifestyle and routine activity theories revisited: The importance of "risk" to the study of victimization. *Victims & Offenders*, 335-354. **Assessment:** Weekly Writing #2 - Response Paper: What are the key propositions/components of routine activities theory? Lifestyle-exposure theory? How could these perspectives be used to create policies or programs to reduce victimization (i.e., what policies/programs could be created from these perspectives)?
		Readings:

Week & Day	Topic/ Book Club Dates	Readings/Assignment Schedule
Week 4 1/31	*Theoretical Perspectives & Risk Factors Part II*	Schreck, C. (1999). Criminal victimization and low self-control: An extension and test of a general theory of crime. *Justice Quarterly, 16,* 633-654. Boutwell et al. (2013). Unraveling the covariation of low self-control and victimization: A behavior genetic approach. Tewksbury, R. & Pedro, D. (2003). The Role of Alcohol in Victimization. In Controversies in Victimology, Ed. L. Moriarty. Anderson Publishing. Canvas Chen, F.R., & Daigle, L.E. (2021). Electrodermal fear conditioning and sexual victimization in college students. **Listen:** https://thisiscriminal.com/episode-63-rochester-1991-3-17-2017/ - Victim Offender Overlap **Assessment:** Weekly Writing #3 - Dialogical Writing Assignment: How can policy makers or those working in CJ/Victim Services use the findings linking biopsychosocial risk factors to victimization? What are the challenges in doing so? What are the responses to those who worry about these findings being construed as deterministic?
Week 5 2/7	*Revictimization* **1st Book Club Journal Due to Canvas (Friday) Feb. 10th by 11:59pm**	**Readings:** Farrell, G., Phillips, C., & Pease, K. (1995). Like taking candy: Why does repeat victimization occur? *British Journal of Criminology, 35*, 384-399. Clay-Warner, J., Bunch, J. M., & McMahon-Howard, J. (2016). Differential vulnerability: Disentangling the effects of state dependence and population heterogeneity on repeat victimization. *CJB, 43,* 1406-1429. Daigle, L. E., & Teasdale, B. T. (2018). Psychopathic traits and recurring victimization: An examination using a community and clinical sample. *Criminal Justice and Behavior, 45*, 693-711. Hancock K. (2022). Polyvictimization: Exploring Correlates and Consequences. Dissertation. doi: https://doi.org/10.57709/28909821 Just read abstract: https://journals.sagepub.com/doi/full/10.1177/1077559519859080 **Listen:** https://youarenotsosmart.com/2009/11/11/learned-helplessness/ **Assessment:** Weekly Writing #4 – Response Paper: Why are people at risk of experiencing more than one victimization? Given the risks, what can be done to prevent revictimization?
Week 6 2/14	*Victimization as Trauma*	**Readings:** Berg, M.T, & Felson, R.B. (2016). Why are offenders victimized so often? From The Wiley Handbook on the Psychology of Violence. Editors: Carlos A. Cuevas and Callie Marie Rennison. John Wiley & Sons. Ch. 2 and 7 from Ghosts from the Nursery. Karr-Morse, R. & Wiley, M.S. (1997). Atlantic Monthly Press Books. Canvas

Week & Day	Topic/ Book Club Dates	Readings/Assignment Schedule
		Excerpt from Scared Sick Karr-Morse, R. & Wiley, M.S. Basic Books. Canvas **Watch/Listen:** National Center for Victims of Crime Videos: Part 1 https://www.youtube.com/watch?v=Dqtw8wVfomk&feature=youtu.be Part 2: The Developmental Effects of Victimization and Trauma https://www.youtube.com/watch?v=GovYYRR7WIM&feature=youtu.be **Assessment:** Weekly Writing #5 - Response Paper: Is victimization a form of trauma? How does it help conceive of victimization as trauma in terms of understanding the consequences of victimization? Is there anything in the reading that surprised or particularly resonated with you? Why?
Week 7 2/21	*Victim Services*	**Readings:** Boateng & Abess (2017). Victims' role in the criminal justice system: A statutory analysis of victims' rights in U.S. What are Victim Impact Statements For? From the Atlantic https://www.theatlantic.com/politics/archive/2016/07/what-are-victim-impact-statements-for/492443/ Daigle, L. E., Guastaferro, W. P., & Azimi, A. (2016). Victims' compensation as a tool of therapeutic justice? Examining the physical and mental health needs of victim compensation applicants. *Violence and Victims, 31*, 834-853. Crime Victim Survey on Perspectives of CJ: https://allianceforsafetyandjustice.org/wp-content/uploads/documents/Crime%20Survivors%20Speak%20Report.pdf **Watch/Listen** https://www.youtube.com/watch?v=qK28Powy4ZQ – Victim Impact Statement **Assessments:** Weekly Writing #6: Graphic Organizer Assignment – See in Canvas
Week 8 2/28	*Fear of Crime*	**Readings:** Ferraro, K. F., & LaGrange, R.L. (1987). The measurement of fear of crime. *Sociological Inquiry, 57*, 70-101. Ferraro, K. F. (1996). Women's fear of victimization: Shadow of sexual assault? *Social Forces, 75*, 667-690. Lane et al., (2009). Fear of Violent Crime Among Men and Women on Campus: The Impact of Perceived Risk and Fear of Sexual Assault. *Violence and Victims.* Daigle, L. E., Hancock, K., Chafin, T. C., & Azimi, A. (2022). US and Canadian college students' fear of crime: A comparative investigation of fear of crime and its correlates. *Journal of interpersonal violence, 37*(15-16), NP12901-NP12932. **Assessment:**

Week & Day	Topic/ Book Club Dates	Readings/Assignment Schedule
		Weekly Writing #7: Poster or Exhibit – See in Canvas
Week 9 3/7	*Sexual Victimization* **2nd Book Club Journal Due March 10th by 11:59pm**	**Readings:** Daigle, L.E. book chapter Sexual Victimization (Canvas) Krebs, C. (2014). Measuring sexual victimization: On what fronts is the jury still out and do we need it to come in? *Trauma, Violence, & Abuse, 15,* 170-180. Meta-analysis on False Reporting https://link.springer.com/content/pdf/10.1007/s10508-015-0666-2.pdf Abbey, A. et al. (2001). Alcohol and sexual assault. *Alcohol Research & Health.* Gidycz et al. (2006). Women's risk perception and sexual victimization: A review of the literature. *Aggression and Violence Behavior, 11,* 441-546. Franklin, C. A. (2015). Sorority Affiliation and Sexual Assault Victimization: Assessing Vulnerability Using Path Analysis. *Violence Against Women.* Visit: https://projects.chronicle.com/titleix/ **Listen/Watch:** Listen to podcast: Intelligence Squared U.S. Debates, "Should courts or campuses decide sexual assault cases?" https://www.youtube.com/watch?v=t8VYE9IyZXM **Assessment:** Weekly Writing #8 - Response Paper: Do you think we can get accurate estimates of sexual victimization? Why or why not? Why is sexual victimization so unlikely to be reported? What can we do to improve reporting and decrease the public's perception that people falsely accuse others of rape at very high levels?
Week10	*BREAK*	3/14 SPRING BREAK – HAVE A GREAT BREAK!
Week 11 3/21	*Intimate Partner Violence*	**Readings:** Tjaden, P., & Thoennes, N. (2000). Prevalence and consequences of male-to-female and female-to-male intimate partner violence as measured by the National Violence Against Women Survey. Violence Against Women, 6, 142-161. p. 310-311 look at CTS2 for how measure intimate partner violence: Straus et al. (1996). The revised Conflict Tactics Scale (CTS2): Development and preliminary psychometric data. *Journal of Fam Issues, 17,* 283-316. DO NOT read all article* https://www.researchgate.net/profile/David_Sugarman/publication/233896237_The_Revised_Conflict_Tactics_Scale/links/02e7e52d40675130e5000000.pdf Johnson, M. P. (2006). Conflict and control: Gender symmetry and asymmetry in domestic violence. *Violence Against Women, 12,* 1003-1018. Felson, R. B. (2006). Is violence against women about women or about violence?

Week & Day	Topic/ Book Club Dates	Readings/Assignment Schedule
		Policastro, C., & Daigle, L. E. (2019). A gendered analysis of the effects of social ties and risky behavior on intimate partner violence victimization. *JIV, 34*(8) Read: http://www.huffingtonpost.com/2014/09/12/why-didnt-you-just-leave_n_5805134.html **Assessment:** Weekly Writing #9: Popular Press Critique – See Canvas
Week 12 3/28	*Brief overview – Some Other Victimization Forms*	**Reading:** Logan, T. K., Walker, R., & Hunt, G. (2009). Understanding human trafficking in the United States. *Trauma, Violence, & Abuse, 10*(1), 3-30. Katz, C. M., Webb, V. J., Fox, K., & Shaffer, J. N. (2011). Understanding the relationship between violent victimization and gang membership. *Journal of Criminal Justice, 39*(1), 48-59. Taylor-Dunn, H., Bowen, E., & Gilchrist, E. A. (2021). Reporting harassment and stalking to the police: A qualitative study of victims' experiences. *JIV.* Walters, G. D. (2021). School-age bullying victimization and perpetration: A meta-analysis of prospective studies and research. *Trauma, Violence, & Abuse*. **Assessment:** Weekly Writing #10 – Response Paper: Write a reaction paper discussing the readings for this week and/or discuss another type of victimization of interest to you that we did not cover.
Week 13 4/4	*Victimization of Some Specific Populations* **3rd Book Club Journal Due April 7th (Friday) by 11:59pm**	**Readings:** Silver, E., Arsenault, L., Langley, J., Caspi, A., & Moffitt, T. (2005). Mental disorder and violent victimization in a total birth cohort. *AJPH*. Daquin, J., Daigle, L. E., & Listwan, S. J. (2016). Witnessing victimization in prison and post-release outcomes. *Criminal Justice and Behavior, 43*, 1018-1033. Codina, M., Pereda, N., & Guilera, G. (2020). Lifetime victimization and poly-victimization in a sample of adults with intellectual disabilities. *JIV.* Felix, S.F., Daigle, L.E., & Hawk, S.R. Lesbian, gay, and bisexual victims' reporting behaviors to informal and formal sources. *Sex Res & Soc Policy.* Hancock, K. P., Dorsch, C. A., & Daigle, L. E. (2022). Victimization and Information Interest and Receipt Among College Students: A Comparative Exploration of Sexual and Gender Identity. *Violence and Gender.* Tillyer, M. S., & Tillyer, R. (2016). Race, ethnicity, and adolescent violent victimization. *Journal of youth and adolescence, 45*(7), 1497-1511. Read: https://www.insidehighered.com/news/2015/10/05/rutgers-professor-convicted-sexually-assaulting-disabled-man

Week & Day	Topic/ Book Club Dates	Readings/Assignment Schedule
		Assessment: Weekly Writing #11 - Response Paper: What do these special populations, if anything, have in common that would influence their risk for victimization? What theories may help us understand the victimization of these special populations (and how do they apply?)?
Week 14 4/11	*Crime (or Victimization) Prevention*	**Readings:** Clarke (1997): Situational Crime Prevention Introduction https://popcenter.asu.edu/sites/default/files/library/reading/PDFs/scp2_intro.pdf Felson: Those Who Discourage Crime https://pdfs.semanticscholar.org/13f3/ce2a0b9146acb97d7a8c1be915b9a05c4d75.pdf Coker et al. (2011). Evaluation of Green Dot: An active bystander intervention to reduce sexual violence on college campuses. *Violence against women.* Feder, L., & Wilson, D. B. (2007). Mandated batterer intervention programs to reduce domestic violence. In Preventing crime (pp. 131-145). Piza et al. (2019). CCTV surveillance for crime prevention A 40-year systematic review with meta-analysis. *Criminology & Public Policy, 18*, 135-159. **Assessment:** Weekly Writing #12 - Evaluate Prevention Program: Find a crime prevention program that has not been discussed in your reading and write a one-page paper describing the program, its aims, and the research findings on its effectiveness.
Week 15 4/18	*Presentations*	**NO READINGS!** **Assessment:** **LIGHTNING PRESENTATIONS**
FINAL	*4/25*	**Final Paper Due to Canvas 4/25 by 11:59 PM**

*****The course syllabus provides a general plan for the course; deviations may be necessary. *****
Any changes will be announced in class and/or via email/UTCLearn

** If there are any extra credit opportunities throughout the semester, details (i.e. point values and assignment) will be announced during class AND any extra credit opportunities offered will be extended to the *entire* class

CRMJ 5340 (3): Crime and Popular Culture
Spring 2020

Course: **CRMJ 5340-001,** CRN # **22501**
Title: **Crime and Popular Culture**
Modality: **Hybrid; alternating Mondays**

In-Class: Monday (5:45-7:15pm)

- Wed., Feb. 3
- Wed., Feb. 17
- Wed., Mar. 10
- Wed., Apr. 7
- Wed., Apr. 21

Class Location: **801 McCallie, Rm 105**
Credit: **3 Credit Hours**
Professor: **Dr. Tammy Garland**
Office Phone: **423-425-5245**
Office Location: **540 McCallie, Rm 454**
Office Hours: **W: 8:45-11:45 (Zoom) and by appointment (F2F)**
E-mail: **Tammy-Garland@utc.edu , I will respond to your emails no later than 2 business days.**

Required Text:
**Readings are posted on Canvas.*

Prerequisite: Graduate standing

Course Description:
Explores the ways media and pop culture influence our understanding of crime, deviancy, and the criminal justice system. Examination of the social and symbolic construction of crime will be included by analysis of film, television, literature, music, popular press materials, and academic publications.

Course Objectives (CO):

- Examine the correlation between reality and the social construction of reality though popular culture mediums (CO1)
- Examine the link between popular culture, fear of crime, and attitudes toward crime and the criminal justice system (CO2)
- Examine how popular culture mediums help construct images and address issues of race, class, and gender (CO3)
- Introduce, discuss, and implement content analysis (CO4)
- Identify and examine the effects of popular culture mediums on society (CO5)

Trigger Warning:

As criminal justice courses address real-life issues, please note the sensitive nature of some of the material. Assignments/Readings are created to give you knowledge of the field; however, the material addresses controversial topics such as family/community/systemic violence, sexual victimization, drug abuse etc. Please be aware that anything that is discussed in class cannot compare to what many of you will experience in the field. If any of the material causes you distress due to past, personal experiences, the university offers counseling services. Please do not hesitate to seek out assistance. Please contact them at (423) 425-4438, or me and I will be happy to walk you over.

Title IX Statement:

Federal law, specifically Title IX, and university policy require that I, along with all other faculty members, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating violence, domestic violence, and stalking. Reporting ensures that colleges

protect and accommodate victims/survivors as well as hold perpetrators accountable for their behavior. There are several places on campus where you can report incidents if you wish to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance. For more information about reporting options see the webpage: http://www.utc.edu/sexual- misconduct/. If you provide information about these types of incidents in class, in a written assignment, in discussion in my office, in an email, or in other forms of communication, it is important that you know that I am required to report it.

Academic Dishonesty:

The policy regarding academic dishonesty is simple. Students are responsible for doing their own work. In essence, there is no assistance from fellow classmates on assignments, papers, or exams. Cases of academic dishonesty are handled in accordance with the University of Tennessee—Chattanooga Student Guidelines. Please review Plagiarism PPT under the Syllabus Tab.

Plagiarism is "the unauthorized use of the language and thoughts of another author and the representation of them as one's own" (Webster's College Dictionary, 2009). If you are caught plagiarizing a published work/idea or another student's work/idea, this act results in automatic failure of the class. Collaboration on exams is forbidden. In addition, this act may result in sanctions by Honor Court. Simply put, **DO NOT CHEAT!!!**

Participation Policy:

You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, or computer system failures. It is the student's responsibility to notify the instructor concerning usually demanding circumstances.

Although this is an online course, **it is not self-paced**. Reasonable deadlines have been set to ensure that you have adequate time to complete all assignments within the current session. Active participation in this class is required. Anyone who misses two due dates in a row, or three or more due dates, without communicating with the instructor prior to the due date, will be promptly notified on the probability of passing the course. Note: All assignments must be completed in order to receive a passing grade in the class.

Make Up Exams:

As this is ONLINE course, timely participation is required. In order to make up assignments, prior approval must be obtained from the professor. Approval is at the discretion of the professor, and documentation for an emergency absence is required within two weeks; All missed assignments must be completed within two weeks of the original due date. Please see the university policy for what constitutes professional academic notification and an excusable absence: https://www.utc.edu/dean-students/studentoutreach/academicnotification.php
Note: Discussion Boards are not eligible for make up.

Late Assignments:

All assignments will be due by **11:59 pm on the announced due date.** For every day an assignment is late, the grade will drop by 10 points. After 5 days, the student will receive a grade of "0."

Email Statement:

Students are encouraged to communicate with the professor if there are experiencing difficulties/concerns in the course. You can expect a response anywhere between 24-48 hours from me during normal business

hours (8am-5pm, Monday-Friday). All communication must be made using your UTC email address (firstname-lastname@utc.edu) for (See http://onenet.utc.edu for your exact address.) Please check your UTC email on a regular daily. If you have problems with accessing your email account, contact the Help Desk at 423/425-2678.

Technology Requirements:
You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course. You must have an Internet browser that is 4.0 or higher. You are required to check the online portion of this course at http://www.utc.edu/learn/ on a daily basis.

You must be able to save word processing files in a .doc or .docx (format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class. DO NOT USE MICROSOFT WORKS; I WILL NOT ACCEPT IT!!!!

Class information and announcements will be communicated through the announcements listings on the course web page (on Cavas at http://www.utc.edu/learn/), and through your e-mail address.

Conduct Code:
Disorderly conduct is defined as "any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches peace or violates the rights of others." If a student continuously disrupts the classroom in a manner deemed intolerable, you may be administratively removed from the class.

Class Rules:
This class allows an open forum for discussion; however, we must remember that college is a serious business. Thus, it is necessary that each member of the class **respect the needs and beliefs of others**. The ideas of another can be denounced but remember to not make your arguments personal.

Course Requirements:

1) Research Paper: (40%)

Students are expected to write an 10-15 FULL page research paper involving an issue related to media/popular culture and crime. Each paper is expected to be a journal quality proposal(APA format; see APA manual) that includes: title page, abstract, introduction, literature review, methodology, and references. (Title Page, Abstract, and References not included in page length). Quality papers may qualify for working with the professor on an individual studies project for future publication. Topics will be assigned by the 3rd week of classes.

Must be in APA format, follow the rubric, and use no less than 15 academic sources. Government documents and other non-refereed sources may be used; however, the will not count toward the total number of academic sources. A rough draft must be submitted by the designated date or you will receive a 10 point deduction from your final paper.

2) Presentation: (5%)

Each individual will present a PowerPoint presentation over their paper via Zoom. Each presentation should be 10-12 minutes and should not only report the findings of the study but should capture the attention of the audience. Students will be assigned groups in which they will present the material. All students must be actively engaged.

3) Discussion Boards: (30%)

Since this is an online class, this class requires that you participate in the discussion forum. DBs are open from Thursday-Wednesday; all posts must be complete by 11:59 pm on the assigned date of topic. You must post one initial response based on the given prompt; All other posts will be in response to your classmates or myself. Note: This does not mean that you will simply wait until the last minute. Discussion entails active participation throughout the week. (See Discussion Board Rubric for what constitutes appropriate posts). The initial post must be submitted no later than 11:59 pm on Friday. A **minimum of 2** posts per week is required (7 posts maximum; quality not quantity). If the minimum is not met, you will receive no credit for the weeks' discussion. Each discussion is worth 20 total points for a total of DB grade of 100 points.

4) Class Participation: (25%)

Each week you will be responsible for reading the assigned materials and being prepared for class. Students must be actively engaged in the classroom. Attendance counts for 50% of the week's grade while the remaining 50% must be active participation.

Grading:

The final grade will be computed as follows:

Paper:	40%
Disc. Boards:	30%
Presentation:	5%
Class Participation:	25%
Total:	100%

A = 90-100%
B = 80-89%
C = 70-79
D = 60-69%
F = below 60%

All assignments will be graded within 14 days of the due date.

Class Outline:

Course readings and assignments are due the assigned class date. Please see the assignment due dates in the course summary.

Date	Topics	Readings
1/9	Review Syllabus & Canvas Requirements	Online
1/10-1/16 Online	Week 1: In Class: Introduction What is popular culture? Research and popular culture	
1/17-1/23 In-Class	Week 2- The Social Construction of Reality and Crime	CP1
1/24-1/30 Online	Week 3: Fear of Crime	DB1

Date	Topics	Readings
1/31-2/6 In-Class	Week 4: Moral Panics • Child Abductions, Serial Killers, & Devil Worshipers • Diseases	**CP2**
2/7-2/13 Online	Week 5: Big Brother is Watching	DB2
2/14-2/20 In-Class	Week 6: Police, Violence, Minority Groups, and Media Construction	CP3
2/21-2/27 Online	Week 7: Content Analysis	DB3
2/28-3/6 In-Class	Week 8: Content Analysis	CP4
3/7-3/13	Work on Paper	Draft due no later than 3/13
3/14-3/20	Spring Break	NO CLASS
3/21-3/27 In-Class	Week 9: Gender, Crime, and Popular Culture	Code Sheet CP5
3/28-4/3 Online	Week 10: Insane Youths	DB4
4/4-4/10 In-Class	Week 11: Drugs, Criminology, and Popular Culture	CP6
4/11-4/17 Online	Week 12: The CSI Effect	DB5
4/24	Presentations	**Final paper due**

This schedule is tentative and subject to change.

Department of Social, Cultural, & Justice Studies
CRMJ 5370 (3): Drugs and Crime (24043)
Spring 2022

Course: **CRMJ 5370; CRN# 24043**
Professor: Dr. Tammy S. Garland
Office: 540 McCallie; Rm. 454
Phone: (423) 425-5245
E-mail: Tammy-Garland@utc.edu
I will respond to emails within two business days.

Teaching Modality: Online; Synchronous Hybrid

- **Synchronous Meeting Times: 6:30-8:00pm**
  - **Thursday, Jan. 27**
  - **Thursday, Feb. 17**
  - **Thursday, Mar. 3**
  - **Thursday, Apr. 14**
  - **Thursday, Apr. 21**

Office Hours: M/W: 8:45-10:45, Th: 10:15-11:15 (Zoom), and by appointment (Zoom)
Required Text: Becker, H. (1991). Outsiders: Studies in the sociology of deviance. New York, NY: Free Press.

Macy, B. (2018). Dopesick. NY: Little, Brown, & Company.

**Additional required readings have been posted on Canvas within each learning module.*

Prerequisite: Graduate standing

Accommodation and Counseling information can be found in UTCLearn.

Course Description:

Historical and contemporary perspectives of drugs and crime. Examines the highly politicized nature of drug policy nationally and internationally. Explores the ways in which the war on crime has become synonymous with the war on drugs. Discusses the efficacy of the criminal justice system in addressing drug use.

Course Objectives:

- **Examine how morality influences attitudes toward drug use (CO1)**
- **Identify and examine the relationship between drugs and crime (CO2)**
- **Understand and analyze the historical and current attitudes held by the criminal justice system, the war on drugs, criminal justice responses to drug use and abuse, and specific groups targeted by these laws (CO3)**
- **Examine how illicit and licit organizations contribute to the drug crisis (CO4)**
- **Identify and examine alternatives to the current approach of criminalization by the system (CO5)**

Trigger Warning:

As with most criminal justice-related courses, the subject matter contained within the class is often shocking and controversial. While I understand that each individual is affected differently by topics discussed, the material is designed to help prepare students for employment within the field. Thus, topics addressing the realities of drug addiction, sexual violence, abuse, and the consequences of engaging in deviant and criminal behaviors is necessary as the field in which you enter is not sterile and anything discussed in this class cannot compare to the issues that you, as a professional, will encounter. Thus, while I am empathetic to any discomfort, the material is necessary. Please do not hesitate to contact me if you have any questions.

Academic Dishonesty:
The policy regarding academic dishonesty is simple. Students are responsible for doing their own work. In essence, there is no assistance from fellow classmates on quizzes, papers, or exams. Cases of academic dishonesty are handled in accordance with the University of Tennessee Student Handbook.

UTC HONOR CODE PLEDGE:
"As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity."

Note: As social media platforms such as GroupMe has become a common feature used by students to communicate, please be aware that using the tool as a means to cheat could be detrimental to your success in the course. Anyone can take a screen shot of what you post, so be mindful. Failure to report instances of cheating are violations of the UTC Code of Conduct.

Selected written assignments in this class should be submitted to UTC Learn text-matching software (Unicheck) for review and to analyze the originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. Please note that not all show up; however, as you are required to familiarize yourself with the plagiarism module and resources in Week 1, the expectation for academic integrity is clear.

Per University Policy, all instances of plagiarism will be reported to the Dean of Students office. If you plagiarize, at minimum, you will fail the assignment. https://www.utc.edu/sites/default/files/2021-03/honorcode_01-2020.pdf

Participation Policy:
You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, or computer system failures. It is the student's responsibility to notify the instructor concerning usually demanding circumstances.
Although this is an online course, **it is not self-paced**. Reasonable deadlines have been set to ensure that you have adequate time to complete all assignments within the current session. Active participation in this class is required. Anyone who misses two due dates in a row, or three or more due dates, without communicating with the instructor prior to the due date, will be promptly notified on the probability of passing the course.

Make Up Policy:
As this is an ONLINE course, timely participation is required. In order to make up an assignment, prior approval must be obtained from the professor. Approval is at the discretion of the professor, and documentation for an emergency absence is required within two weeks; All missed assignments must be completed within two weeks of the original due date. Please see the university policy for what constitutes professional academic notification and an excusable absence: https://www.utc.edu/dean-students/studentoutreach/academicnotification.php

Late Assignments:
For every day an assignment is late, the grade will drop by 10 points. After 5 days, the assignment will no longer be accepted, and you will receive a grade of "0."

COVID-19 Absence Statement:

If a student is COVID-19 positive or exposed to someone who is COVID-19 positive, the student is encouraged to complete the **COVID-19 Notification form** and follow the *recommendations* provided by the UTC Health team. Documentation will be provided to the instructor by the Office of Student Outreach & Support.

Similar to any illness, verified documentation must be provided to faculty in order to provide reasonable accommodations for absences related to COVID-19. Instructors have considerable discretion in deciding how students may make up any coursework. Reasonable accommodations are consistent with non-COVID related absences and may include but are not limited to: submission of late coursework within a reasonable amount of time, dropping lowest grade(s), or alternate assignments. Students must, if asymptomatic or if symptoms do not interfere with their ability to participate in the course, **continue to participate in the online course.**

If COVID-19 related illness results in any missed course work (face-to-face or online), it is the responsibility of the student to contact the instructor to plan make-up work. It is *recommended* that **students contact the instructor within 48 hours of recovering** to avoid missing the opportunity to make-up necessary work. Work associated with any absence accommodations must be completed by the student according to the plan devised by the instructor. Class will continue when students are absent, and students who are absent may be unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If a student seeks an accommodation for a disability related to COVID-19 that may affect attendance, the student must contact the Disability Resource Center (DRC) (423-425-4006) to request disability accommodations. The DRC will evaluate requests in accordance with the university's disability accommodation process, which involves consultation with the student's instructors regarding reasonable accommodations that may be granted.

If students believe the instructor has not made reasonable and appropriate accommodations for absences due to COVID-19, students have the right to appeal according to UTC's General Student Grievance (Complaint) Procedure by filling out the Student Complaint Form and submitting to the Office of the Dean of Students

Email Statement:

To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for all communications. (See http://onenet.utc.edu for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-2678.

Technology/Communication:

Class information and announcements will be communicated through the announcements listings on the course web page (on Canvas at http://utconline.utc.edu), and through your UTC e-mail address.

You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course. You must have an Internet browser that up to date. You are required to check the online portion of this course at http://utconline.utc.edu/ on a daily basis.

You must be able to save word processing files in a .doc or .docx (Microsoft Word) format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class.

To access Canvas, you will need your UTC-ID and password. If you do NOT know what your UTC-ID is, please contact me as soon as possible or see http://utconline.utc.edu/fastfacts.html

Conduct Code:

Disorderly conduct is defined as "any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches peace or violates the rights of others." If a student continuously disrupts the classroom in a manner deemed intolerable, you will be administratively removed from the class.

This class allows an open forum for discussion; however, we must remember that college is a serious business. Thus, it is necessary that each member of the class **respect the needs and beliefs of others**. The ideas of another can be denounced but remember to not make your arguments personal. There is no talking or other class distraction while the instructor or other students are talking**.**

Course Requirements:

1) Case Briefs: (40%)

Five case briefs will be assigned with the lowest grade being dropped. Each student must write the brief in the format noted in the handout guidelines (see example in Start Here).

2. Film Analysis: (25%)

Using Becker's Outsiders, you will analyze the film, *Reefer Madness*. In your discussion make sure to address moral panics, moral entrepreneurs, the role of rule enforcers, and how social constructionism is used to label individuals delinquent. This analysis must be no less than 4 full pages (max 7; excludes title and reference pages). You must use at least 4 other peer reviewed sources in addition to the book. Paper must be in APA format. See grading rubric. Note: This is not a summary of the film. The paper should apply major themes using the academic literature and use examples from the film to illustrate understanding.

3. Opioid Crisis Paper: (25%)

Using Macy's book as the foundation, students are expected to write 5 full pages (max 8; excluded title and reference pages) page critical analysis of the opioid crisis. Make sure to address salient themes such as race, class, and gender. In addition, make sure to address issues that Macy failed to discuss. You must use no less than 5 peer reviewed sources in addition to the text. Paper must be in APA format. See grading rubric.

4. Participation: (10%)

Since this is a synchronous online (hybrid) class, students are expected to actively participate during Zoom meetings (see schedule). As there are 5 scheduled class meetings, each class meeting is worth 20 points total; 15 points will be given for every class meeting attended. The remaining five points will be assigned based on the quality of participation. Additional points may be assigned for class engagement

(e.g. introductory assignment). Students must attend all classes unless prior approval is given. Upon approval, a written make-up assignment will be assigned for up to 1 scheduled class.

Grading:

All assignments are graded within 2 weeks from the date of submission.

The final grade will be computed as follows:

Case Briefs:	40%	A = 90-100%
Film Analysis:	25%	B = 80-89%
Opioid Crisis Analysis:	25%	C = 70-79%
Participation:	10%	D = 60-69%
---		F = below 60%
Total:	100%	

Class Outline:

Dates	Topics	Readings and Assignments: All material must be completed for the designated week. See Assigned readings in Weekly Module
1/10-1/13	Introduction Familiarize Yourself with the Course	**Complete Participation Assignment**
1/14-2/3 **Meet 1/27**	Creating Criminality: Morality & the Social Construction of Crime • Legislating Morality • Social Constructionism • Creating Crime	Module Readings **Synchronous Meeting: 1/27** **Film Review due: 2/3** Note: You should be reading Becker
2/4-2/17 **Meet 2/17**	The War on Drugs: Race and Mass Incarceration • History of Drugs and the Drug War • Race and Mass Incarceration	Module Readings **Kimbrough Brief due: 2/10** **Synchonous Meeting: 2/17**
2/18-3/3	Drugs & Crime • Drugs & Crime Link • Policing in the Drug War	Module Readings **Brief Revision due 2/20** **Drayton Brief due 3/3**

Dates	Topics	Readings and Assignments: All material must be completed for the designated week. See Assigned readings in Weekly Module
		Synchronous Meeting 3/3
3/4-3/24 **Meet 3/10**	Pharmacological Companies, Legal Drugs of Abuse, and the Opioid Crisis • Treating Addiction (Spring Break: March 14-18)	Read Macy and Module Readings **-Work on Macy Paper**
3/25-3/31	Impact of Drug War on Women	**Ferguson Brief due 3/31**
4/1-4/14 **Meet 4/14**	Impact of Drug War on Juveniles • Drug Testing • Searches • Trauma	Module Readings **Synchronous Meeting: 4/14** **Safford Brief due: 4/14**
4/15-4/26 **Meet 4/21**	Changing Attitudes: From Medicalization to Legalization	Module Readings) **Synchronous Meeting: 4/21** **Gonzalez v. Raich Brief due 4/25**
4/29	**Last Day to Submit Macy Paper**	

This schedule is tentative and subject to change.

Corrections and Society

Spring 2024

CRMJ 5430, 26209, HYBRID, 3 credit hours

Instructor: Courtney Crittenden

Email and Phone Number: courtney-crittenden@utc.edu; (423)425-4220

Office Hours and Location: Tuesdays 2-5 PM online via ZOOM or by appointment

Course Meeting Days, Times, and Location: The following Tuesdays 5:30-8PM, 540 McCallie Building Room 461: Jan 9, Jan 23, Feb 6, Feb 20, Mar 5, Mar 19, Apr 2, Apr 16, Apr 30

Course Catalog Description: Examination of correctional strategies for adult and juvenile populations including the philosophical justification for punishment, incarceration, community-based corrections, rehabilitation, and correctional reform.

Course Student Learning Outcomes: Upon successful completion of this course, students should be able to: 1) describe the history of corrections in the US and describe how it impacts the current state of corrections; 2) explain the five major justifications for punishment and differentiate the punishments that correspond with the justifications; 3) critically analyze the current state of the correctional system; and 4) formulate ideas to reform or help improve the system to better meet its goals.

Required Course Materials:

Alexander, M. (2020). *The new Jim Crow: Mass incarceration in the age of colorblindness.* The New Press: NY, NY.

All other required course materials will be found on UTC Learn.

Supplemental/Optional Course Materials: *Any supplemental materials will be found on UTC Learn. Make sure you check UTC Learn frequently.*

Technology Requirements for Course: This course is delivered in a Hybrid Course Delivery Method. This format blends traditional classroom format and online learning. Students will meet in class at the times designated above and will be required to access online materials and assessment guidelines such as the syllabus, course content, contact information, presentations, activities and assessments on UTC Learn. Additionally, assessments and assignments may be conducted/turned in both in class and/or on UTC Learn. You need access to a computer with a reliable internet connection to complete this online course. Test your computer set up and browser for compatibility with UTC Learn. Resources for UTC Learn can be found here

- Students are expected to log into the course and check their UTC student email account frequently/daily.
- You should have an updated version of Adobe Acrobat Reader (for PDF documents), available free from http://www.adobe.com/products/acrobat/readstep2.html. Additional software plug-ins may be needed. Check the Technical Requirements for the UTC Learn system at http://www.utc.edu/learn/getting-help/system-requirements.php
- You need to have an internet browser that is capable of playing a flash video.

Technology/Digital Literacy Skills Required for Course: You are expected to have a working knowledge of UTC Learn and applications within it (i.e., Studio, discussion boards, pages), internet and UTC Library database search engines, Microsoft Word, Microsoft PowerPoint,

YouTube, Flash player, and Proctorio. You must also be able to send and receive emails and email attachments. You need to know your UTC ID username and password to access the UTC Learn online password-protected system.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center at 423-425-4006 or email DRC@utc.edu.

Course Assessments and Requirements: Over the course of this term, you will be expected to complete several assignments. There will be 100 possible points for this course.

Response Papers/Critiques (30 points): Throughout the term, you will be required to write 6 response papers/critiques, worth 5 points each. Each paper will be a minimum of 2 pages in length (but not more than 3), should be formatted using APA style formatting (i.e., double spaced, 1-inch margins, Times New Roman font, page numbers in the top right-hand corner, title and reference pages BUT NO ABSTRACT), and are required to be submitted as a Word document. Additionally, while title and reference pages are required, they do not count toward the page requirement. Please keep in mind that the purpose of these papers is to critically analyze your readings and other course materials (i.e., videos, podcasts, etc.), it is not a summary. For instance, you need to highlight the strengths and weaknesses of the arguments made, the theories applied, the methodologies used in the research, or the data provided.

Discussion Questions (24 points): You are required to develop discussion questions for each in-person class meeting. For meeting, you are required to write 3 discussion questions (***3 points per meeting***). These discussion questions will be utilized in our classroom discussions. They should be rational, well-thought out, and designed to elicit discussion. The questions should be typed into a Word Document and submitted via UTC Learn by 11:59 PM on the Monday before we meet (right before class discussion of the materials)(except for Unit 1 questions which are due Tuesday, Jan 9 at noon). *For example, for Unit 2, the discussion questions are due Monday, Jan. 22 @ 11:59PM before we meet Tuesday, Jan 23 @ 5:30 PM for class.*

Correctional System Paper (15 points): In this paper, you will be required to describe another country's correctional system. You will choose your country from a list provided by the professor on the first class meeting, and only one student may select a given country. These papers should include at the very least a description of the correctional system in that country, its components, and demographic descriptions of those who are supervised and work in the system. The paper must be at least 4 but no more than 6 pages in length, must be in APA formatting, a

title and reference page are required (but do not count toward the page requirement), and must be submitted as Word document. More specific guidelines will be provided via UTC Learn.

Policy Paper (10 points): In this paper, you are required to develop a policy/law/initiative that you think will help some aspect of the corrections system. It is important that in this paper, you highlight a current problem within the correctional system. Then develop a policy/law/initiative that you think will address this problem. You must utilize evidence and data to complete this assignment, both in evidencing the problem and why your solution will work. This policy must be data driven. This paper is required to be at least 3 but no more than 5 pages in length, must be in APA formatting, a title and reference page are required (but do not count toward the page requirement), and must be submitted as a Word document. More specific guidelines will be provided via UTC Learn.

Policy Paper Presentation (5 points): You will be required to present the correctional problem you identified in your policy paper and your proposed solution to the problem in front of your peers during out final exam time (April 30, 2024). This will be a 4-6 minute presentation, and we will allow for questions after. The goal of this presentation is to convince your peers that the issue you have highlighted is real and that your proposed policy would help address it. More specific guidelines will be provided via UTC Learn.

Participation (16 points): Your participation grade will be based on your participation in our class discussions. In order to earn full points, you must come to class having read and reviewed all the course materials for the unit, you must be fully engaged in the conversation, and you must participate in the discussion. It is not enough to be present. You are graduate students, and as such, more is expected of you. You can earn up to 2 points per class session. Your lowest class session will be dropped.

Course Grading

Course Grading Policy: *The grading scale is as follows*

A	90-100	C	70-79.99	F	Below 60
B	80-89.99	D	60-69.99		

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 10 business days of the posted deadline unless it is delayed due to unforeseen circumstances (e.g., illness). In which case, the professor will keep you apprised of when it will be graded.

Course Policies

Late/Missing Work Policy: As a general rule, ***I do not accept late assignments.*** Typically, you will receive a "0" if your assignments are not turned in on the day that they are due. However, there may exceptions to this rule. If you miss an assignment or a

quiz due to illness, you may make up your work provided: (1) you let me know as soon as possible (preferably within 24 hours of missing the assessment), (2) you seek medical attention and can provide documentation from a healthcare provider, OR (3) I receive an academic notification from the Dean of Students Office regarding a crisis or extenuating circumstance. Other exceptions may be granted on a case-by-case basis. Please, though, try to turn in your work on time. This course builds as we go along, so if you get behind on one thing it could be detrimental to your completion of the course.

Email and Communication: Students are encouraged to communicate with the professor should they experience any difficulties or concerns in relation to the course. Typically, you can expect a response from me during normal business hours (9AM-5PM Monday-Friday) within 24-48 hours after emailing me, assuming the message is received. It is your responsibility to get in touch with the professor if you have any problems, need help, etc. When contacting the instructor via email please use the email listed at the top of this syllabus. Students must use their assigned UTC email to communicate with the instructor via email. *It is strongly suggested that the student carbon copy (CC) him/herself on all emails to document the efforts in the event of computer-related problems.* At times the professor will email the class with information. It is your responsibility to check your email and make sure that the email account the university has for you (and thus the one that will be used by the instructor) is the email account that you regularly check.

UTC Learn – Canvas: UTC Learn (Canvas) will be used throughout the course. The syllabus, assignments, and other pertinent information will be posted there. It is the student's responsibility to understand and be able to navigate UTC Learn. Access course materials at http://www.utc.edu/learn/. Log in using your utcID and password (the same as for your UTC email). If you need help with UTC Learn, see http://www.utc.edu/learn/student- resources/index.php or contact the Call Center at 425-4000.

Plagiarism Detection: All papers and other written assignments in this class must be submitted to UTC Learn text-matching software for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Title IX Statement: Federal law, specifically Title IX, and university policy require that I, along with all other faculty members, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating violence, domestic violence, and stalking. Reporting ensures that colleges protect and

accommodate victims/survivors as well as hold perpetrators accountable for their behavior. There are several places on campus where you can report incidents if you wish to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance such as Survivor Advocacy Services located in the Center for Women & Gender Equity at (423)425-5648. Questions regarding Title IX, complaints of non-compliance, and complaints of sexual misconduct, relationship violence and stalking may also be directed to the Title IX Coordinator at (423)425-4255 or titleix@utc.edu. If you provide information about these types of incidents in class, in a written assignment, in discussion in my office, in an email, or in other forms of communication, it is important that you know that I may be required to report it.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the Student Conduct Policy page.

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

Generative Artificial Intelligence (AI) - Use Prohibited: All submitted coursework must be your own original work. Inclusion of proper citations, using the accepted citation style for this course, is required per the UTC Honor Code. The use and/or inclusion of any materials derived by a Generative AI tool is strictly prohibited. Failure to follow any of the aforementioned guidelines constitutes a violation of the Honor Code and will result in a referral to the Office of Student Conduct.

Academic Integrity: I take cheating and/or plagiarism very seriously and will take the following actions accordingly: 1) fail you on the assignment; 2) fail you for the course; and/or 3) notify the Dean's office. Aside from cheating, I also ask you that you follow these rules:

a) Be respectful to both me and your fellow classmates.
b) Do not submit assignments for this class that have been previously submitted by yourself or others in this or any other class.

Course Attendance Policy: As graduate students, you are expected to attend all class sessions. If you must miss class, you are required to let the instructor know as much in advance as possible. You are also required to provide a justifiable/verifiable excuse for your absence. More than 2 unexcused absence will result in a points deduction on your final grade (10 points).

Course Participation/Contribution: Students are expected to participate in all interactive aspects of this course, both online and face-to-face. This include attending all class sessions, logging into UTC Learn regularly to check for announcements, communicating with the

instructor if you have any questions regarding course content, and participating in all assessments and class activities.

Course Calendar/Schedule: ***The professor reserves the right to modify this syllabus, the dates, assignments, and the grading scale at any time, as this is only a tentative outline for the class. However, the student will be held to the standards of academic integrity, attendance, and other general student responsibilities that are outlined above.***

Unit	Dates	Topic/ Assessments	Readings/Materials
1	Jan 9	**Welcome and Introduction** *Discussion questions (DQ) due Jan 9 @ 3 PM* ***Class Meeting Jan 9 @ 5:30PM***	Video on UTC Learn
2	Jan 10 – Jan 23	**History of Corrections** *Unit 2 Response Paper (RP) and DQ due Jan 22 @ 11:59 PM* ***Class Meeting Jan 23@ 5:30PM***	Alexander – (I*ntro-optional*) Ch. 1; Materials under Read and Watch/ Listen headers on UTC Learn
3	Jan 24 – Feb 6	**Prison Life and the Effect of Individual Characteristics** *Unit 3 RP and DQ due Feb 5 @ 11:59PM* ***Class Meeting Feb 6 @ 5:30 PM***	Alexander – Ch. 2 & 3; Materials under Read and Watch/ Listen headers on UTC Learn
4	Feb 7 – 20	**Issues/Deficits for Inmates and Programming** *Unit 4 RP and DQ due Feb 19 @ 11:59 PM* ***Class Meeting Feb 20 @ 5:30 PM***	Materials under Read and Watch/ Listen headers on UTC Learn
5	Feb 21 – Mar 5	**Privatizing Corrections and Convict Labor** *Unit 5 RP and DQ due Mar 4 @ 11:59PM* *Correctional Systems Paper due Mar 5 @ 11:59 PM* ***Class meeting Mar 16 @ 5:30PM***	Materials under Read and Watch/ Listen headers on UTC Learn
6	Mar 6-19	**Mass Incarceration – is it the New Jim Crow** *Unit 6 RP and DQ due Mar 18 @ 11:59 PM* ***Class Meeting Mar 19 @ 5:30 PM***	Alexander – Ch. 4 & 5; Materials under Read and Watch/ Listen headers on UTC Learn
7	Mar 20-Apr 2	**Disenfranchisement and Other Collateral Consequences** *Unit 7 RP and DQ due Apr 1 @ 11:59 PM* ***Class meeting Apr 2 @ 5:30PM***	Materials under Read and Watch/ Listen headers on UTC Learn
8	Apr 3-Apr 16	**Where do we go from here?** *Unit 8 DQ due Apr 15 @ 11:59 PM* *Policy Paper due Apr 16 @ 11:59 PM* ***Class meeting Apr 16 @ 5:30PM***	Alexander – Ch. 6; Materials under Read and Watch/ Listen headers on UTC Learn
FINALS	Apr 30	***Policy Paper Presentations*** ***ATTENDANCE IS MANDATORY***	

APPENDIX 2B: SAMPLE ASSIGNMENTS, RUBRICS, AND EXAMS

CRMJ 5000 EXAMPLE MATERIALS

For each week reading summaries are assigned (5 total), students should provide an analysis of the readings. Summaries should include: an integrated summary of the readings, connecting the broader issues to the field (theory, corrections, courts, or policing), and critiques of the readings (what did the authors get wrong…support). Each week summary must: be no more than 2 written pages (excludes title page and reference page; double spaced), use at least 2 refereed journal articles outside of the assigned readings, and be written using APA format and citation style.

Summary Format:

Summary:

- You should be able to write succinctly and indicate that you understand the readings by providing a clear summary of the readings.
- Your thoughts should be organized, and if you are going over 1 page, you have written too much.
- Cite in APA. Authors should be cited by last name only in text, and do not refer to Chapter One or the title of the chapter...that is fluff.

Application:

- Connect the broader issues to the readings
- How does this apply to the criminal justice system
- Clear examples should be provided

Critique:

- What are the limitations of the arguments?
- What did the authors get right/wrong?

Reading Application Rubric (1)

Reading Summary Rubric (1)

Criteria	Ratings					Pts
This criterion is linked to a Learning Outcome Answers the question Clearly answers all aspects of the question and exhibits a clear understanding of the content. Your argument should be written in a scholarly manner with little to no grammatical errors as this is a graduate level course. There will be a significant deduction if multiple grammatical errors are present.	7 to >6.0 pts Excellent Answers each of the questions in detail exhibiting a clear grasp of the content. No grammatical errors.	6 to >4.0 pts Above Average Answers each of the questions exhibiting a clear grasp of the content. Little to no grammatical errors	4 to >2.5 pts Average Answers all or most of the questions but does not fully understand the content. Some grammatical errors.	2.5 to >1.0 pts Below Average Answers some of the questions and does not fully understand the content. A number of grammatical errors.	1 to >0 pts Unacceptable Answers are limited or not provided for most questions. Does not fully understand the content. A plethora of grammatical errors that distracts significantly from what you are saying.	7 pts
This criterion is linked to a Learning Outcome Quality of Argument Rich in content, thought, insight and analysis. Excels is use of	10 to >9.0 pts Excellent Rich in content, thought, insight and analysis.	9 to >7.0 pts Above Average Substantial information, thought insight and analysis is	7 to >5.0 pts Average Generally, competent, commonplace Information. Uses some academic	5 to >2.0 pts Below Average Below Average: Range: 5-2 Superficial, inadequate	2 to >0 pts Unacceptable Biased analysis. No analysis or insight. No use of appropriate	10 pts

Reading Summary Rubric (1)

Criteria	Ratings					Pts
appropriate academic literature.	Excels is use of appropriate academic literature.	apparent. Good use of appropriate academic literature	literature but more reliant on personal opinion.	analysis and insight. Little to no use of academic literature. Relies strongly on non-refereed sources	academic literature. Relies on personal feeling and non-referred literature to support statements.	
This criterion is linked to a Learning Outcome	3 pts	2.5 pts	2 pts	1 pts	0 pts	
APA Correctly uses APA both in-text and external. No errors.	Excellent Correctly uses APA both in-text and external. No errors.	Above Average Correctly uses APA both in-text and external with minimal errors.	Average Mostly used APA both in text and external. Some errors	Below Average Somewhat uses APA in-text and external. A number of errors.	No Marks Does not use APA format. Uses another citation format or does not cite at all.	3 pts

Discussion Board Rubric:

As a part of the course, you will be participating in weekly discussion forums. You have been provided a discussion board on "the do's and don'ts" of interaction. In this space you will find the method (a rubric) by which your contributions will be evaluated. PLEASE REVIEW OFTEN. Since this is a online course, we will have 6 discussion boards (with only the top 5 highest grades counting towards this portion of you final grade). Please make sure to post as each discussion board will count as 20 points. Discussions will total 100 points at the end of the course.

Do's & Dont's:

1. You must participate throughout the week. Be engaged. Only commenting on a couple of days will not cut it. Good rule of thumb...Post a minimum of 2 different days in a 7 day period. Initial post my be made by Thursday night.

2. Support your statements using the academic literature. This means...ALL of your posts should be supported and cited properly in APA.

3. Add to the Discussion...You are going to have to go out and pull information outside of class sometimes to add to the discussion. This will also help you with #2.

4. Quality NOT Quantity...If you give me 7 crappy posts, you will get a crappy grade. I want supported, well-written statements. A couple of sentences isn't going to cut it. Agreeing with someone will not get you the grade you want.

5. If posts take you less than 15 minutes to write, then you might want to reconsider what you have written. Should they take an hour? Probably not at the undergraduate level, but at the graduate level, you need to make sure that you dedicate time and effort into your posts.

6. And again, if you do not post a MINIMUM of 2 posts during a discussion board, you will receive a "0." Please note that your initial post must be posted by Thursday or you will receive a significant deduction from your grade.

Criteria	Ratings					Pts
Critical Observations: Posts should be rich in content, thought, insight, and analysis.	**5.0 to >4.5 pts** **Excellent** Substantial information, thought and insight in analysis. Excellent use of appropriate academic literature in ALL posts pulling from both internal and external sources.	**4.5 to >3.5 pts** **Above Average** Substantial information, thought, and insight in analysis. Good use of appropriate academic sources in ALL posts. Pulls mainly from provided internal sources.	**3.5 to >2.5 pts** **Average** Generally competent. Information is commonplace. Uses some academic literature in ALL posts but only internal materials provided by instructor.	**2.5 to >1.0 pts** **Below Average** Superficial, inadequate, commonplace information. Little insight. Failure to use academic literature to support ALL posts. Relies only on internal sources provided by instructor.	**1.0 to >0 pts** **Unacceptable** Little to no analysis or insight. Uses opinion rather than supporting arguments using the academic literature. Simply agrees on response posts. No use of appropriate academic literature.	5
Connecting the Question to the Topic: Clear connections with appropriate illustrations.	**5.0 to >4.5 pts** **Excellent** Clear connections with excellent illustrations. Based in the literature and not simply on opinion.	**4.5 to >3.5 pts** **Above Average** Connections are made and examples attempted. Mostly based in the literature with some use of opinions.	**3.5 to >2.5 pts** **Average** Some connections but mainly generalities. Somewhat based in the literature with some use of opinion.	**2.5 to >1.0 pts** **Below Average** Irrelevant content and generalizations. Not based in the literature but on opinion.	**1.0 to >0.0 pts** **Unacceptable** No connections are made and most information not relevant to the subject. Opinion rather than literature based. No evidence to support statements.	5
Uniqueness of Contribution: Posts add to the discussion. No grammatical errors that detract from the contribution.	**.0 to >3.0 pts** **Excellent** New ideas and in-depth detail and content. Little to no grammatical errors	**3.0 to >2.0 pts** **Above average** New ideas and relevant content. Few grammatical errors	**2.0 to >1.0 pts** **Average** Limited addition to the discussion. Simply summarizing what others have said. Some grammatical errors	**1.0 to >0.5 pts** **Below Average** No new ideas. Simply summarizing what others have said. Simple agreement/disagreement. Some grammatical errors	**0.5 to >0 pts** **Unacceptable** Inadequate first post. No new ideas or connections...Simple agreement. Numerous grammatical errors	4
	3.0 to >2.5 pts		**2.5 to >1.0 pts**		**1.0 to >0.0 pts**	3

				Pts
Use of APA: ALL posts cite in-text and externally using correct APA citation. Range	**3.0 to >2.5 pts** **Excellent** ALL posts are cited correctly in-text and references in APA format.	**2.5 to >1.0 pts** **Average** Some errors in APA citation style or failure to cite appropriate in-text or references.	**1.0 to >0.0 pts** **Unacceptable** Little to no use of APA in in-text or references.	3
Participation: Students must be actively engaged and post throughout the week.	**3.0 to >2.0 pts** **Excellent** All required posting early and throughout the week providing ample time for peer response. Minimum of 2 posts on 2 separate days	**2.0 to >1.0 pts** **Average** All required posting but mainly at the end of the week with not all post leaving ample time for peer response.	**1.0 to >0 pts** **Unacceptable** Minimum of posting on 2 separate days not met. Posting all posts on last two days leaving limited time for peer to respond. No credit if did not post initial post by Thursday.	3

Grading Criteria for Assignment

Paper must be between 8-10 pages (excludes title, abstract, and reference pages)

Introduction

- 2-3 paragraphs long (no more than 1 page); proper formatting; spelling, grammar, and flow do
- Specifies the problem to be studied or research objective of the study
- Addresses the following:
    1. Provides reader with brief background of the project
    2. Describes importance of problem and the project

Literature Review

- 5-6 pages in length proper formatting; spelling, grammar, and flow does not affect readability
- demonstrates an understanding of the existing literature on a topic
- Incorporates at least 8 scholarly references (e.g. refereed journal articles)
- Addresses the following (for more detail refer to guidelines above) :
    1. Overview of the topic/problem of focus
    2. Synthesizes findings of the existing literature thematically (does not just summarize a
    3. Is organized in a logical manner (findings/studies are grouped together in a logical wa
    4. Identifies areas of controversy in the literature (i.e., what is problematic with the pric there disagreement?) and key conclusions from existing studies

Orientation

- 2-3 pages in length; proper formatting; spelling, grammar, and flow does not affect readabilit
- Adequately describes the orientation in which you would approach the topic

Reference Page

- Minimum of 15 academic sources; other sources (e.g. government websites) may be used sp toward the final total
- APA format…If not in APA
- If not 15 scholarly sources and APA, you will received no credit for this portion.

Total Points: _____/100

Instructor Comments:

Was rough draft submitted? (If not, -10 points)

CRMJ 5010: FINAL EXAM
Pseudo Comprehensive Examination - Part I
Worth 20 Points
Due Dec 2 @ 11:59PM on UTC Learn

Guidelines: ***You have 2 weeks to complete the exam, which is due December 2 @ 11:59 PM on UTC Learn. Please use the prompt below and develop a research proposal accordingly. This proposal should be a minimum of 5 full pages (not including your title or reference page, but they are required). It should be in APA formatting – however, NO abstract is needed. I repeat, do not write an abstract. You should, though, have a title page, use Times New Roman, sized 12 font, have 1 inch margins, page numbers in the top, right-hand corner, and a reference page. Additionally, your study must contain an introduction, brief but thorough literature review, and a methods section (detailed below). You need a minimum of 7 peer-reviewed scholarly journal articles as sources. Other sources may be used, but they will not count toward the minimum requirement. Additionally, make sure that you proof-read your paper and that it is written professionally and formally.***

Throughout 2020, there have been multiple signs of unrest across the U.S. One major issue is that of discrimination and prejudice within the CJS. You have been tasked by your local government officials to study the population's attitudes of the criminal justice system compared to other governmental/societal institutions. In order to do this, you need to focus in on the diversity of the population (i.e., race/ethnicity, gender/sex, sexuality, SES, etc.). Additionally, you need to compare attitudes towards the CJS to at least one other governmental/societal institution (i.e., education system, the military, the government, business, or religion). Once you have collected this data, you will report this information to your local officials so that they may have a better understanding of the attitudes of their citizenry.

Your study must contain the following elements:

6. Introduction *(approximately 2 paragraphs)*
    a. Remember you must identify the problem and explain in 1-2 sentences the current study.
7. Literature Review *(2-3 pages)*
    a. Review of general attitudes toward the CJS and the societal institution you have chosen
    b. Attitudes of differing segments of the population (gender, race/ethnicity, sexuality, socioeconomic status, education levels, etc.)
8. Method *(2-3 pages)*
    a. Hypothesis/Research question
    b. Sample and sampling procedures *(be as specific as possible – make sure you detail the steps of the technique)*
    c. Research design, measurements, or instruments *(i.e., what method are you using? Why is this the best method? How will you collect the data?)*
    d. Identification of the independent and dependent variables; operationalization of these variables *(make sure to identify the level of measurement).*You must include at least 1 dependent variable and 2 independent variables at a minimum.
9. Limitations and ethical concerns of the study *(you must identify at least 1 of each and this section should be at least one paragraph in length)*

CRMJ 5020 EXAMPLE MATERIALS

PART I: Interpreting tables

Instructions - Answer the questions below each table provided.

Table A. Bivariate Analyses I		
	Sex	
	Female $\bar{x}$ (sd)	Male $\bar{x}$ (sd)
Amount of Conflict Experienced at School Scale	5.95 (2.37)	6.29 (2.98)
Total n	700	767
	t = -2.489*	
**p < .05 (2-tailed)*		

Note: Higher scores on the scaled variables indicate higher values of the given variable. Higher scores on the school conflict scale correspond to higher levels of conflict experienced at school.

(1) What test was estimated for Table A (above)?
   a. Why was this the appropriate test?
(2) What are the key findings presented in Table A?

Table B. Bivariate Analyses II				
		Ever Bullied at School		
		No	Yes	Total
Sex	Female	78.1%	21.9%	703
	Male	87.8%	12.2%	785
χ^2 = 24.845***; Phi = 0.129*** ***p <.001				

(1) What test was estimated for Table B (above)?
   a. Why was this the appropriate test?
(2) What are the key findings presented in Table B?

Table C. Bivariate Analyses III			
	X1	X2	X3
X1. Neighborhood disorder scale			
X2. Conflict experienced at school scale	.362**		
X3. Adverse childhood experiences scale	.412**	.121	
Y1. Frequency of weapon carrying	.091	.422**	-.241*
**p < .05; **p < .01 (2-tailed)*			

Note: Higher scores on the scaled variables indicate higher values of the given variable. For instance, higher scores on the neighborhood disorder scale correspond to higher levels of neighborhood disorder.

(1) What test was estimated for Table C (above)?
    a. Why was this the appropriate test?
(2) What are the key findings presented in Table C?

PART II: Data analysis, tabling statistics, and text write-up of findings.

Instructions - Access the data set provided in the module for week 4 (labeled "data for homework assignment #3"). You will need to select variables appropriate to run, (1) a t-test, (2) a correlation analysis, and (3) a Chi-square test with accompanying cross-tabulation table. Provide a text write-up of your findings for each test.

- *Remember, you are hypothesis testing, so be sure you are picking variables where you would expect an association. This means, you should expect change in one variable to be associated with change in the other.*

Part III: Article Identification

Instructions – you are tasked with locating a peer-reviewed journal article focused on a criminal justice and/or criminology topic that provides a description of bivariate analyses and results. Then address the following questions/points.

1. Provide the proper APA citation for the article.

2. What type of research is reported in the article you selected? That is, is it exploratory? An evaluation study? An experiment? Something else? Explain why the study fits the type of research you identified.

3. What type of bivariate statistics were estimated? Why did the analyst select these specific statistics? Justify your response.

4. Did you feel that the author explained the bivariate findings well? Explain.

PART I: Interpreting tables

Instructions - Answer the questions below each table provided. See Appendix for coding of variables.

Table 1. OLS Regression Predicting Confidence & Trust in Law Enforcement (n=2,565)

Variable	**b**	**S.E.**	**β**	
Age	.025	.33	0.51	**
Gender	.041	.27	0.26	*
Sexual Orientation	0.44	.23	0.09	
Race	0.34	.09	0.64	***
Socioeconomic Class	0.44	.20	0.19	
Illegal Substance Use	-0.12	.22	-0.21	**
Fear of Victimization	0.15	.21	0.32	*
Prior Police Contact	-0.58	.10	-0.72	**
Past Victimization	-0.29	.34	-0.17	*
R^2			0.36	
F			112.42**	

(3) What test was estimated for the table above?
    a. Why was this the appropriate test?
(4) What are the key findings presented in the table?

PART II: Data analysis, tabling statistics, and text write-up of findings.

Instructions - Access the data set provided in the module for week 4 (labeled "data for homework assignment #4").

- *You will need to select at least 4 independent/control variables – these variables can be measured at any level of measurement. You will also need to select one outcome variable that is continuous (i.e., interval or ratio-level).*
- *Then, run an OLS regression model examining the effects of your independent/control variables on your continuous outcome. Present your findings in tabular (i.e., a table) format and text format (i.e., written up discussion of key findings).*
    - *Remember, you are hypothesis testing, so be sure you select variables where you would expect an association. This means, you should expect change in your independent variables to be associated with change in our outcome variable.*
    - *To demonstrate you understand, please provide me with a clear hypothesis statement concerning an expected association between one key independent variable and your outcome variable. It will then be clear to me that the other variables are control variables in the model.*

Part III: Article Identification

Instructions – you are tasked with locating a peer-reviewed journal article focused on a criminal justice and/or criminology topic that

provides OLS regression results. Then address the following questions/points.

5. Provide the proper APA citation for the article.
6. What was the outcome variable of interest in this study and how was it coded?
7. What were the key findings of the OLS regression model?
8. Did you feel that the author explained the multivariate findings well? Explain.

Appendix.

Operationalization of Variables

Dependent Variable: Confidence and trust in law enforcement

2. Each participant was introduced to a series of 11 items concerning their views of law enforcement officers. Participants ranked their level of agreement with each item on a 4-point Likert scale ranging from strongly disagree (1) to strongly agree (4). Examples of items include: "I have a great deal of respect for police in my neighborhood."; "The police can be trusted to make decisions that are right for the people in my neighborhood.", and "The police in my neighborhood are generally honest." These items were summed to create an index reflecting confidence and trust in police officers with higher scores indicating higher levels of confidence and trust.

Independent Variables

9. Age (in years; continuous variable)
10. Gender
    a. Male (0)
    b. Female (1)
11. Sexual Orientation
    a. Heterosexual (0)
    b. Non-heterosexual (1)
12. Race
    a. White (0)
    b. Non-White (1)
13. Socioeconomic Class
    a. Lower class (0)
    b. Middle/Upper class (1)
14. Illegal substance usage (continuous, scale variable; higher scores indicate more illicit substance or drug use)
15. Fear of victimization (continuous, scale variable; higher scores indicate higher levels of fear)
16. Prior Police Contact
    a. No (0)
    b. Yes (1)
17. Victimization in past 12 months (continuous, scale variable; higher scores indicate more victimization incidents)

Writing Assignments
CRMJ 5030 (Criminology)

CA 1

Week 3: (Positivist School) – 3-4-pages; double-spaced.

In 1927 the U.S. Supreme Court upheld a Virginia State law that authorizes forced sterilization of all individuals deemed "feeble-minded." The majority rationalized that the compulsory sterilization was necessary for "the protection and health of the state." In fact, in delivering the opinion of the court, Justice Holmes argued "It is better for all the world, if instead of waiting to execute degenerate offspring for crime, or to let him starve for their imbecility, society can prevent those who are manifestly unfit from continuing their kind."

1. Theory application
    1. Within the past 3 weeks we covered three groups of theory; (1) Classical and Rational Choice Theories, (2) Environmental Criminology: Situational Opportunity Theories; and (4) Biological/psychological Explanations of Crime. Of the three, which theory or groups of theories can be used to explain the justices

way of thinking (i.e., what theory and/or group of theories do you think best fits the justices' rationale to sterilize Carrie Buck)? Be sure to explain how and why the theory and/or group of theories fit the court's ruling. Your response should include an in-depth discussion of the underlying premise of the theory and/or group of theories you chose. It should also include a discussion of its strengths.
    2. Do you think the court made the right decision? Why or why not? If you said yes, this is where you will discuss the strength of the theory or group of theories chosen and the weakness of the other theories and/or group of theories. If you said no, this is where you will discuss the weakness of the chosen theory and/or group of theories and the strength of the other theories.
2. Policy Implication
    1. Search the internet for information on the policy impact of the court's decision? Present your findings in this section of your paper.
    2. If you were a criminologist and was called upon to educate the court on causes of crime, what advice would you have given the court and what corresponding policy would you advocate for instead?
3. Summary
    1. In summary, do you believe someone's life can be read and judged not after they had committed a bad act but before they are even born? Be sure to fully explain and provide examples of necessary.

CA 2

During Week 4-6 (Feb 1-Feb 22), we covered disorganization and crime, how people become deviant, and the anomie/strain theories. Your task is to explain how these three groups of theories are connected. Specifically:

1. On Wednesday we discussed the factors that lead to disorganized communities. What are those factors (e.g., discussed the main arguments of the social disorganization theory; be sure to briefly incorporate a discussion of the concentric zones, the importance of collective efficacy and how legal cynicism weakens collective efficacy).
2. Does living in a socially disorganize community facilitate the ease of learning deviant behavior (be sure to integrate the main arguments of the learning to be criminal theories into your response)?
3. How can the main arguments of the Strain/Anomie theories explain the lives of those living in socially disorganized communities.
4. Policy Implications – Based on your knowledge of theories covered thus far, if you were to reduce violent crime in Chattanooga, what policy or program would you implement?

CA 3

Week 8: (Critical Criminology) – 2-4 pages; double sided

1. According to a CNN article, Purdue Pharma plead guilty to "violating federal anti-kickback laws, as it paid doctors ostensibly to write more opioid prescriptions." Doing so was dangerous because "abuse of prescription painkillers is a major cause of the nation's opioid crisis. According to the Centers for Disease Control, 450,000 people died in the United States in the 10 years starting in 1999 from overdoses involving any opioid,

including prescription and illicit opioids. And about a third of those deaths in 2018 involved prescription opioids."

2. In commenting on the issue, one reader (Edward) of the New York Times noted, "Now imagine if the perp was a young black man, who was accused of masterminding the deaths of half a million people through dealing drugs. What do you think the outcome would be in his case? And yet, the DOJ insists that there is equal protection under the law."

Discussed the above statements by writing a mini assignment that address the following?

1. A summary of this week's reading.
2. How does the story on Purdue Pharma relate to this week's reading?
3. Do you agree or disagree that Purdue is criminally responsible for the opioid drug epidemic (be sure to explain your response)?
4. Is the comment by Edward a fair assessment of differential treatment of drug offenders (be sure to explain your response)?

CA 4

On March 27, 2023, our state, nation, and the world were shocked by yet another school shooting that took the lives of three innocent children and three adults. It is a sad commentary on us (Americans) that gun violence is the number one killer of children in the United States. While there is some truth in the saying "guns don't kill people, people do", there seems to be a lack of urgency in addressing some of the problems that cause individuals to resort to school shooting. Your task is to provide an in-depth discussion of how the two theories of positive criminology (e.g., social support theory and social concern theory) can help reduce school shooting. You will do so by,

1. Summarize the main arguments of the social support theory.
2. Summarize the main arguments of the social concern theory.
3. Integrate both theories to provide an in-depth discussion of the theories implication for reducing school shootings. In other words, based on the two theories, what policies and/or programs would you implement to reduce school shootings. Be specific in identifying those policies and/or programs and be sure to fully discussed those policies and/or programs.

CRMJ 5060 EXAMPLE MATERIALS

Purpose

The purpose of a book review is to provide a thorough description, critical analysis, and/or evaluation of the quality, meaning, and significance of a book, often written in relation to prior research on the topic. Book reviews are not merely summaries, but critical reviews of the work.

Tasks

Please read the Book Review pages in the Assignment Module.

Select a book from the list provided, read, review, and discuss. Book Options

Directions

1. Download the Book Review Template: Book Review Template.docx
2. Complete the following 4 sections the memo:
    1. Executive Summary

    2. Background Information
    3. Recommendations
    4. References: Using APA 7th edition format, include the correct reference for all citations
3. No title page is needed.
4. Book Reviews should be 1000-1500 words single-spaced, 12-point font.
5. See grading rubric for specifics.

Submission

Only assignments submitted through the assignments tab will be accepted. All assignments will go through UniCheck. Reviews must be submitted in a doc, docx, or pdf format.

Important

- This assignment must be submitted by the due date.
- As students have approximately 2 months to complete the assignment, **late submissions will not be accepted.**
- Also, it is part of a discussion board, late submissions will not be accepted for any reason. **Failure to submit the assignment on time will also eliminate you from the discussion board assignment and you will receive a 0 on that activity as well.**

Purpose

The purpose of a policy memo is to analyze and/or provide recommendations for specific issues. Policy memos are written for a specific audience. The audience is often some type of policy maker – an elected official, a government agency, or an organization. Memos are **concise, organized, professional,** and **fact-based** to provide details to the policy maker to make informed decisions.

This assignment will provide students the opportunity to develop practical skills connecting research to practice and policy.

Tasks

Please read the Policy Memo & Peer-Review pages in the Assignment Module.

Select a policing issue covered in this course to provide a policy recommendation. Imagine that you are presenting this policy memo to a **XXXXX.**

Directions

- Download the Policy Memo Template: Policy Memo Template.docx

- Complete the following 4 sections the memo:
  1. Executive Summary: A succinct definition of the problem, a concise description of the importance of the problem, and a succinct summary of the recommendation.
  2. Background Information: A clear and concise explanation of the issue that is supported with data/evidence.
  3. Recommendations (must have at least 2): Clear and specific recommendations, with steps for implementation.
  4. References: Using APA 7th edition format, include the correct reference for all citations
- Memos should be 1-2 pages (not including references), single-spaced, 12-point font.
- See grading rubric for specifics.

Submission

Only assignments submitted through the assignments tab will be accepted. All assignments will go through UniCheck. Memos must be submitted in a doc, docx, or pdf format.

Important

- This assignment must be submitted by the due date.
- As students have a minimum of 2 weeks to complete the assignment, **late submissions will not be accepted.**
- As it is part of a peer-review process, late submissions will not be accepted for any reason.
- **Failure to submit the assignment on time will also eliminate you from the peer-review assignment and you will receive a 0 on that activity as well.**
- Peer-reviews will be assigned once you have submitted your memo.

CRMJ 5120 EXAMPLE MATERIALS

Case Brief: The case brief should be a minimum of 3 pages single-spaced.

Please follow the attached sample and include the following:

- Facts (Be succinct) (10 pts)
- Issue (Will be a Constitutional Issue; Written as a Question) (5 pts)
- Court Decision (5 pts)
- Rationale (each major point warrants a paragraph) (25 pts)
- Concurring Opinions (5 pts)
- Dissenting Opinions (5 pts)
- Holding (Issue Written in Statement Form) (5 pts)
- Comments (40 pts)

1. Comments should be a minimum of one-single spaced page addressing the "so what factor"? How did this case impact future law and the criminal justice system?
2. Use APA citation instead of legal citation.

Illinois v. Wardlow 528 U.S. 119 (2000)

FACTS:

This case involved an encounter between a citizen and a police officer on a public street. The respondent, William Wardlow, was stopped by a Chicago police officer after he fled upon sight of the officer. The respondent was subsequently detained and patted down—events that resulted in the discovery of a loaded handgun. The respondent was arrested and faced trial. Despite attempts by the respondent to suppress the gun as evidence, an Illinois trial court denied his motion and Wardlow was convicted of the unlawful use of a weapon by a felon. On appeal, an Illinois State Appellate Court reversed the trial court decision and found that officers did not have "reasonable suspicion" to stop Wardlow, therefore the gun should have been suppressed, and the conviction removed. The Supreme Court of Illinois affirmed the appellate court's decision and expressed that flight in a "high-crime area" did not justify reasonable suspicion to the extent of warranting a "stop-and-frisk" under the Fourth Amendment protection from unreasonable searches and seizures (Terry v. Ohio, 392 U.S. 1 (1968). The Supreme Court of the United States granted certiorari.

ISSUE:

(a) Is it a violation of the Fourth Amendment protection from unreasonable searches and seizures for a police officer to stop a citizen who fled unprovoked in a high crime area? NO.

COURT DECISION:

Reversed the Supreme Court of Illinois's judgment and remanded the case for further proceedings.

RATIONALE FOR THE DECISION: By Chief Justice Rehnquist.

(a) The Court decided that officers' did not violate the Fourth Amendment protection from unreasonable searches and seizures by stopping a citizen who fled unprovoked in a high crime area upon sight of the police. The Supreme Court has addressed similar issues concerning citizen stops (Terry v. Ohio, 392 U.S. 1 (1968)), articulating that a police officer may conduct a brief, investigatory stop when there is a "reasonable articulable suspicion" that criminal activity is present. While reasonable suspicion entails more than a random "hunch," unprovoked flight in a high crime area, upon sight of a police officer, surpasses the minimal level of "objective justification" for conducting a lawful stop (U.S. v. Sokolow, 490 U.S. 1, 7 (1989). Citizens are to be free from unreasonable searches and seizures, and merely being in a high crime area, standing alone (Brown v. Texas, 443 U.S. 47 (1979)), or "going on one's way" does not rise to the level of "reasonable suspicion" (Florida v. Royer, 460 U.S. 491 (1983). However, officers are not required under *Terry* to ignore additional relevant and particularized circumstances that may warrant further investigation, including being in a high crime area (Adams v. Williams, 407 U.S. 143 (1972)), even if officers may stop innocent people on occasion. Determinations of reasonable suspicion must lend themselves to "commonsense" judgments about human behavior. In this instance, "Headlong flight…is the consummate act of evasion: it is not necessarily indicative of wrongdoing, but it is certainly suggestive of such." The Court held that the respondent's presence in a high crime area,

coupled with unprovoked flight upon sight of the officers, was reasonable enough to justify further investigation in the form of a stop-and-frisk.

DISSENTING and CONCURRING OPINION: By Justice Stevens, with whom Justice Souter, Justice Ginsberg, and Justice Breyer join, concurring in part and dissenting in part.

Justice Stevens:

Justice Stevens, in dissent, emphasized two points of *per se* rule in this case. First, unprovoked flight from a police officer warrants the temporary detention of citizens for further investigation. Alternatively, unprovoked flight upon seeing a police officer can never, in and of itself, be a sufficient justification of a temporary investigative stop. The Court endorsed neither rule for this situation. The Court ruled, in this particular circumstance, that the officers had a reasonable suspicion to stop the respondent because he fled unprovoked in a high crime area upon sight of them. The facts in this case, based upon the brief and incomplete testimony of the arresting officer, did not justify a reasonable suspicion necessary to justify the respondent's stop and subsequent arrest.

Terry v. Ohio, 392 U.S. 1 (1968) outlined the appropriate manner in which to approach someone for the purposes of investigating possible criminal behavior short of having established probable cause. According to *Terry*, police officers may stop and "briefly" detain a citizen, including conducting a reasonable pat-down-search for weapons, for investigative purposes after a reasonable suspicion that criminal wrongdoing is taking place. The Court in *Terry* also recognized that a stop, no matter how brief, infringed upon citizen's personal security and in many ways was a "severe" intrusion. Accordingly, law enforcement officers may not stop every citizen because of a nervous feeling, or a hunch, but must "articulate a particularized and objective basis for suspecting the particular person stopped of criminal activity" (United States v. Cortez, 449 U.S. 411, 417-418 (1981).

The issue in this case is whether or not that burden was established and a stop warranted. In this instance, the officers' exercise of reasonable judgment was based on the belief that criminal behavior must be afoot if an individual citizen flees unprovoked in a high crime area upon sight of police officers. Certainly though, there are many "innocent" reason why a citizen might take flight in any area. These reasons might include trying to catch up with a friend, catch the bus at the stop before it leaves, or to resume jogging after a period of rest. In this case, one issue seems to be that the respondent was in a "high crime area." There are many innocent reasons that flight might prevail here as well. Assuming that the respondent was aware that the individual moving toward him was a police officer, including the caravan of four police vehicles, it might reasonably be assumed that the respondent was trying to vacate the high crime vicinity where criminal behavior was presumably taking place (e.g., getting out of the way of the police; avoiding danger). Indeed, it is recognized that citizens, while perfectly innocent, will flee the police for many reasons, many reasons that are not out of the ordinary, and yet the circumstances do not in and of themselves justify the stop of citizens.

Inferences about citizen flight are sometimes consistent with innocence, others require further investigation, yet others justify a stop and search for weapons. The standard of "unprovoked flight" in this case is too broad for officers to have determined reasonably that the respondent was involved in some sort of criminal behavior. Just as innocent citizens being mistakenly stopped is not a violation of the Fourth Amendment, neither do "suspicious motivations" render the Fourth Amendment "never violated when a *Terry* stop is predicated." The want of facts in this case (e.g., the officer was in uniform, but what type; were the police cars marked; the number of people in the area; did the respondent just observe other criminal behavior; how fast did the respondent "flee") also presents a scenario in which the "totality of

circumstances" must be questioned (Florida v. Bostick, 501 U.S. 429, 439 (1991). At the very least, we do not even know if the respondent knew that the individual was a police officer, or whether the officer even exited the car before the respondent fled. The brief testimony about the incident does not allow the court to ascertain that totality. As the Illinois Appellate Court even noted, the facts surrounding the incident were "too vague to the support the inference that…defendant's flight was related to his expectation of police focus on him." (Wardlow v. Illinois, 287 Ill. App. 3d 367, 371 (1997).

The Court implied that flight in a high crime area was sufficient to justify reasonable suspicion, though it is also reasonable to believe that there are many innocent motivations to flee in a high crime area. In this situation, the type of area the flight occurred was the overriding issue for the Court, yet "the character of the neighborhood arguably makes an inference of guilt less appropriate, rather than more so." The reasoning in this case is too subjective to rise to a reasonable interpretation that a stop was warranted, citing Brown v. Texas, 443 U.S. 47 (1979). The mere fact that someone is standing on a public street, is "assumed" to have noticed coming police officers and subsequently "flees" does not meet the burden of a reasonably articulated justification for the stop in this particular instance.

HOLDING:

Officers are not in violation of the Fourth Amendment protection from unreasonable searches and seizures by stopping a citizen who flees unprovoked in a high crime area.

COMMENTS:

The Fourth Amendment protects from unreasonable searches and seizures. The issue of this case is whether officers had enough *reasonable* justification to stop and search the respondent once he fled from them, unprovoked, in a high crime area? In the Court's opinion, unprovoked flight in a high crime area did provide enough reasonable suspicion to warrant a stop and pat down search.

This case has rich historical roots. The Court held in Terry v. Ohio, 392 U.S. 1 (1968), that a "stop-and-frisk" is permissible in certain circumstances where there is not probable cause, but a reasonable suspicion present. Prior to *Terry,* police officers were limited in their power to stop citizens even for the briefest and most non-invasive periods unless there was probable cause or authorization by warrant. Just as *Terry* broadened the letter of the Fourth Amendment, so have other correlates of *Terry.* For instance, in Adams v. Williams, 407 U.S. 143 (1972) the Court further broadened the foundation of *Terry* by allowing stops in exception to the probable cause requirement based on informant information (see also Alabama v. White, 496 U.S. 325 (1990). In U.S. v. Sokolow, 490 U.S. 1 (1989), the Court addressed the issue of "reasonable suspicion," and held that the combination of individual acts could satisfy this standard, even when the acts taken alone did not. In all of these cases, the Fourth Amendment was broadened to include not only "reasonable suspicions" by individual officers, but as in *Adams* and *Alabama* included reasonable suspicions based on informant information, and in *Sokolow,* reasonable suspicion was constructed based on the accumulation of "suspicious" acts. Illinois v. Wardlow, 528 U.S. 119 (2000) is important because it further broadened those lines to include other relevant situational factors, in this case, the *combination* of unprovoked flight in a high crime area.

This case has implications for the criminal justice system in two ways. First, it broadens the scope of police power to stop citizens based on their judgments as reasonable by allowing the "type of area" to be taken into account. Second, in a double-edged fashion, there has been much controversy surrounding the implementations of *Terry* and *Terry* related guidelines. One critical evaluation of *Terry* guidelines is that they allow the police too much discretion to intrude into citizen's lives—discretion that keeps getting

broader. Another critical evaluation is that the stop-and-frisk, short of probable cause for arrest, is used as a tool couched in racial motivation (e.g., racial profiling). That is, police officers have at their disposal a wide variety of ways to fashion reasonable suspicion to warrant a stop and search, suspicions that are arguably based on pre-conceived notions that being of a particular racial group in and of itself can trigger enough reasonable suspicion.[1] Using the type of area, subjective in its own right, might exacerbate this effect.

The ways that this ruling impacts the criminal justice system will center on the definition of "unprovoked flight" and "high crime area." The Court offered no definitive conclusion as to what these definitions actually entail[2]—what establishes a high crime from a low crime area, and in what manner does flight differ from "going on one's way." (Florida v. Royer, U.S. 491 (1983). In this way, the definition of a high crime area will most likely be regarded as those areas in which crime is measured by the number of arrests, amount of perceived "disorder," or by the intenseness of patrol—not necessarily if there is a high occurrence of crime. High crime areas as defined will be inhabited predominately by minority citizens, in large cities, where arrests are high because police presence is high.[3] Flight in these areas may undoubtedly hinge on the police-citizen relations—many flights that will most likely be innocent, but held to the standard of reasonable nonetheless. These factors will contribute to a "climate of distrust" between minority citizens and the police, many contacts of which will be involuntary based on the reasonable suspicion of police officers.[4] Based on this distrust, almost any evasion from police either through walking, running, or sudden movement in *de facto* high crime areas will establish a burden justifying a stop-and-frisk.

In evaluating the quality of both the majority and dissenting opinions, there are two underlying issues. The first issue points to the definition of "unprovoked flight" and "high crime area." Without the specific details, other than that the respondent "ran" through an alleyway upon sight of the police, the Court endorsed that running rose to the level of flight. In the Court's opinion, flight, in combination with being in a high crime area warranted the stop and subsequent discover of a loaded weapon. Although no boundaries were drawn between merely walking away from police and flight, the majority opinion was that "Headlong flight…is the consummate act of evasion" and is suggestive of criminal wrongdoing. In terms of what constituted a high crime area, the majority relied solely on the pursuing officers testimony that the area was a known to be an area with a high amount of crime.

The dissent countered the Court's opinion on flight by citing many relevant reasons why a person might take to unprovoked flight—especially in a high crime area—although these instances were anecdotal. These counterpoints implied that just as the Court ruled that flight is suggestive of criminal wrongdoing, flight could take on many innocent meanings including the desire to avoid hindering police efforts (e.g., getting out of the way) or avoiding some element of danger (e.g., danger arguably disproportionately present in a high crime area). Therefore, the second issue is derived from the argument that the facts in the case were not sufficiently noted to make a determination of reasonable suspicion. Justice Stevens, in dissent, emphasized that there were no contextual variables presented which clarified the "unprovoked flight upon noticing the police" in the high crime area. It was not known the manner or speed in which the flight occurred, whether the respondent was fleeing upon sight of the police per se, or a caravan of four marked or unmarked cars. Nor was it clarified whether the respondent even knew that the individual approaching him was a police officer. Because the officer was in uniform does not in and of itself mean that the respondent knew he was a police officer—especially since the respondent fled before the officer

[1] L. Darnell Weeden, *It is Not Right Under the Constitution to Stop and Frisk Minority People Because They Don't Look Right*, 21 U. Ark. Little Rock L. Rev. 829 (1999).
[2] Terry L. Goddard, Jr., *Current Event: Illinois v. Wardlow*, 8 Am. U.J. Gender Soc. Pol'y & L. 217 (2000).
[3] Especially in drug saturated areas which have had disproportionately intense police presence.
[4] H. Jacob, *Black and White Perceptions of Justice in the City*, Law and Society Review, 6, (1971).

exited the car. As the Illinois Appellate Court even noted, the record was "too vague to support the inference that…defendant's flight was related to his expectation of police focus on him." The Court forwarded this assumption when they stated that officer suspicions were aroused when there was "unprovoked flight upon noticing the police." Justice Stevens also noted that to further the ambiguity in this case, the pursuing officer was in the fourth car of a four-car caravan, and three other cars had passed before the respondent fled—lending credence to the belief that the respondent did not even know the members of the caravan were police officers. Additionally, the majority cited the combination of flight in a high crime area as the overriding issue that made the stop justifiable, though "because many factors providing for innocent motivations for unprovoked flight are concentrated in high crime areas, the character of the neighborhood arguably makes an inference of guilt less appropriate, rather than more so."

The issue then is whether flight was the product of police pursuit. The details upon which the flight occurred are too ambiguous in this case to make that determination, and according to Florida v. Royer, 460 U.S. 491 (1983), assuming the respondent even knew the individuals were police, a person may decline to respond and simply go on their way…"flight may simply be an exercise of this right" to go one's way. Evaluating the opinions, the fact that there was no real basis for determining the manner of the police-respondent contact, including the circumstances in which the respondent fled, the dissent produced an equal number of more persuasive reasons why the majority could have been the minority in this close 5-4 vote. Therefore, the standards set under this case are substantively based on the subjective judgment of officers, rather than legally consistent and defined concepts. The cost of undermining the Illinois Supreme Court is larger than this case itself and should have been left a state matter.

The idea of the stop-and-frisk presents many perplexing problems when considering the myriad of issues that have come into play as demonstrated by 33 years of case law since *Terry*. Indeed, the original justification for the stop-and-frisk was a desire to allow police officers the authority to act upon reasonable suspicions that criminal activity might be afoot, without invoking the burden of probable cause for a full arrest or a full search. It provided an in-between in which brief, reasonable intrusions into others lives would ensure the proper protection of all citizens within the Fourth Amendment protection from unreasonable searches and seizures. This scheme is not full-proof, and as some critics have maintained, put too much power into the hands of the police, power that has been abused in many instances (e.g., racial profiling; unjustifiable searches and seizures). Like most case law, stop-and-frisk promulgated through *Terry* was not meant to be an end all, but rather, an additive and evolving burden subject to re-interpretation. In this case, the evolution took the form of providing police more power to make subjective judgments, holding that the unprovoked flight from police in a high crime area is standard enough for reasonable suspicion—warranting a stop-and-frisk. Ultimately, this case opened even more ways that allow police to fashion a reason to intrude into the lives of citizens, many of whom will be just going about their own way.

CRMJ 5100R CYBER CRIME SAMPLE MATERIALS

Final Research Paper

With the proliferation of information technologies, a new controversial concept has emerged: hacking. Several scholarly studies have examined not only the harm caused by hacking, but also the benefits provided by the hackers. For some of us, hackers are malicious criminals. For others, they are amazingly sophisticated technology users like *Neo* from the *Matrix Trilogy*.

In your final research paper, your task is to explore and analyze hackers and hacking. You are expected to have 5 parts in your paper:

Part I: Evolution of Hacking. In this part, you are expected to explain what hacking is, characteristics of hackers, various ways of hacking, and the evolution of hacking in tandem with technology over the last 60 years.

Part II: Motivations of Hackers. In this part, you are expected to identify and discuss the motivations of hackers. Is it about recreation? Is it about financial gain? Is it about ideology? Why do hackers hack?

Part III: Criminological Theory. In this part, you are expected to explain major tenets of a criminological theory that you think best explains why hackers hack.

Part IV: Application of Theory to Hackers. In this part, you are expected to critically evaluate why and how your theory explains the reasons behind hacking. Does it explain most of the hacking cases or some of them? Does your theory have limitations in regard to explaining hacking?

Part V: Case Analysis. In this part, you are expected to choose an important hacking case and discuss whether your theory applies to this case. First, please explain the case, what happened, who is/are the hacker(s), consequences, and importance/implications of the case. Then, discuss whether your theory applies to this case. Don't feel that your theory has to apply to your case. Just discuss why or why not.

Your research paper is expected to be around 3,000 words and double-spaced.

You are expected to **use** and **cite** at least **five** academic sources (books or journals), and you are not allowed to use more than two direct quotes (twenty words or less each). You may use and cite reliable websites (such as fbi.gov) for your case analysis. However, you still need to use and cite at least **five** books or journals in your paper.

Please use Times New Roman, Font-12.

Your research paper must be formatted in the APA citation method.

Please use appropriate headings/subheadings to organize your paper.

The deadline to return your paper is December 3, 2023 (11:59 p.m.).

Please submit your paper to UTC Learn (Canvas) as a Word Document.

Dr. Kule

CRMJ 5130 Diversity and Crime
Final Paper Guidelines and Checklist

For the final paper, you will be required to choose a topic/problem related to major theories, research findings, and/or criminal justice/social policies and practices concerning race, ethnicity, class, or gender, and describe at least one approach that will directly address the issue you have selected. This will require you to read and cite sources beyond those required for the class. The paper should be 4-6 pages in length, **single spaced**, 12-point Times New Roman Font, 1-inch margins, and organized by the following chapters: Introduction, Review of the Literature, Policy Recommendations. APA format is expected, as is a reference section (does not count toward page total) that includes a minimum of 20 academic sources.

Your paper should be organized into the following sections with the suggested content. In-class discussions, as well as assigned readings and assignments, will assist you in writing/revising several sub-sections, but successful completion of this project will require a significant amount of time outside of class. Your paper should "flow" as a single document, rather than a disjointed compilation of many documents. What does this mean? USE TRANSITION SENTENCES BETWEEN PARAGRAPHS, SUBSECTIONS, AND SECTION HEADINGS. This will also require you to write by topic rather than by study. Writing annotations will be helpful in this effort.

The guidelines below will provide a general framework for your final paper. Use it to draft an outline of your paper BEFORE you begin writing each chapter. Trust me, this will make your reading/writing much more efficient. I have also attached a checklist that I will use to grade your paper. Review the checklist and use it to self-evaluate your paper before you submit it for a grade. This means you should have a finished rough draft well ahead of the deadline. Use the checklist and revise accordingly.

Finally—each of you will have received considerable feedback on your weekly critical analysis papers. Use that feedback to improve THIS paper.

Title Page

The title page should include the title of your paper, your name, institutional affiliation, and running header.

Introduction (1 page)

The intro section should be NO LONGER than 1 page and should discuss what your topic is and why it is important. This is the hook that you use to keep the reader engaged. The following should be included:

-Introduction of the topic
-Statement of the problem (purpose of your paper)
-Topic importance (why should we be studying this? Think costs…)
-**Brief** general overview of extant literature (what general areas have been examined)
-Briefly introduce your policy solutions to this problem and the theoretical framework that will be used to support them.
-Transition to the next chapter (Literature Review)

Literature Review (2-3 pages)

The purpose of the literature review is two-fold. It demonstrates your knowledge of the topic and informs the reader as to what previous research has been done. It is easy to get lost in the literature review (ex: when my mentor was writing his dissertation, his initial lit review was over 160 pages before his advisor found out and told him to STOP). To avoid a similar problem, ensure that the lit review is narrowly focused. It is acceptable and encouraged to have several sub-sections within the lit, but each sub-section and sources cited within should have DIRECT relevance to your study. The best approach is to examine the most recent literature (5 years old or less). These articles will discuss what had been done at the time of their study and how their study contributed to the literature. MAJOR TIME SAVER! This section should also describe the theoretical framework used in your study (move from broad to specific) and make a clear connection between the theory and your topic of study.

The final section of your lit review should be a summary of the lit and provide a brief preview of your policy solutions (1 or 2 sentences) before transitioning to the final chapter.

Good rules to apply when writing a lit review:

-Use sub-sections and subheadings. The outline I recommended will help with this. Do not make the mistake of writing a 4 page literature review that is not separated by topic. The reader gets lost or bored. This approach keeps them on track.

-CITE, CITE, CITE!!! Do not make the mistake of plagiarizing. If you are communicating something that someone else has already said, cite their work. Again, this demonstrates your familiarity with the literature.

-USE AN OUTLINE TO GUIDE YOUR WRITING. Developing sections and subsections you intend to write creates an organized 'fill in the blank' scenario and helps you to organize your notes/paper. This leads to the next rule of thumb (see what I did there? I used a transition sentence).

-Write by topic, not by study.

-Paragraphs should be a minimum of three sentences.

-Do not use secondary cites (Ex: According to Kleck (as cited by Dierenfeldt et al. 2016). Read the article and cite the **primary** source.

-Take care to avoid anything on the list of Big Red Nasties.

Policy Recommendations (2-3 pages)

This is the heart of your final paper. Thus, several sub-sections should be included:

1. Overview
   -Provides a synopsis of your policy proposals and how they relate to the problem you have selected.
2. Specific policy proposals

   -Describes your individual policy initiatives and their relation to the theoretical framework, as well as the type of problem, you selected. If you desire, you can certainly use sub-sections/sub-headings for each policy recommendation.
3. Expected outcomes
   What are the anticipated effects of your proposals? Why are these effects expected? Be specific. Justify your approach by tying it back to theory and previous research.

4. Briefly reiterate the topic of study (the problem) and its importance. Then briefly reiterate your proposed policy initiatives and why they should be expected to impact the problem you selected. Again, this should be supported by theory.

Reference Section

This section should, like the rest of your paper, by formatted in APA style and list every reference cited throughout your research proposal.

Checklist for Evaluating Final Papers

Introduction

____ The paper has a thesis/central argument.

____ The researcher establishes the importance of the research.

____ The researcher previews the literature.

____ The researcher previews their policy solutions.

____ The researcher introduces the theory that will be used to guide their policy proposals.

Literature Review

____ The literature review is comprehensive, yet focused.

____ The literature is presented by topic, not study-by-study.

____ The literature review follows logically from the introduction.

____ The researcher cites scholarly sources (articles, reputable news sources, books).

____ The researcher cites sources appropriately in the text.

____ The researcher uses direct quotes sparingly.

Policy Recommendations

____ The researcher provides a general overview of their policy proposals and relates them to the problem they have selected.

____ Author offers practical policy initiatives, supported by theory, that are relevant to the problem examined.

____ The nature of each initiative is clearly described.

____ Author describes realistic expected outcomes related to each initiative.

____ Expected outcomes are supported by theory and previous research.

____ Author includes a conclusion paragraph that briefly restates the problem, its importance, proposed policy initiatives, and why they are expected to impact the problem being examined.

Stylistic Presentation and Structure

____ Each paragraph has a clear topic sentence and focuses on a single idea.

____ Each paragraph is necessary (furthers the argument).

____ The sequence of paragraphs follows a logical order.

____ Technical presentation is as instructed (typed, single-spaced, 12 point font, Times New Roman, one-inch margins).

____ Reference section is complete. All sources cited in the text are listed and in APA style. Minimum of 20 sources.

Grammar

The researcher has avoided:

____ provocative adjectives;

____ contractions;

____ subject/verb inconsistency;

____ incomplete sentences (sentence fragments);

____ run-on sentences;

____ misspellings and typos;

____ punctuation errors;

____ tense shifts

Writing Assignments
CRMJ 5220 (Comparative Criminal Justice Systems)

- Critical assessments (15% of course grade) –Due by 5:00pm on Thursdays
    - To ensure that students are keeping up-to-date with the course material, each week students are expected to submit a 1-page mini writing assignment that critically analyzes the assigned readings. These writing assignments are to reflect the student's comprehension of the week's reading and their ability to apply the new knowledge to the study of their adopted countries. For example, in week 3 we are discussing the issue of transnational crime. So, during that week your assignment should include the following details:
        - Critical analysis of the reading
        - How do the assigned readings on transnational crime compare and contrast to what you know about transnational crimes in your adopted country?

      NOTE: These mini assignments are also designed to get you to work on your research project throughout the semester as opposed to immediately before it is due.

- Mid-term (30% of course grade) – Due: by 11:59pm on February 20
    - Students will write a paper (no more than 8 pages) that addresses the following:

        - Overview of the country selected
            - What country did you select & why?
            - A profile of the country (i.e., geographical location, population demographics, government)
        - Crime
            - Provide the crime statistics for your country
            - What is the most pressing crime issue in your adopted country?
            - How does your country respond to the issues relating to the crime/offense in your adopted country?
        - Legal traditions and substantive and procedural law
            - What is the legal tradition used in your adopted country?
            - Discuss the procedural and substantive law in the country
        - Closing Statements
            - What interesting fact did you find about your country and how does that compare to the U.S. or another country?
            - Closing commentary on any challenges, if any, you faced on gathering the information.

- Final Paper (40% of course grade) – Due: by 11:59pm on April 2
    - NOTE: You must use the same country you selected for the midterm exam.
    - Students will write a paper (no more than 10 pages) that addresses the following:
        - Police
            - Describe the structure of policing in your adopted country.
            - What are the different types of law enforcement agencies?
            - What are the various styles of policing?
            - What information can you provide about police selection and training?
            - What do you know about police abuse and accountability in your country?
            - What interesting fact/observation did you find out about policing in your selected countries?

        - Courts
            - Describe the court structure (it might be helpful to provide visual aid in the form of a chart depicting the various tiers/layers).
            - What type of cases does each of those tiers/layers hear?
            - Discuss the role and function of the key legal actors in each of the countries (i.e. judges, attorneys, juries).
            - Discuss an infamous court case in your country and contrast it to what you know about courts in the U.S. or another country.
            - What interesting fact/observation did you find about the courts in your selected countries?

        - Corrections
            - Describe punishment/corrections in your selected countries.
            - What are the different types of correctional facilities?
            - What unique programs or policies do these correctional facilities have?
            - What problems of prison overcrowding and/or conditions exists in your selected country?
            - Is there a death penalty in your adopted country?

- What interesting fact/observation did you find about corrections in your selected countries?

- Closing Commentary
  - Based on your project what practices, if any, would you borrow from your adopted country?
  - What challenges, if any, did you face in gathering information?
  - If you were a leader of a country, what changes would you implement to ensure the availability and reliability of data.
  - Overall did you like and/or dislike about this project

Writing Assignments
CRMJ 5250 (Courts)

Writing Assignment Instructions:
All assignments should use APA citations with 12-point font (New York Times preferred) and 1-inch margins. See specific assignment for page limitations.

Assignment 1
Wrongful Convictions

Using the assigned readings, students will write a mini paper (no more than 6 pages) on wrongful convictions. The paper must include:

1. A definition of wrongful conviction.
2. How common is wrongful conviction?
3. The factors that are associated or lead to wrongful convictions.
4. Types of policies states have adopted to reduce the likelihood of wrongful convictions.
5. Application: Search the internet for a case of someone who was wrongfully convicted. Based on your research of the case, which of the causes of wrongful convictions you

discussed earlier is largely to blame for the wrongful conviction. (NOTE: Be sure to briefly provide details of the case).
6. Close the paper with a short commentary as to what you think is the best remedy to address wrongful conviction (e.g., do you, for example, believe that defendants that are wrongfully convicted should be compensated? If so, how much?

Assignment 2
Jury Nullification

Students will write a paper (no more than 8 pages) on the topic of jury nullification. The paper should include a discussion on:

1. An explanation of jury nullification and where it comes from.
2. Are there situations when jury nullification can be justified? Explain.
3. Do jurors have the right to nullify the law? If so, should they be notified by the judge that they can do so?
4. According to Marder (2017), how would informing jurors of their right to nullify be an improvement over the current system? Do you agree or disagree?
5. Close with a commentary on your opinion of the use of jury nullification.

Assignment 3
Servant's Girl Baby & *State v. Williams* (1968)

Using what you have learned in the course, write a paper (no more than 10 pages) on the parable of "The Servant Girl's Baby" and the Tabafunda's case (State v. Williams). The paper should address the following:

1. Compare and contrast the real life Tabafunda case (*State v. Williams*, 1968) to that of the fictional case of the Servant's Girl Baby (i.e., what do they have in common, how do they differ)?

2. Should MiYan be held criminally responsible for the death of her baby (e.g. do you think it meets the elements of a crime)? If so, which, if any, of the forms of negligence (simple negligence, gross negligence, or willful and wonton negligence) would you use to charge MiYan? Or would you bring some other charge (e.g., first degree murder, manslaughter, etc.) against her? Be sure to explain.

3. Should her cultural background, which is different from those of the framers of the law, provide a defense for her, even if she did not live up to whatever standard of care the law requires?

4. According to Blair, "I thought the cause of the baby's death was obvious enough, as a medical fact, but thought there was much more to consider before MiYan could be convicted and punished." (pg. 181). For example, was MiYan in a position to "foresee" the likelihood of the child's death? And if so, was she in a position where an alternative

life-saving course of action was reasonably available? What are some other factors that should be considered?

5. Should MiYan be punished? If so, what is the purpose of her punishment? What should her punishment be?

6. Do you think the right outcome was made in the Tabafunda's case? In MiYan's case? Why or why not.

CRMJ 5270 Organizational Crime
Final Paper Guidelines and Checklist

For the final paper, you will be required to choose a form of white collar crime, apply a theory that adequately explains the offense you have selected, and describe at least one approach (criminal, regulatory, civil, situational prevention) that will aid in either the deterrence or identification/apprehension of white collar offenders. This will almost certainly require you to read and cite sources beyond those required for the class. The paper should be 8-10 pages in length, double spaced, 12-point Times New Roman Font, 1-inch margins, and organized by the following chapters: Introduction, Review of the Literature, Policy Recommendations. APA format is expected, as is a reference section (does not count toward page total) that includes a minimum of 20 academic sources. A checklist will be available in UTC Learn no later than the second week of class that you may use as a guide while writing your papers. The final paper is due in UTC Learn no later than 12/3 at 11:59 pm.

Your paper should be organized into the following sections with the suggested content. In-class discussions, as well as assigned readings and assignments, will assist you in writing/revising several sub-sections, but successful completion of this project will require a significant amount of time outside of class. Your paper should "flow" as a single document, rather than a disjointed

compilation of many documents. What does this mean? USE TRANSITION SENTENCES BETWEEN PARAGRAPHS, SUBSECTIONS, AND SECTION HEADINGS. This will also require you to write by topic rather than by study. Writing annotations will be helpful in this effort.

The guidelines below will provide a general framework for your final paper. Use it to draft an outline of your paper BEFORE you begin writing each chapter. Trust me, this will make your reading/writing much more efficient. I have also attached a checklist that I will use to grade your paper. Review the checklist and use it to self-evaluate your paper before you submit it for a grade. This means you should have a finished rough draft well ahead of the deadline. Use the checklist and revise accordingly.

Finally—each of you will have received considerable feedback on your weekly critical analysis papers. Use that feedback to improve THIS paper.

Title Page

The title page should include the title of your paper, your name, institutional affiliation, and running header.

Introduction (1-1.5 pages)

The intro section should be NO LONGER than 1.5 pages and should discuss what your topic is; and why it is important. This is the hook that you use to keep the reader engaged. The following should be included:

-Introduction of the topic
-Statement of the problem (purpose of your paper)
-Topic importance (why should we be studying this? Think costs…)
-**Brief** general overview of extant literature (what general areas have been examined)
-Briefly introduce your policy solutions to this problem and the theoretical framework that will be used to support them.
-Transition to the next chapter (Literature Review)

Literature Review (3-4 pages)

The purpose of the literature review is two-fold. It demonstrates your knowledge of the topic and informs the reader as to what previous research has been done. It is easy to get lost in the literature review (ex: when my mentor was writing his dissertation, his initial lit review was over 160 pages before his advisor found out and told him to STOP). To avoid a similar problem, ensure that the lit review is narrowly focused. It is acceptable and encouraged to have several sub-sections within the lit, but each sub-section and sources cited within should have DIRECT relevance to your study. The best approach is to examine the most recent literature (5-10 years). These articles will discuss what had

been done at the time of their study and how their study contributed to the literature. MAJOR TIME SAVER! This section should also describe the theoretical framework used in your study (move from broad to specific) and make a clear connection between the theory and your topic of study.

The final section of your lit review should be a summary of the lit and provide a brief preview of your policy solutions (1 or 2 sentences) before transitioning to the final chapter.

Good rules of them when writing a lit review:

-Use sub-sections and subheadings. The outline I recommended will help with this. Do not make the mistake of writing a 4 page literature review that is not separated by topic. The reader gets lost or bored. This approach keeps them on track.

-CITE, CITE, CITE!!! Do not make the mistake of plagiarizing. If you are communicating something that someone else has already said, cite their work. Again, this demonstrates your familiarity with the literature.

-USE AN OUTLINE TO GUIDE YOUR WRITING. Developing sections and subsections you intend to write creates an organized 'fill in the blank' scenario and helps you to organize your notes/paper. This leads to the next rule of thumb (see what I did there? I used a transition sentence).

-Write by topic; not by study.

-Paragraphs should be a minimum of three sentences.

-Do not use secondary cites (Ex: According to Kleck (as cited by Dierenfeldt et al. 2016). Read the article and cite the **primary** source.

-Take care to avoid anything on the list of Big Red Nasties.

Policy Recommendations (4-6 pages)

This is the heart of your final paper. Thus, several sub-sections should be included:

2. Overview

   -Provides a synopsis of your policy proposals and how they relate to the deterrence, identification, apprehension, and/or conviction of white collar offenders engaged in the type of white collar crime you have selected.

2. Specific policy proposals

   -Describes your individual policy initiatives and their relation to the theoretical framework, as well as the type of white collar offending, you selected. This

section should also clearly explain whether each proposal is an example of criminal, regulatory, or civil penalty or situational prevention. If you desire, you can certainly use sub-sections/sub-headings for each policy recommendation.

5. Expected outcomes
   What are the anticipated effects of your proposals? Why are these effects expected? Be specific. Justify your approach by tying it back to theory and previous research

6. Briefly reiterate the topic of study (type of white collar crime) and its importance (its costs—social, financial, etc.). Then briefly reiterate your proposed policy initiatives and why they should be expected to impact the type of crime you selected. Again, this should be supported by theory.

Reference Section

This section should, like the rest of your paper, by formatted in APA style and list every reference cited throughout your research proposal.

Checklist for Evaluating Final Papers

Introduction

____ The paper has a thesis/central argument.

____ The researcher establishes the importance of the research.

____ The researcher previews the literature.

____ The researcher previous their policy solutions.

____ The researcher introduces the theory that will be used to guide their policy proposals.

Literature Review

____ The literature review is comprehensive, yet focused.

____ The literature is presented by topic, not study-by-study.

____ The literature review follows logically from the introduction.

____ The researcher cites scholarly sources (articles, reputable news sources, books).

____ The researcher cites sources appropriately in the text.

____ The researcher uses direct quotes sparingly.

Policy Recommendations

____ The researcher provides a general overview of their policy proposals and relates them to the deterrence, identification, and/or conviction of white collar offenders engaged in the type of white collar crime they have selected.

____ Author offers practical policy initiatives, supported by theory, that are relevant to the crime examined.

____ The nature of each initiative (criminal, regulatory, civil penalty or situational prevention) is clearly described.

____ Author describes realistic expected outcomes related to each initiative.

____ Expected outcomes are supported by theory and previous research.

____ Author includes a conclusion paragraph that briefly restates the problem, its importance, proposed policy initiatives, and why they are expected to impact the white collar crime being examined.

Stylistic Presentation and Structure

____ Each paragraph has a clear topic sentence and focuses on a single idea.

____ Each paragraph is necessary (furthers the argument).

____ The sequence of paragraphs follows a logical order.

____ Technical presentation is as instructed (typed, double-spaced, 12 point font, Times New Roman, one-inch margins).

____ Reference section is complete. All sources cited in the text are listed and in APA style.

Grammar

The researcher has avoided:

____ provocative adjectives;

____ contractions;

____ subject/verb inconsistency;

____ incomplete sentences (sentence fragments);

____ run-on sentences;

____ misspellings and typos;

____ punctuation errors;

____ tense shifts

CRMJ 5320 EXAMPLE MATERIALS

Popular Press Critique – Assignment

You are to compare information that the general public would normally see with what you know is accurate from academic sources regarding an issue. Your task is to first summarize what you find in two popular media sources. Next, you will analyze how the issue is portrayed by comparing it to course resources or other academic sources. You can present this as a point-counterpoint way if you choose. In this way, you may say that the popular press says "X" about intimate partner violence, but we know that "Y" is actually true based off an academic resource that you find or from class. You must provide references to the information that you use. This assignment does not have to be in a traditional paper format, but please make sure it looks nice and is easy to digest. Your objective is to critically analyze the topic so that you can get a better understanding of what the public may believe versus what it actually the case. In this way, it is not productive to choose outlandish articles, but those that may be reasonably believed.

Book Club Assignment

The purpose of the book club assignment is for students to engage with a book that is related to course concepts. The group will select 1 book to read and meet virtually to discuss it at least 3 times throughout the semester. Dr. Hancock will join in one of these meetings. The meetings must be completed by dates indicated on the syllabus. In doing the book club assignment, students will apply course material to critically assess the book. The book club assignment is comprised of three parts: (1) creation of reading guide; (2) journal of book club meetings; and (3) evaluation of each book club member's contribution. Creating a reading guide will reflect students' ability to synthesize and apply course material to outside material. Similarly, the journal book club meeting journal will reflect critical assessment of the book as well as personal reflection on book club meetings. Finally, meeting with other students in a book club format and writing the guide will increase group collaboration skills.

1. **Reading Guide:** The reading guide will consist of a set of questions that you will write as a group. These questions will reflect what your group thinks will assist another person in reading the book. The questions should be thought-provoking and connect back to course material. For example, if in your book there is a victim who interacts with police, a reading guide question may ask the reader to reflect on how the victim's interaction compares to what we know about how victims are typically treated. You would need to provide a few facts for the reader to connect the book to "real-life". There is no specific number of questions that the guide needs to include, but they should be comprehensive and cover elements of the entire book.
2. **Journal:** Each student will individually write 3 one-page single-spaced page journal reflections of at least 3 of the book club meetings (3 meetings is the minimum). These reflections should indicate how you think the book connects to course material and other insights you have about the book. You should also provide a reflection about what you learn from the other members and your perception of how the group interacts. Reflections are due as indicated on the syllabus. *#1 February 10th by midnight, #2 March 10th by midnight, #3 April 7th by midnight*
3. **Evaluation:** Each group member will complete an evaluation of the book club. This evaluation will include a self-assessment. It will involve a reflection of each person's contribution and interaction.

Reading Guide Rubric (20 points)

Grading Criteria	***0-5*** ***"More Effort Needed!"***	***6-10*** ***"Work in Progress!"***	***11-15*** ***"Acceptable"***	***16-20*** ***"Outstanding!"***
Reading Guide/Format	The guide is not comprehensive and/or does not include questions covering the entire book.			The guide is comprehensive and includes questions covering the entire book.
Mechanics	The spelling, grammar and punctuation severely affected the overall readability of the reading guide.	The reading guide contained enough errors that the content was difficult to comprehend.	The reading guide contained several mistakes but the readability was not significantly compromised.	The readability was not affected by the mechanics of the reading guide.
Application and Analysis	A very limited ability to work with key concepts is demonstrated. Little application or extension (with success) of concepts to new problems or concepts, generation of new predictions, identification of patterns, or meaningful comparisons and contrasts are present.	An uneven demonstration of ability to work with key concepts is demonstrated. Some application of concepts to new problems, generation of new predictions, identifying patterns, or generating comparisons and contrasts exists, but is lacking in depth, clarity, and creativity.	The ability to work with key concepts is adequately demonstrated. Concepts have been applied or extended to new questions or problems, to generate new predictions, identify patterns, and/or generate comparisons and contrasts.	A competent and creative ability to work with key concepts is demonstrated. Concepts have been applied or extended to generate a variety of new questions or problems, to generate new predictions, analyze patterns, to communicate insightful comparisons and contrasts, and to recognize hidden meanings.

Journal Rubric (15 points for all 3 – 5 points each)

Grading Criteria	*0-1 "More Effort Needed!"*	*2-3 "Work in Progress!"*	*4 "Acceptable"*	*5 "Outstanding!"*
Paper Length/ Format	The journal was less than 1 page. Margins are not 1". Font is not 12 point.			The journal was 1 single-spaced page. Margins are 1". 12-point font used.
Mechanics	The spelling, grammar and punctuation severely affected the overall readability of the journal.	The journal contained enough errors that the content was difficult to comprehend.	The journal contained several mistakes but the readability was not significantly compromised.	The readability was not affected by the mechanics of the journal
Application and Analysis	The ability to work with key concepts is very limited. Some key concepts are missed. Very few connections between the book and course concepts are generated. Self-reflection about book group meetings is limited or missing.	The ability to work with key concepts is limited, and/or some are missed. Few connections between the book and course concepts are generated. Self-reflection about book group meetings is limited.	The ability to work with key concepts is adequately demonstrated. Some connections between the book and course concepts are generated. Self-reflection about book group meetings is included.	A competent and creative ability to work with key concepts is demonstrated. Clear connections between the book and course concepts are generated. Insightful self-reflection about book group meetings is included.

CRMJ 5340 EXAMPLE MATERIALS

Grading Criteria for Assignment	Poi
Introduction • 2-3 paragraphs long; proper formatting; spelling, grammar, and flow does not affect readability of paper • Specifies the problem to be studied or research objective of the study • Addresses the following: 1. provides reader with brief background of the project 2. Describes importance of problem and the project	___
Literature Review • 7-8 pages in length proper formatting; spelling, grammar, and flow does not affect readability of paper • demonstrates an understanding of the existing literature on a topic • Incorporates at least 15 scholarly references minimum; 20 sources total • Addresses the following (for more detail refer to guidelines) : 1. Overview of the topic/problem of focus 2. Synthesizes findings of the existing literature • Thematic not summary 3. Is organized in a logical manner (findings/studies are grouped together in a logical way) 4. Identifies existing studies and key conclusions; areas of controversy in the literature (i.e., what is problematic with the prior research (i.e., limitations?)	___
Methods • 2-3 pages in length; proper formatting; spelling, grammar, and flow does not affect readability of paper • Adequately describes setting (if applicable), discusses sample/subjects (who/what are they? How did you identify them? What was your sampling strategy? Why is this strategy appropriate?), discusses research design (what design is most appropriate and why? What is your inclusion/exclusion criteria? What is your unit of analysis?); and provides a description of instruments used (e.g. code sheet) and measures (identify independent and dependent variables, if any).	___
Results • 1-2 pages in length; proper formatting; spelling, grammar, and flow does not affect readability of paper • Adequately summarizes the findings	___
Discussion/Conclusion • 1 page in length; proper formatting; spelling, grammar, and flow does not affect readability of paper • Summarize your project and what you did • Links the findings to the academic literature **Limitations** • 1-2 paragraphs; proper formatting; spelling, grammar, and flow does not affect readability of paper • Student thoroughly addresses the key limitations of the proposed study • Student uses appropriate literature to cite and support limitations.	___
References • **20 references total; 15 must be from academic sources** **APA format**	___
Rough Draft: Topic, Question/Hypothesis, Literature Review, Sources • Group submitted preliminary topic, hypothesis or research question, rough draft of literature review, and at least 10 sources to instructor by deadline specified in syllabus. Spelling, grammar, and flow did not affect readability of submission.	
Total Points: _____/100 • **Instructor Comments:**	

In order to ensure that you write a "good paper," I strongly suggest that you follow the attached grading rubric. You must use APA citation style, or you will receive a major deduction in points for citations. Failure to use citations will result in a "0" for the paper as this is plagiarism.

Please note that for every page missing, a maximum of **10 points per page** will be deducted from your final grade.

Grading will be based not only on the quality of your paper and ability to answer, apply, and integrate the material (Content), but must be organized, written in an academic manner, and cited in APA correctly (in-text and in references).

All papers should include the following (see rubric):

Title Page

Introduction

- Should be 1-2 paragraphs explaining to the reader specifically what you are going to address
- Make me want to read this
- Should have a clear thesis statement...Normally, the last sentence of the paragraph

Literature Review

- Should clearly address the literature
- You should use academic literature primarily to establish arguments...write thematically
- Subheadings will help organize your thoughts
- Must use in-text citations
- No more than 1 direct quote per page
    - Please note that just providing direct quote after direct quote is not acceptable especially if it is from the same article. This is considered plagiarism.

Methodology :

- Using the rubric provided, you will need to address:
    - Research Design
    - Sampling
    - Inclusion/Exclusion
    - Variables

Results:

- Summary of the Findings

Discussion & Conclusion:

- Summary of the Project
- Future Recommendations
- Limitations

Reference Page

- Minimum of 20 sources; minimum 15 academic sources (e.g. refereed journal articles, BJS/DOJ, academic textbooks)
- Must be cited in APA...please see the APA handout located in this module
- Any source used in your reference page must be used in your paper.

CRMJ 5370 EXAMPLE MATERIALS

Illinois v. Wardlow 528 U.S. 119 (2000)

FACTS:

This case involved an encounter between a citizen and a police officer on a public street. The respondent, William Wardlow, was stopped by a Chicago police officer after he fled upon sight of the officer. The respondent was subsequently detained and patted down—events that resulted in the discovery of a loaded handgun. The respondent was arrested and faced trial. Despite attempts by the respondent to suppress the gun as evidence, an Illinois trial court denied his motion and Wardlow was convicted of the unlawful use of a weapon by a felon. On appeal, an Illinois State Appellate Court reversed the trial court decision and found that officers did not have "reasonable suspicion" to stop Wardlow, therefore the gun should have been suppressed, and the conviction removed. The Supreme Court of Illinois affirmed the appellate court's decision and expressed that flight in a "high-crime area" did not justify reasonable suspicion to the extent of warranting a "stop-and-frisk" under the Fourth Amendment protection from unreasonable searches and seizures (Terry v. Ohio, 392 U.S. 1 (1968). The Supreme Court of the United States granted certiorari.

ISSUE:

(b) Is it a violation of the Fourth Amendment protection from unreasonable searches and seizures for a police officer to stop a citizen who fled unprovoked in a high crime area? NO.

COURT DECISION:

Reversed the Supreme Court of Illinois's judgment and remanded the case for further proceedings.

RATIONALE FOR THE DECISION: By Chief Justice Rehnquist.

(b) The Court decided that officers' did not violate the Fourth Amendment protection from unreasonable searches and seizures by stopping a citizen who fled unprovoked in a high crime area upon sight of the police. The Supreme Court has addressed similar issues concerning citizen stops (Terry v. Ohio, 392 U.S. 1 (1968)), articulating that a police officer may conduct a brief, investigatory stop when there is a "reasonable articulable suspicion" that criminal activity is present. While reasonable suspicion entails more than a random "hunch," unprovoked flight in a high crime area, upon sight of a police officer, surpasses the minimal level of "objective justification" for conducting a lawful stop (U.S. v. Sokolow, 490 U.S. 1, 7 (1989). Citizens are to be free from unreasonable searches and seizures, and merely being in a high crime area, standing alone (Brown v. Texas, 443 U.S. 47 (1979)), or "going on one's way" does not rise to the level of "reasonable suspicion" (Florida v. Royer, 460 U.S. 491 (1983). However, officers are not required under *Terry* to ignore additional relevant and particularized circumstances that may warrant further investigation, including being in a high crime area (Adams v. Williams, 407 U.S. 143 (1972)), even if officers may stop innocent people on occasion. Determinations of reasonable suspicion must lend themselves to "commonsense" judgments about human behavior. In this instance, "Headlong flight…is the consummate act of evasion: it is not necessarily indicative of wrongdoing, but it is certainly suggestive of such." The Court held that the respondent's presence in a high crime area,

coupled with unprovoked flight upon sight of the officers, was reasonable enough to justify further investigation in the form of a stop-and-frisk.

DISSENTING and CONCURRING OPINION: By Justice Stevens, with whom Justice Souter, Justice Ginsberg, and Justice Breyer join, concurring in part and dissenting in part.

Justice Stevens:

Justice Stevens, in dissent, emphasized two points of *per se* rule in this case. First, unprovoked flight from a police officer warrants the temporary detention of citizens for further investigation. Alternatively, unprovoked flight upon seeing a police officer can never, in and of itself, be a sufficient justification of a temporary investigative stop. The Court endorsed neither rule for this situation. The Court ruled, in this particular circumstance, that the officers had a reasonable suspicion to stop the respondent because he fled unprovoked in a high crime area upon sight of them. The facts in this case, based upon the brief and incomplete testimony of the arresting officer, did not justify a reasonable suspicion necessary to justify the respondent's stop and subsequent arrest.

Terry v. Ohio, 392 U.S. 1 (1968) outlined the appropriate manner in which to approach someone for the purposes of investigating possible criminal behavior short of having established probable cause. According to *Terry*, police officers may stop and "briefly" detain a citizen, including conducting a reasonable pat-down-search for weapons, for investigative purposes after a reasonable suspicion that criminal wrongdoing is taking place. The Court in *Terry* also recognized that a stop, no matter how brief, infringed upon citizen's personal security and in many ways was a "severe" intrusion. Accordingly, law enforcement officers may not stop every citizen because of a nervous feeling, or a hunch, but must "articulate a particularized and objective basis for suspecting the particular person stopped of criminal activity" (United States v. Cortez, 449 U.S. 411, 417-418 (1981).

The issue in this case is whether or not that burden was established and a stop warranted. In this instance, the officers' exercise of reasonable judgment was based on the belief that criminal behavior must be afoot if an individual citizen flees unprovoked in a high crime area upon sight of police officers. Certainly though, there are many "innocent" reason why a citizen might take flight in any area. These reasons might include trying to catch up with a friend, catch the bus at the stop before it leaves, or to resume jogging after a period of rest. In this case, one issue seems to be that the respondent was in a "high crime area." There are many innocent reasons that flight might prevail here as well. Assuming that the respondent was aware that the individual moving toward him was a police officer, including the caravan of four police vehicles, it might reasonably be assumed that the respondent was trying to vacate the high crime vicinity where criminal behavior was presumably taking place (e.g., getting out of the way of the police; avoiding danger). Indeed, it is recognized that citizens, while perfectly innocent, will flee the police for many reasons, many reasons that are not out of the ordinary, and yet the circumstances do not in and of themselves justify the stop of citizens.

Inferences about citizen flight are sometimes consistent with innocence, others require further investigation, yet others justify a stop and search for weapons. The standard of "unprovoked flight" in this case is too broad for officers to have determined reasonably that the respondent was involved in some sort of criminal behavior. Just as innocent citizens being mistakenly stopped is not a violation of the Fourth Amendment, neither do "suspicious motivations" render the Fourth Amendment "never violated when a *Terry* stop is predicated." The want of facts in this case (e.g., the officer was in uniform, but what type; were the police cars marked; the number of people in the area; did the respondent just observe other criminal behavior; how fast did the respondent "flee") also presents a scenario in which the "totality of

circumstances" must be questioned (Florida v. Bostick, 501 U.S. 429, 439 (1991). At the very least, we do not even know if the respondent knew that the individual was a police officer, or whether the officer even exited the car before the respondent fled. The brief testimony about the incident does not allow the court to ascertain that totality. As the Illinois Appellate Court even noted, the facts surrounding the incident were "too vague to the support the inference that…defendant's flight was related to his expectation of police focus on him." (Wardlow v. Illinois, 287 Ill. App. 3d 367, 371 (1997).

The Court implied that flight in a high crime area was sufficient to justify reasonable suspicion, though it is also reasonable to believe that there are many innocent motivations to flee in a high crime area. In this situation, the type of area the flight occurred was the overriding issue for the Court, yet "the character of the neighborhood arguably makes an inference of guilt less appropriate, rather than more so." The reasoning in this case is too subjective to rise to a reasonable interpretation that a stop was warranted, citing Brown v. Texas, 443 U.S. 47 (1979). The mere fact that someone is standing on a public street, is "assumed" to have noticed coming police officers and subsequently "flees" does not meet the burden of a reasonably articulated justification for the stop in this particular instance.

HOLDING:

Officers are not in violation of the Fourth Amendment protection from unreasonable searches and seizures by stopping a citizen who flees unprovoked in a high crime area.

COMMENTS:

The Fourth Amendment protects from unreasonable searches and seizures. The issue of this case is whether officers had enough *reasonable* justification to stop and search the respondent once he fled from them, unprovoked, in a high crime area? In the Court's opinion, unprovoked flight in a high crime area did provide enough reasonable suspicion to warrant a stop and pat down search.

This case has rich historical roots. The Court held in Terry v. Ohio, 392 U.S. 1 (1968), that a "stop-and-frisk" is permissible in certain circumstances where there is not probable cause, but a reasonable suspicion present. Prior to *Terry,* police officers were limited in their power to stop citizens even for the briefest and most non-invasive periods unless there was probable cause or authorization by warrant. Just as *Terry* broadened the letter of the Fourth Amendment, so have other correlates of *Terry.* For instance, in Adams v. Williams, 407 U.S. 143 (1972) the Court further broadened the foundation of *Terry* by allowing stops in exception to the probable cause requirement based on informant information (see also Alabama v. White, 496 U.S. 325 (1990). In U.S. v. Sokolow, 490 U.S. 1 (1989), the Court addressed the issue of "reasonable suspicion," and held that the combination of individual acts could satisfy this standard, even when the acts taken alone did not. In all of these cases, the Fourth Amendment was broadened to include not only "reasonable suspicions" by individual officers, but as in *Adams* and *Alabama* included reasonable suspicions based on informant information, and in *Sokolow,* reasonable suspicion was constructed based on the accumulation of "suspicious" acts. Illinois v. Wardlow, 528 U.S. 119 (2000) is important because it further broadened those lines to include other relevant situational factors, in this case, the *combination* of unprovoked flight in a high crime area.

This case has implications for the criminal justice system in two ways. First, it broadens the scope of police power to stop citizens based on their judgments as reasonable by allowing the "type of area" to be taken into account. Second, in a double-edged fashion, there has been much controversy surrounding the implementations of *Terry* and *Terry* related guidelines. One critical evaluation of *Terry* guidelines is that they allow the police too much discretion to intrude into citizen's lives—discretion that keeps getting

broader. Another critical evaluation is that the stop-and-frisk, short of probable cause for arrest, is used as a tool couched in racial motivation (e.g., racial profiling). That is, police officers have at their disposal a wide variety of ways to fashion reasonable suspicion to warrant a stop and search, suspicions that are arguably based on pre-conceived notions that being of a particular racial group in and of itself can trigger enough reasonable suspicion.[5] Using the type of area, subjective in its own right, might exacerbate this effect.

The ways that this ruling impacts the criminal justice system will center on the definition of "unprovoked flight" and "high crime area." The Court offered no definitive conclusion as to what these definitions actually entail[6]—what establishes a high crime from a low crime area, and in what manner does flight differ from "going on one's way." (Florida v. Royer, U.S. 491 (1983). In this way, the definition of a high crime area will most likely be regarded as those areas in which crime is measured by the number of arrests, amount of perceived "disorder," or by the intenseness of patrol—not necessarily if there is a high occurrence of crime. High crime areas as defined will be inhabited predominately by minority citizens, in large cities, where arrests are high because police presence is high.[7] Flight in these areas may undoubtedly hinge on the police-citizen relations—many flights that will most likely be innocent, but held to the standard of reasonable nonetheless. These factors will contribute to a "climate of distrust" between minority citizens and the police, many contacts of which will be involuntary based on the reasonable suspicion of police officers.[8] Based on this distrust, almost any evasion from police either through walking, running, or sudden movement in *de facto* high crime areas will establish a burden justifying a stop-and-frisk.

In evaluating the quality of both the majority and dissenting opinions, there are two underlying issues. The first issue points to the definition of "unprovoked flight" and "high crime area." Without the specific details, other than that the respondent "ran" through an alleyway upon sight of the police, the Court endorsed that running rose to the level of flight. In the Court's opinion, flight, in combination with being in a high crime area warranted the stop and subsequent discover of a loaded weapon. Although no boundaries were drawn between merely walking away from police and flight, the majority opinion was that "Headlong flight…is the consummate act of evasion" and is suggestive of criminal wrongdoing. In terms of what constituted a high crime area, the majority relied solely on the pursuing officers testimony that the area was a known to be an area with a high amount of crime.

The dissent countered the Court's opinion on flight by citing many relevant reasons why a person might take to unprovoked flight—especially in a high crime area—although these instances were anecdotal. These counterpoints implied that just as the Court ruled that flight is suggestive of criminal wrongdoing, flight could take on many innocent meanings including the desire to avoid hindering police efforts (e.g., getting out of the way) or avoiding some element of danger (e.g., danger arguably disproportionately present in a high crime area). Therefore, the second issue is derived from the argument that the facts in the case were not sufficiently noted to make a determination of reasonable suspicion. Justice Stevens, in dissent, emphasized that there were no contextual variables presented which clarified the "unprovoked flight upon noticing the police" in the high crime area. It was not known the manner or speed in which the flight occurred, whether the respondent was fleeing upon sight of the police per se, or a caravan of four marked or unmarked cars. Nor was it clarified whether the respondent even knew that the individual approaching him was a police officer. Because the officer was in uniform does not in and of itself mean that the respondent knew he was a police officer—especially since the respondent fled before the officer

[5] L. Darnell Weeden, *It is Not Right Under the Constitution to Stop and Frisk Minority People Because They Don't Look Right*, 21 U. Ark. Little Rock L. Rev. 829 (1999).
[6] Terry L. Goddard, Jr., *Current Event: Illinois v. Wardlow*, 8 Am. U.J. Gender Soc. Pol'y & L. 217 (2000).
[7] Especially in drug saturated areas which have had disproportionately intense police presence.
[8] H. Jacob, *Black and White Perceptions of Justice in the City*, Law and Society Review, 6, (1971).

exited the car. As the Illinois Appellate Court even noted, the record was "too vague to support the inference that…defendant's flight was related to his expectation of police focus on him." The Court forwarded this assumption when they stated that officer suspicions were aroused when there was "unprovoked flight upon noticing the police." Justice Stevens also noted that to further the ambiguity in this case, the pursuing officer was in the fourth car of a four-car caravan, and three other cars had passed before the respondent fled—lending credence to the belief that the respondent did not even know the members of the caravan were police officers. Additionally, the majority cited the combination of flight in a high crime area as the overriding issue that made the stop justifiable, though "because many factors providing for innocent motivations for unprovoked flight are concentrated in high crime areas, the character of the neighborhood arguably makes an inference of guilt less appropriate, rather than more so."

The issue then is whether flight was the product of police pursuit. The details upon which the flight occurred are too ambiguous in this case to make that determination, and according to Florida v. Royer, 460 U.S. 491 (1983), assuming the respondent even knew the individuals were police, a person may decline to respond and simply go on their way…"flight may simply be an exercise of this right" to go one's way. Evaluating the opinions, the fact that there was no real basis for determining the manner of the police-respondent contact, including the circumstances in which the respondent fled, the dissent produced an equal number of more persuasive reasons why the majority could have been the minority in this close 5-4 vote. Therefore, the standards set under this case are substantively based on the subjective judgment of officers, rather than legally consistent and defined concepts. The cost of undermining the Illinois Supreme Court is larger than this case itself and should have been left a state matter.

The idea of the stop-and-frisk presents many perplexing problems when considering the myriad of issues that have come into play as demonstrated by 33 years of case law since *Terry*. Indeed, the original justification for the stop-and-frisk was a desire to allow police officers the authority to act upon reasonable suspicions that criminal activity might be afoot, without invoking the burden of probable cause for a full arrest or a full search. It provided an in-between in which brief, reasonable intrusions into others lives would ensure the proper protection of all citizens within the Fourth Amendment protection from unreasonable searches and seizures. This scheme is not full-proof, and as some critics have maintained, put too much power into the hands of the police, power that has been abused in many instances (e.g., racial profiling; unjustifiable searches and seizures). Like most case law, stop-and-frisk promulgated through *Terry* was not meant to be an end all, but rather, an additive and evolving burden subject to re-interpretation. In this case, the evolution took the form of providing police more power to make subjective judgments, holding that the unprovoked flight from police in a high crime area is standard enough for reasonable suspicion—warranting a stop-and-frisk. Ultimately, this case opened even more ways that allow police to fashion a reason to intrude into the lives of citizens, many of whom will be just going about their own way.

APPENDIX 4A: CLASS LISTING BY INSTRUCTOR

Fall 2024

CRMJ 5000- Proseminar- online Tammy Garland

CRMJ 5010- Research Methods I- face to face – Courtney Crittenden

CRMJ 5100r- Sex Offenders- face to face- Andrew Denney

CRMJ 5100r- Family Violence- online – Christina Policastro

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5999r- Thesis- Courtney Crittenden- 2 students

Spring 2024

CRMJ 5020- Research Methods II- face to face – Christina Policastro

CRMJ 5030- Criminology- online -Gale Iles

CRMJ 5120- Juvenile Delinquency and the Justice System- online – Tammy Garland

CRMJ 5430- Corrections and Society- face to face- Courtney Crittenden

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5997r- Individual Studies – 2 for Courtney Crittenden and 1 for Tammy Garland

CRMJ 5999r Thesis- Courtney Crittenden- 4 students

Fall 2023

CRMJ 5000- Proseminar- face to face – Courtney Crittenden

CRMJ 5010- Research Methods I- face to face – Sherah Basham

CRMJ 5100r- Cyber Crime – online -Ahmet Kule

CRMJ 5250- Courts, Sentencing and Society- online – Gale Iles

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5997r- Individual Studies- Tammy Garland 1 student

CRMJ 5999r- Thesis- Courtney Crittenden- 5 students

Spring 2023

CRMJ 5020- Research Methods II- face to face – Rick Dierenfeldt

CRMJ 5030- Criminology- face to face -Gale Iles

CRMJ 5260- Ethics and Crime – online – Chrsitina Policastro

CRMJ 5320- Victimology: Theory, research, and Policy Issues- face to face- Katelyn Hancock

CRMJ 5340- Crime and Popular Culture- face to face- Tammy Garland

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5997r- Individual Studies – Sherah Basham- 1 student

CRMJ 5999r Thesis- Christina Policastro- 3 students

Fall 2022

CRMJ 5000- Proseminar- online – Tammy Garland

CRMJ 5010- Research Methods I- face to face – Sherah Basham

CRMJ 5130- Diversity and Crime – face to face- Rick Dierenfeldt

CRMJ 5220- Comparative Criminal Justice Systems- face to face – Gale Iles

CRMJ 5420- Terrorism and the Criminal Justice System- face to face- Ahmet Kule

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5999r- Thesis- Christina Policastro- 2 students

Spring 2022

CRMJ 5015- Social Control/Prevention- face to face- Jared Rosenberger

CRMJ 5020- Research Methods II- face to face – Christina Policastro

CRMJ 5030- Criminology- online – Courtney Crittenden

CRMJ 5100r- Neighborhood and Crime- face to face- Rick Dierenfeldt

CRMJ 5370- Drugs and Crime- face to face- Tammy Garland

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5999r Thesis- Christina Policastro- 3 students

Fall 2021

CRMJ 5000- Proseminar- online – Tammy Garland

CRMJ 5010- Research Methods I- face to face –Courtney Crittenden

CRMJ 5060- Police and Society- online- Sherah Basham

CRMJ 5250- Courts, Sentencing, and Society- face to face- Gale Iles

CRMJ 5270- Organizational Crime- face to face- Rick Dierenfeldt

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5997r- Individual Studies- Tammy Garland 1 student

CRMJ 5999r- Thesis- Christina Policastro- 4 students

Spring 2021

CRMJ 5020- Research Methods II- face to face – Sherah Basham

CRMJ 5030- Criminology- online -Gale Iles

CRMJ 5120- Juvenile Delinquency and the Justice System- face to face- Tammy Garland

CRMJ 5260- Ethics and Crime – face to face- Christina Policastro

CRMJ 5430- Corrections and Society- face to face- Courtney Crittenden

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5997r- Individual Studies – Tammy Garland 1 student

CRMJ 5999r Thesis- Christina Policastro- 3 students

Fall 2020

CRMJ 5000- Proseminar- online – Tammy Garland

CRMJ 5010- Research Methods I- face to face –Courtney Crittenden

CRMJ 5100r- Family Violence- online- Christina Policastro

CRMJ 5100r- Cyber Crime- online- Ahmet Kule

CRMJ 5130- Diversity and Crime- face to face- Rick Dierenfeldt

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5997r- Individual Studies- Courtney Crittenden- 1 student

CRMJ 5999r- Thesis- Christina Policastro- 2 students

Spring 2020

CRMJ 5020- Research Methods II- face to face –Christina Policastro

CRMJ 5030- Criminology- face to face- Courtney Crittenden

CRMJ 5220- Comparative Criminal Justice Systems -face to face

CRMJ 5340- Crime and Popular Culture- online – Tammy Garland

CRMJ 5420- Terrorism and the Criminal Justice System- online- Ahmet Kule

CRMJ 5600- Internships in Criminal Justice – Rick Dierenfeldt

CRMJ 5997r- Individual Studies – Tammy Garland 1 student, Gale Iles 3 students; Rick Dierenfeldt- 1 student

CRMJ 5999r Thesis- Gale Iles – 3 students

Fall 2019

CRMJ 5000- Proseminar- online – Tammy Garland

CRMJ 5010- Research Methods I- face to face –Courtney Crittenden

CRMJ 5100r- Death Penalty- face to face – Kevin Beck

CRMJ 5230- Victimology- online- Christina Policastro

CRMJ 5370- Drugs and Crime- online- Tammy Garland

CRMJ 5600- Internships in Criminal Justice – Sara Knox

CRMJ 5997r- Individual Studies- Tammy Garland- 1 student and Gale Iles- 3 students

CRMJ 5999r- Thesis- Gale Iles- 4 students

APPENDIX 4B: GRADUATE FACULTY CVs

Sherah L. Basham, PhD

University of Tennessee Chattanooga
Department of Social, Cultural, & Justice
Studies Sherah-Basham@utc.edu
423-425-4519

EDUCATION

2019 **Ph.D. in Criminal Justice**
Dissertation: *Emergency Preparedness and Community Policing Within Campus Law Enforcement Agencies*
Chair: Dr. Joseph Pascarella
Walden University, Minneapolis, MN

2008 **Master of Science Administration: Criminal Justice**
Research Proposal: *Public Awareness and the Prevention of Rural Domestic Violence*
Chair: Dr. John Smykla
University of West Florida, Pensacola, FL

2000 **Bachelor of Science: Criminal Justice**
Pensacola Christian College, Pensacola, FL

1998 **Associate of Science: Law Enforcement**
Pensacola Christian College, Pensacola, FL

ACADEMIC EXPERIENCE
2020-Present **Assistant Professor**
2022-Present **Online Criminal Justice Program Coordinator**
Department of Social, Cultural, and Justice Studies
The University of Tennessee Chattanooga, Chattanooga, TN

2018-2022 **Professor**
Department of Criminal Justice & Homeland Security Columbia
Southern University, Orange Beach, AL

2015-2019 **Graduate Teaching/Research Assistant**
Department of Criminal Justice University of
Central Florida, Orlando, FL

2017 **Graduate Teaching Associate – Instructor of Record**
Department of Criminal Justice University of
Central Florida, Orlando, FL

2009-2014 **Faculty**
Department of Business
Pensacola Christian College, Pensacola, FL

PROFESSIONAL EXPERIENCE

2006-2015 **Assistant Director of Security**
Pensacola Christian College, Pensacola, FL

2001-2006 **Investigator**
Allegheny Consultant Services, Inc., Athens, WV

1997-2000 **Security Supervisor**
Pensacola Christian College, Pensacola, FL

PEER REVIEWED PUBLICATIONS (× Undergraduate,⋈ Graduate Student Co-Author)

Dierenfeldt, R., ⋈Jackson, E. **Basham, S. L.**, & Iles, G. (2024). Time lost as a result of wrongful conviction: the impact of race and official misconduct across offense categories. *Journal of Ethnicity in Criminal Justice. 22*(3), 187-206.

Iles, G., **Basham, S. L.**, McGuffee, K., Ashmore, P. C., & ⋈Fuller, R. (2024). Pet primates: Attacks, escapes, and the law. *Society & Animals.*

⋈Whittington, M. & **Basham, S. L.** (2024). The role of stigma and confidentiality in police officer utilization of stress relief programs. *Journal of Police and Criminal Psychology, 39,* 402-410.
Basham, S. L., Dierenfeldt, R., Drawve, G. & ⋈Burroughs, K. (2024). Ironman: Do people who run for fun alter community-level crime occurrence? *Journal of Sports & Tourism, 28*(1-2), 73-86.

× Collins, A., **Basham, S. L.,** & Dierenfeldt, R. (2023). Retributive attitudes and perceptions of police use of excessive force. *American Journal of Undergraduate Research, 20*(2), 79-85.
Iles, G., & **Basham, S. L.** (2023). The influence of police encounters on perceptions of campus law enforcement. *Safety & Emergency Services Journal.*
Iles, G., Dierenfeldt, R., & **Basham, S. L.** (2023). Drug offending in the Golden State: A closer examination of border justice. *Safety & Emergency Services Journal.*

Basham, S. L., Acuff, C., Iles, G., Brown, S. L., & × Hyppolite, J. (2023). Examining the effects of perceptions of voter suppression and voter fraud on support for voter identification laws in the United States. *International Journal of Criminology and Sociology, 12*, 129–140.

Crittenden, C., ⋈Crick, S., **Basham, S. L.**, & ⋈Storey, H. (2023). Let's talk about sex(uality): A content analysis of the inclusion and measurement of sexual identity and sexual orientation in published criminological research. *American Journal of Qualitative Research, 7*(3), 65-90.
⋈Gauthier, J., & **Basham, S. L**. (2023). Why campus law enforcement agencies seek accreditation: An examination of organizational structure. *Safety & Emergency Services Journal.*

Basham, S. L., ⋈Radcliff, V. P., & Bryson, S. L. (2023). How to write an annotated bibliography. *Journal of Criminal Justice Education, 34*(2), 289-297.
⋈Fortunato, O., Dierenfeldt, R., **Basham, S. L.**, & McGuffee, K. (2022). Examining the impact of the Obama and Trump Candidacies on right-wing domestic terrorism in the United States: A time-series analysis. *Journal of Interpersonal Violence,* 37(23-24).

Basham, S. L. (2022). Community policing and the organizational structure of campus law enforcement agencies. *Policing: An International Journal, 45*(2), 186-199.

Basham, S. L. (2021). Exploring the major and career decisions of homeland security students.

Safety & Emergency Services Journal.
Basham, S. L. (2020). Campus law enforcement: The relationship between emergency preparedness and community policing. *Policing: An International Journal, 43*(5), 741-753.

Han, S., Hwang, E., Nobles, M. R., **Basham, S. L.,** & Piquero, A. R. (2019). Immigrants' confidence in the
police in 34 countries: A multilevel analysis. *Police Quarterly, 23*(1), 106-137.

Basham, S. L. (2019). Use of force in the Orlando Police Department: A repeat and near repeat analysis.
Safety & Emergency Services Journal.

UNDER REVIEW/REVISE & RESUBMIT (× Undergraduate, ⋈Graduate Student Co-Author)
⋈Whittenburg, K., Dierenfeldt, R., Hancock, K., **Basham, S. L.**, Iles, G., & Drawve, G. [Title redacted]. *Victims & Offenders*.

OTHER PUBLICATIONS (× Undergraduate, ⋈Graduate Student Co-Author)
Book Chapters
Basham, S. L. (Forthcoming, December 2024). Concealed/open firearm carry. In Angela Madden (Ed.)
Today's crime & punishment issues: Democrats and Republicans (pp. 23-33). Bloomsbury Academic.

Viglione, J., Burton, C., & **Basham, S. L.** (2019). The balancing act of probation supervision: The roles and philosophies of probation officers in the evidence-based practice era. In Peter Raynor, Fergus McNeil, Faye Taxman, Chris Trotter, Pamela Ugwudike, and Hannah Graham (Eds.), *The Routledge companion to rehabilitative work in criminal justice.* Routledge.
Encyclopedia Entries
Basham, S. L. (2024). Crime in the United States (CIUS), UCR of. In Shackelford, T.K. (Ed.) *Encyclopedia of Religious Psychology and Behavior.* Springer.

Basham, S. L. (2023). Gun Control Act. In: Shackelford, T.K. (Eds.), *Encyclopedia of Domestic Violence. Springer.*

⋈Pearson, A., & **Basham, S. L.** (2023). Woolf, Virginia. In: Shackelford, T.K. (Eds.), *Encyclopedia of Domestic Violence.* Springer.
Basham, S. L. (2022). Arms Trade Treaty. In Jaclyn Schildkraut and Gregg Carter (Eds.) *Guns in American Society: An encyclopedia of history, politics, culture, and the law* (3rd ed., Vol. 1, pp. 45-47). ABC- CLIO.

Basham, S. L. (2020). Professionalization of police. In Jeff Bumgarner and Carla Lewandowski (Eds.), *Criminal justice in America: The encyclopedia of crime, law enforcement, courts, and corrections.* (Vol. 2, pp. 517-519). ABC-CLIO.

Basham, S. L., & ⋈Soderstrom, M. F. P. (2020). Concealed carry laws. In Jeff Bumgarner and Carla Lewandowski (Eds.), *Criminal justice in America: The encyclopedia of crime, law enforcement, courts, and corrections.* (Vol. 1, pp. 89-92). ABC-CLIO.

Basham, S. L. (2019). Intimate partner violence in rural communities. In Frances Bernat and Kelly Frailing (Eds.), *The encyclopedia of women and crime.* Wiley-Blackwell.

Practitioner Articles
Loudy, J., French, A., Logan, M., & **Basham, S. L.** (2023, August). "The importance of mentoring programs for law enforcement agencies." *Police Chief, 90*(8), 26-29.

Basham, S. L. (2019, November). "Education offers best solution for police misconduct." *Police Chief.*

Basham, S. L. (2019, March). "Education: Learning to lead." *Police Magazine, 43*(3).

PROFESSIONAL/TECHNICAL REPORTS (× Undergraduate Student, ⋈Graduate Student Co-Author) **Basham, S. L.**, Mitsch, J. & ⋈Jackson, E. (2023). *A Seven-Year (2015-2022) Analysis of Cincinnati Police Department's Real Time Crime Center.* Final Report to the Cincinnati Police Department.

Basham, S. L. (2021). *Major and career choices of criminal justice students: The University of Tennessee Chattanooga Survey Results*.
Basham, S. L. (2021). *Major and career choices of homeland security students: Columbia Southern University Survey Results*.

Basham, S. L. (2020). *Major and career choices of criminal justice students: Liberty University Survey Results*.
Basham, S. L. (2020). *Major and career choices of criminal justice students: Columbia Southern University Survey Results*.
Paoline, E. A., III, Terrill, W., & **Basham, S. L.** (2017). *A Five-Year (2011-2015) Analysis of the Orlando Police Department's Response to Resistance.* Final Report to the Orlando Police Department.

CURRENT RESEARCH PROJECTS (× Undergraduate Student, ⋈Graduate Student Co-Author)
Multi-site Rapid Video Response Randomized Control Trial: Mitchell, R. & **Basham, S. L.**
Burlington Police Department, Cincinnati Police Department, Manchester Police Department, & Redlands Police Department
Funding Contract and IRB under review
Funding Received: Arnold Ventures $99,830 – Phase I: Burlington Police Department
Additional NIJ Funding Under Review for additional sites
Anticipated start date: November 2024.

Real-Time Crime Centers Cincinnati Police Department: Basham, S. L., & Mitsch, J.
Data collection completed.
Police personnel perceptions of the effectiveness of RTCCs – data collection in progress
Influence of RTCC on homicide investigations and sentencing

Professional Experience & Mentorship in Academia: Gaub, J., Orosco, C. & **Basham, S. L.**
Data collected. Data analyses and literature reviews in progress.
Three papers in progress – anticipated submissions in Spring & Summer 2025.

Influence of Experiential Learning on Student Perceptions of the Police: Basham, S. L.
Data collected. Data analyses in progress.
Anticipated manuscript submissions in Fall 2025.

Police Stress Relief Programs: Whittington, M., & **Basham, S. L.**
Data collected. Data analyses and literature reviews in progress.

1 paper published, 2 manuscripts in progress- anticipated submissions in Spring & Summer 2025.

PROFESSIONAL CONFERENCE PRESENTATIONS (†Panel Chair, × Undergraduate, ⋈Graduate Student)

†**Basham, S. L**. (2024, September). *Examining the influence of experiential learning activities on student views of police, crime, and safety*. Paper presented at the Southern Criminal Justice Association 2024 Annual Meeting, Greenville, SC.

Basham, S. L., & Mitsch, J. (2024, May). *The impact of Real time Crime Centers on homicide clearance*. Paper presented at the American Society of Evidence Based Policing 2024 Annual Meeting, Spokane, WA**.**

Basham, S. L. & Mitsch, J. (2023, May). *Examining the role of a Real Time Crime Center in the police process.* Paper presented at the American Society of Evidence Based Policing 2023 Annual Meeting, Las Vegas, NV.

× Collins, A. & **Basham, S. L**. (2022, September). *Examining the relationship between interactions with the police and voter support for the death penalty*. Paper presented at the Southern Criminal Justice Association 2022 Annual Meeting, Asheville, NC.

Basham, S. L. & Bray, B. (2022, September). *Institutional influences on criminal justice students' desire to pursue law enforcement careers*. Paper presented at the Southern Criminal Justice Association 2022 Annual Meeting, Asheville, NC.

†**Basham, S. L.** (2021, September). *Emergency preparedness and the organizational structure of campus law enforcement agencies*. Paper presented at the Southern Criminal Justice Association 2021 Annual Meeting, Daytona Beach, FL.

Basham, S. L. (2020, September)*. The relationship between emergency preparedness and community policing within campus law enforcement agencies*. Paper presented at the Southern Criminal Justice Association 2020 Research Showcase, Virtual.

Basham, S. L. (2019, September). *Community policing and the organizational structure of campus law enforcement agencies*. Paper presented at the Southern Criminal Justice Association 2019 Annual Meeting, Nashville, TN.

Basham, S. L. (2018, September). *Repeat and near repeat patterns in police use of force*. Paper presented at the Southern Criminal Justice Association 2018 Annual Meeting, Pensacola, FL.

†**Basham, S. L**., & Nobles, M. R. (2016, November). *Trends and changes across twenty years of campus law enforcement.* Paper presented at the American Society of Criminology 2016 Annual Meeting, New Orleans, LA.

Basham, S. L., & Nobles, M. R. (2016, September). *Defiance theory in Ferguson: Two tales of one city*. Paper presented at the Southern Criminal Justice Association 2016 Annual Meeting, Savannah, GA.

Basham, S. L. (2016, September). *Trends and changes across twenty years of campus law enforcement.*

Poster presented at the Southern Criminal Justice Association 2016 Annual Meeting, Savannah, GA.

UNIVERSITY RESEARCH PRESENTATIONS (ˣUndergraduate Student, ᴹGraduate Student)
ˣHarvey, I., ᴹJackson, E., ˣPreston, B., & **Basham, S. L.** (2024, April). Examining the Impact of a Real Time Crime Center on Homicide Investigations. Poster presented at the University of Tennessee Chattanooga 2024 Spring Research Conference, Chattanooga, TN.
ᴹJackson, E., **Basham, S. L.** & Dierenfeldt, R. (2023, August). *The Influence of Personal Factors on Wrongful Convictions and Time Lost*. Poster presented at the University of Tennessee Chattanooga 2023 Fall Research Conference, Chattanooga, TN.

Iles, G., **Basham, S. L.,** McGuffee, K., Ashmore, P. C., & Fuller, R. (2023, April). *Pet primates: Attacks, escapes, and the law*. Poster presented at the University of Tennessee Chattanooga 2023 Research and Arts Conference, Chattanooga, TN.

Basham, S. L. & Gouge, S. J. (2022, April). *Factors of opting-out of K-12 school mask mandates in Hamilton County, Tennessee*. Poster presented at the University of Tennessee Chattanooga 2022 ReSEARCH Dialogues, Chattanooga, TN.

ˣCollins, A., **Basham, S. L**. & Dierenfeldt, R. (2022, April). *Examining the relationship between interactions with the police and voter support for the death penalty*. Poster presented at the University of Tennessee Chattanooga 2022 ReSEARCH Dialogues, Chattanooga, TN.

ˣHyppolite, J., **Basham, S. L**. & Acuff, C. J. (2022, April). *Examining the relationship between perceptions of voter rights denied and support for voter rights.* Poster presented at the University of Tennessee Chattanooga 2022 ReSEARCH Dialogues, Chattanooga, TN.

INVITED PRESENTATIONS
Basham, S. L. (2024, January). Path to Police Research. [Invited Presentation]. Northeastern University, Virtual.

Basham, S. L. (2024, January). Private Investigations & Campus Security. [Invited Presentation]. University of Southern Mississippi, Virtual.

Basham, S. L. (2023, November). Path to Police Research. [Invited Presentation]. University of West Florida, Virtual.

Basham, S. L. (2023, November). The Role of Criminal Investigations in the Private Sector. [Invited Presentation]. University of Cincinnati, Cincinnati, OH.

Basham, S. L. (2023, September). Private Investigations & Campus Security. [Invited Presentation]. University of Southern Mississippi, Virtual.

Basham, S. L., Mitsch, J. (2023, July). A Seven-Year (2015-2022) Analysis of Cincinnati Police Department's Real Time Crime Center. American Society of Evidence Based Policing, Chapel Hill, NC.

Basham, S. L., Mitsch, J. (2023, July). A Seven-Year (2015-2022) Analysis of Cincinnati Police Department's Real Time Crime Center. [Invited Presentation]. Cincinnati Police Department, Cincinnati.

Basham, Sherah. L. (2022, June). *Exploring the major and career decisions of homeland security*

students. [Invited Presentation]. Columbia Southern University, Virtual.

Basham, S. L. (2021, September). *Preparing for the tenure track.* [Invited Presentation]. American Society of Criminology Division of Policing Virtual Forum on the Job Market, Virtual.

Basham, S. L. (2020, October). *Security, emergency preparedness, and personal responsibility*. [Invited Presentation]. Corporate & Personal Safety & Security Experiential Learning Program. Wildside Institute, Louisville, KY. (Conference canceled).

Basham, S. L. (2020, September). *Major and career choices of criminal justice students at Columbia Southern University Survey*. Presented at the Columbia Southern University Criminal Justice Advisory Board Meeting. Columbia Southern University, Orange Beach, AL.

Basham, S. L. (2019, August 30*). Community policing and the organizational structure of campus law enforcement agencies*. Presented at Columbia Southern University, Orange Beach, AL.

TEACHING EXPERIENCE (* Denotes Online Course, **×** Denotes Face-to-Face Course)

Doctoral Courses Taught
Advanced Research Design

Master's Courses Taught
Comparative Criminal Justice*
Computer Applications for CJ Administration*
Critical Analysis of Criminal Justice Public Policy*
Graduate Capstone in Criminal Justice*
Graduate Statistics*
Police & Society*
Research Methodology I×
Research Methodology II (Data Analysis) *
Research Methods in Criminal Justice*
Seminar in Crime*
Special Topics in Criminology & Criminal Justice*

Undergraduate Courses Taught
Basic Criminal Investigations×
Capstone in Critical Justice Issues*×
Criminology*×
Criminal Justice Research Methods*×
Criminal Justice Organization & Administration*
Data Analysis in Criminal Justice*
Juvenile Delinquency×
Introduction to Criminal Justice*
Management & Supervision in Criminal Justice*
Minorities and Criminal Justice*
Organization & Management of Criminal Justice×
Police and Community Relations*
Police in a Diverse Society*
Policing*×
Policy Development in Law Enforcement×

Security×
Theory and Practices of Law Enforcement*

SUPERVISED STUDENT THESES/STUDENT GRANTS
Chaired Graduate Honors Theses
Jackson, E. (2023-2024). *The influence of personal factors on wrongful convictions*. University of Tennessee Chattanooga, Chattanooga, TN.

Chaired Undergraduate Honors Theses
Collins, A. (2021-2022). *Examining the relationship between interactions with the police and voter support for the death penalty*. University of Tennessee Chattanooga, Chattanooga, TN.

Honors College Student Research Fellowships
Preston, I. (2024*). The Influence of Real Time Crime Centers on Homicide Cases*. Honors College Student Research Fellow. University of Tennessee Chattanooga, Chattanooga, TN.

Goonetilleke, J. (2021*). Crime in Chattanooga*. Honors College Student Research Fellow. University of Tennessee Chattanooga, Chattanooga, TN.

Harden, K. (2020). *Transitional living outcomes*. Honors College Student Research Fellow. University of Tennessee Chattanooga, Chattanooga, TN.

URTOPS (Undergraduate Research Training Opportunity Program Scholars) Fellowship
Mentored I. Harvey in a research project for 2023-2024 school year. Funding provided by the University of Tennessee Chattanooga's Office for Undergraduate Research and Creative Endeavors.
Mentored J. Hyppolite in a research project for 2021-2022 school year. Funding provided by the University of Tennessee Chattanooga's Office for Undergraduate Research and Creative Endeavors.

AWARDS & HONORS
2023 American Society of Criminology Division of Policing Teaching & Mentorship Award
2023 UTC 2022-2023 College of Arts & Sciences Early Career Researcher Award.
2023 UTC 2022-2023 Social, Cultural, & Justice Studies Research Award
2023 UTC 2022-2023 EDO "Exceeds Expectations" Rating.
2022 UTC 2021-2022 EDO "Exceeds Expectations" Rating.
2021 Raising the Bar, Student-nominated Teaching Award, Columbia Southern University.
2020 Raising the Bar, Student-nominated Teaching Award, Columbia Southern University.
2019 Raising the Bar, Student-nominated Teaching Award, Columbia Southern University.
2019 Alpha Phi Sigma (National Criminal Justice Honor Society), Phi Nu, Inductee.
2019 American Criminal Justice Association (LAE) Golden Key.
2019 American Criminal Justice Association (LAE) National Paper Competition Winner ($100).

GRANTS: RECEIVED
2024 **Basham, S. L.** Principal Investigator. "A multi-site planning of a rapid video response model: Pilot Study"; $99,830, Arnold Ventures. (5/2024-5/2025).
2024 Bayles, S., Denney, A., Dierenfeldt, R., **Basham, S. L.,** & Iles, G. "Recidivism Reduction Initiative". Bureau of Justice Assistance Second Chance Act Smart Supervision Program (BJA-2024- 172034).
2024 Amount Requested: $844,294. UTC Subaward: $52,575.
UTC WCTL Pedagogy Presentation Travel Grant ($1,551).
2024 UTC College of Arts & Sciences 2024 Summer Writing Retreat ($500).
2024 UTC Honors College Student Research Fellowship, Faculty Mentor ($1,200 in student wages).
2023 UTC 2023-24 College of Arts & Sciences Graduate Engagement Award ($4,500 student wages).

2023 UTC Undergraduate Research Training Opportunity Program Scholar, Faculty Mentor ($5,200 in
2023 student wages & stipend).
UTC Fall 2023 Faculty Grant – Research Site Visit ($1,641).
2023 UTC 2023 College of Arts & Sciences Research & Creative Activity Grant ($3,662).
2022 UTC Fall 2022 Faculty Grant ($1,500).
2022 Southern Criminal Justice Association Untenured Faculty Travel Award, Southern Criminal
2022 Justice Association ($432).
UTC College of Arts & Sciences 2022 Summer Writing Retreat ($500).
2022 American Society of Evidence-Based Policing Applied Criminology and Data Management Program (travel, course tuition, & police partnership).
2022 UTC Affordable Course Initiative Grant – CRMJ 4850 ($500).
2022 UTC Affordable Course Initiative Grant – CRMJ 5010 ($500).
2021 UTC Undergraduate Research Training Opportunity Program Scholar, Faculty Mentor ($4,200 in student wages).
2021 Southern Criminal Justice Association Untenured Faculty Travel Award, Southern Criminal Justice Association ($350).
2021 UTC College of Arts & Sciences 2021 Summer Writing Retreat ($500).
2021 UTC Faculty Grants Summer Writing Stipend ($1,000).
2021 UTC Affordable Course Initiative Grant – CRMJ 3170 ($500).
2021 UTC Affordable Course Initiative Grant – CRMJ 5060 ($500).
2021 SAGE Junior Faculty Professional Development Teaching Award, Academy of Criminal Justice Sciences (Conference canceled) ($700).
2021 UTC Honors College Student Research Fellowship, Faculty Mentor ($1,200 in student wages).
2021 UTC Honors College Student Research Fellowship, Faculty Mentor ($1,000 in student wages).
2020 UTC Walker Center Accessibility Winner ($25).
2017 Academy of Criminal Justice Sciences Doctoral Summit Scholarship Recipient. 2016 Graduate Presentation Fellowship Grant, University of Central Florida.

GRANTS APPLIED: UNDER REVIEW/NOT FUNDED

2024 Field Initiate Active Research - Redlands Police Department. **Basham, S. L.** & Dierenfeldt, R. National Institute of Justice Field-Initiated Action Research Partnerships (O-NIJ-2024-172070). Amount Requested: $399,931. UNDER REVIEW.
2024 A multi-site randomized controlled trial of rapid video response for low-risk and domestic violence calls for service. Mitchell, R., & **Basham, S. L.**, National Institute of Justice Research and Evaluation on 911, Alternative Hotlines, and Alternative Responder Models (O-NIJ-2024-171981). Amount Requested: $497,349. UTC Subaward: $87,057. UNDER REVIEW.
2024 Recidivism Reduction Initiative. Bayles, S., Dierenfeldt, R., Denney, A., **Basham, S. L.**, & Iles, G. Bureau of Justice Assistance Community Supervision Strategies (BJA-2024-172023). Amount Requested: $719,298. UTC Subaward: $161,896. UNDER REVIEW.
2024 UTC Fall Faculty Grant for Research Site Visit, University of Tennessee at Chattanooga ($1,458). UNDER REVIEW.
2024 UTC Summer 2024 Faculty Grant – ICPSR Social Network Analysis Workshop ($2,900). Not Funded.
2023 2023-26 National Institute of Justice Law Enforcement Advancing Data & Science (LEADS) Scholars Program. Not Funded.
2023 UTC Ruth S. Holmberg Grant for Faculty Excellence ($3,791). Not Funded.
2022 UTC College of Arts & Sciences Graduate Engagement Award ($2,400). Not Funded.
2022 UTC Ruth S. Holmberg Grant for Faculty Excellence ($2,000). Not Funded.
2022 UTC Honors College Student Research Fellowship, Sp. 22 ($1,200 in student pay). Not Funded.

SERVICE TO THE UNIVERSITY, COLLEGE, & DEPARTMENT

University

2023 – Present UTC Commission on the Status of Women 2023 – Present UTC Online Programs Working Group 2023 – Present UTC Student Media Advisory Board
2022 – 2023 UTC Faculty Awards Committee 2021 – 2023 UTC Faculty Senator
2021 – 2022 UTC Faculty Grants Committee 2021 UTC Commencement Marshal
2020 University Curriculum Committee, Columbia Southern University

Department

2023 – Present UTC Criminal Justice Online Program Coordinator
2023 – Present UTC Graduate Thesis Committee Member, Taylor Lovelace 2020 – Present UTC Criminal Justice Graduate Comprehensive Exam Reviewer 2023 – 2024 UTC Criminal Justice Career Expo Committee Chair
2023 – 2024 UTC Graduate Thesis Committee Chair, Ellee Jackson
2023 – 2024 UTC Graduate Thesis Committee Member, Katlyn Whittenberg 2021 – 2024 UTC SCJS Department Bylaws Committee
2020 – 2023 UTC Criminal Justice Graduate Program Committee
2022 UTC Criminal Justice Fall 2022 Assistant Professor Search Committee Member 2022 UTC Criminal Justice Spring 2022 Assistant Professor Search Committee Member 2021 – 2023 UTC SCJS Department Social Media Coordinator
2021 – 2022 UTC Undergraduate Honors Thesis Chair, Amelia Collins 2021 UTC SCJS Department Bylaws Committee
2020 – 2021 UTC Graduate Thesis Committee Member, Olivia Fortunato
2019 – 2020 Criminal Justice & Homeland Security Advisory Board, Columbia Southern University 2016 – 2017 Executive Board, Secretary, Charter Member. Criminal Justice Graduate Student
Association (CJGSA). University of Central Florida.

SERVICE TO THE COMMUNITY

2023 – Present UT Promise Mentor
2022 – Present Pensacola Christian College Alumni-Student Mentor 2020 – Present Chattanooga Outreach (Union Gospel Mission)
2024 - Wrote 7 Community Grants – UNDER REVIEW
2023 - Wrote 8 Community Grants – Organization awarded $1,850 2022 - Wrote 8 Community Grants – Organization awarded $2,750
2022 - Wrote American Rescue Plan Chattanooga Grant, $150,000 - not funded 2021 - Wrote 1 Community Grant – Organization awarded $500
2021 Mercer County Schools Career Fair Presenter
2010 - 2015 Escambia County Regional Juvenile Detention Center, Florida Department of Juvenile Justice, Religious Volunteer
2010 - 2012 American Red Cross, Disaster Volunteer

SERVICE TO THE FIELD

2023 Southern Criminal Justice Association Awards Committee Member
2022 American Society of Criminology, Division of Policing Awards Committee Member
2022 Academy of Criminal Justice Sciences Awards Committee Member
2022 Academy of Criminal Justice Sciences, Doctoral Summit Volunteer
2021 American Society of Criminology, Division of Policing, Invited Speaker
2021 Southern Criminal Justice Association Awards Committee Chair
2021 Academy of Criminal Justice Sciences Awards Committee Member
2020 Academy of Criminal Justice Sciences Awards Committee Member

JOURNAL EDITORIAL BOARDS/REVIEWER
2024 – present *Police Practice & Research,* Special Issue Guest Editor
2022 – 2024 *Safety & Emergency Services Journal,* Editorial Board Member 2015-2018 *Race and Justice: An International Journal,* Managing Editor

Ad Hoc Reviewer:
Int. Journal of Criminology & Sociology Journal of Criminal Justice Education Journal of Crime & Justice Justice Quarterly
Policing: An International Journal
Policing & Society
Police Practice & Research Police Quarterly

BOOK PROPOSAL REVIEWER
2023 Routledge (Taylor & Francis Group)

PROFESSIONAL ASSOCIATION MEMBERSHIPS
Academy of Criminal Justice Sciences
American Society of Criminology, Division of Policing American Society of Evidence-Based Policing
Southern Criminal Justice Association

PROFESSIONAL CONSULTING
2021-2022 Dissertation Consulting: Michael Whittington, Liberty University, Defended: Dec 2022 2021-2022 Dissertation Consulting: Jamie Gauthier, Liberty University, Defended: November 2022 2020-2022 Dissertation Consulting: Barry Walker, Liberty University, Defended: November 2022 2019-2021 Dissertation Consulting: John Mayfield, Walden University, Defended: April 2021

PROFESSIONAL DEVELOPMENT 2024
Attended: Southern Criminal Justice Association 2024 Annual Conference. (2024, September). Greenville, SC.
Attended: The National Academies of Sciences, Engineering, and Medicine. (2024, June). *Law Enforcement Use of Predictive Policing Approaches: A Workshop*. [Webinar]. Washington, DC.

Attended: American Society of Evidence-Based Policing 2024 Annual Conference. (2024, May). Spokane, WA.
Attended: Inter-university Consortium for Political and Social Research (ICPSR). (2024, May). *Social Network Analysis in Human Subjects Research Course.*

2023
Attended: American Society of Criminology 2023 Annual Conference. (2023, November). Philadelphia, PA.
Attended: American Society of Evidence-Based Policing. (2023, July.) Applied Criminology and Data Management Course. Durham Police Department, Durham, NC.
Attended: Kennedy, D. M. (2023, July 6.) *Preventing Homicide and Gun Violence.* [Webinar]. Justice Clearinghouse.
Attended: Justice Clearinghouse. (2023, June 28.) *Crime Forecasting: Using Resources Appropriately in a Challenging Environment.* [Webinar]. Justice Clearinghouse.
Attended: National Real Time Crime Center Association. (2023, June 27.) *What is a Real Time Crime Center and How Do You Start One?* [Webinar]. Justice Clearinghouse.
Attended: (2023, May). American Society of Evidence-Based Policing 2023 Annual Conference. Las

Vegas, NV.
Attended: University of Tennessee Chattanooga. (2023, April 19.) Stories from prison: The case for prison ethnography. University of Tennessee Chattanooga.
Attended: Justice Clearinghouse. (2023, March 23). *Use of Force: Improved Performance through an Evidence-Based Approach*. [Webinar]. Justice Clearinghouse.

2022
Attended: National Policing Institute. (2022, December 14.) *CS360: A model for practical problem-solving*. [Webinar]. National Policing Institute.
Attended: American Society of Criminology 2022 Annual Conference. (2022, November). Atlanta, GA. Attended: Southern Criminal Justice Association 2022 Annual Conference. (2022, September). Asheville, NC.
Attended: American Society of Evidence-Based Policing. (2022, June-July.) Applied Criminology and Data Management Course. University of North Carolina at Chapel Hill.
Attended: Miller, Chanel. (2022, April 20). *Exploring storytelling and art as activism*. University of Tennessee Chattanooga.
Attended: SAGE/ACJS. (2022, March 15-16). *2022 Professional Development Teaching Workshop*. Academy of Criminal Justice Sciences. Las Vegas, NV.
Attended: SAGE/ACJS. (2022, March). Academy of Criminal Justice Sciences 2022 Annual Meeting. Las Vegas, NV.
Attended: Peyer, I. (2022, February 23). *Quick Wits: Encouraging students to think more deeply*. University of Tennessee Chattanooga.
Attended: Gibbs, L. (2022, January 21). Lois Gibbs. University of Tennessee Chattanooga.

2021
Attended: Alvarez, A., Daigle, L. E.; Muftic, L. R.; Payne, B. (2021, October 21). *Criminal justice professors'*
career decisions over their life course. SAGE Publishing.
Attended: Archbold, C., Huynh, C., & Mzrola, T. (2021, September 22). *Teaching policing during a time of change: Classroom discussions on race, gender, and reform*. SAGE Publishing.
Attended: Southern Criminal Justice Association 2021 Annual Conference. (2021, September). Daytona Beach, SC.
Attended: Payne, B. (2021, August 24). *Games Criminologists Play*. [Faculty Development Workshop]. SAGE Publishing and the Academy of Criminal Justice Sciences.
Attended: Gau, J. (2021, June 8). *Teaching about policing in 2021 with Jacinta Gau*. [Faculty Development Workshop]. SAGE Publishing and the Academy of Criminal Justice Sciences.
Attended: Belknap, J. (2021, May 11). *Teaching about social justice in 2021 with Joanne Belknap*. [Faculty Development Workshop]. SAGE Publishing and the Academy of Criminal Justice Sciences.
Attended: Boyd, L. (2021, April 12). *Teaching about race and justice in 2021 with Lorenzo Boyd*. [Faculty Development Workshop]. SAGE Publishing and the Academy of Criminal Justice Sciences.
Attended: Ostrowe, J. (2021, March 15). *Transforming student perspectives through experiential learning with Jason Ostrowe*. [Faculty Development Workshop]. SAGE Publishing and the Academy of Criminal Justice Sciences.
Attended: Brunson, R. K. (2021, March 5). *Protests, police, and public safety: A discussion with Dr. Rod K. Brunson*. [Speaker Series]. University of Central Florida
Attended: Cobbina, J. (2021, February 19). *Hands up, don't shoot: Why the protests in Ferguson and Baltimore matter, and how they changed America*. [Racial Justice Speaker Series]. University of Central Florida.
Attended (2021, February 17). *Supporting minority students and junior faculty: Understanding how to be an ally*. [Virtual Panel]. American Society of Criminology Division of Victimology.

Attended: Rivera, E. (2021, January 26). *The 6 gears of creating engaging presentations*. [Webinar]. Creative Research Communications.

2020

Attended: (2020, November 19). *#AcademicTwitter networking in #Criminology*. [Conference Panel]. Criminology Consortium.
Attended: (2020, November 19). *Engaging criminal justice students through creative active and applied learning techniques*. [Conference Panel]. Criminology Consortium.
Attended: Boyles, A., Fernandez, J., McChristian, A., Williams, J. & Wilson, S. (2020, October 22). A *Virtual dialogue: Race and justice in America: Unpacking police violence, mass incarceration, and the courts.* [Webinar]. Montclair State University.
Attended: Williams, J. (2020, October 8). *From slavery to police brutality: The history of United States racist policing*. [Webinar]. Gannon University.
Attended: Boppre, B. & Pinchevsky, G. (2020, September 4). *Engaging students with infographic assignments*. [Webinar]. American Society of Criminology Division of Women & Crime.
Attended: Carter, L. (2020, September 4). *Teaching about race, gender, and diversity: Building our resource tool kits*. [Webinar]. American Society of Criminology Division of Women & Crime.
Attended: Cox, A. K. & Ningard, H. (2020, September 4). *Teaching the impact of implicit association: From freshmen to seniors*. [Webinar]. American Society of Criminology Division of Women & Crime.
Attended: Merken, S. (2020, September 4). *Lights, camera, action! Incorporating role playing and media in both race and gender online courses*. [Webinar]. American Society of Criminology Division of Women & Crime.
Completed: (2020, July). *Essentials of Online Teaching Certification Course*. University of Central Florida. Completed: (2020, July). *Universal Design in Learning Course*. University of Tennessee Chattanooga.
Completed: (2020, July). *Microsoft Teams Training.* Liberty University.
Attended: Bowers, M. (2020, May 7). *Train Your Brain: Developing a Growth Mindset*. [Webinar]. Columbia Southern University.
Attended: Wiley, J. (2020, April). *Beautiful minds lead to beautiful destinations*. [Webinar]. Columbia Southern University.
Attended: Milen, D. (2020, March 11). *Handing your own emergency: 'Dyer needs!*' [Webinar]. Columbia
Southern University.
Attended: Rzemyk, T. (2020, March 4). *Integrating exploratory trips into criminal justice and homeland security programs*. [Webinar]. Columbia Southern University.
Attended: McLeod-Simmons. (2020, February 19*). Facilitating student learning through discussion boards*. [Webinar]. Columbia Southern University.
Attended: Counts, M. (2020, February). *Mental health awareness*. [Presentation]. Encounter Counseling

2019

Attended: Mouras, T. (2019, October 25). *Law enforcement perspectives that may lead to radicalization*. [Webinar]. Columbia Southern University.
Attended: French, A. (2019, October 25). *An exploration of social support as a mediator between exposure to violence and trauma on PTSD among institutional correctional staff*. [Webinar]. Columbia Southern University.
Attended: Weise. (2019, September). *Best practices and challenges when working remotely*. [Webinar]. Columbia Southern University.
Attended: (2019, September 19). *Blind injustice: Wrongful convictions & criminal justice reform in America*. [Webinar]. Berea College.

Attended: Southern Criminal Justice Association 2019 Annual Conference. (2019, September). Nashville, TN.
Attended: Willey, J. (2019, August). *Poor scholarship vs. academic integrity*. [Webinar]. Columbia Southern University.
Attended: Mouras, T. (2019, July 26). *Equating Maslow's Hierarchy of Needs to the radicalization process of domestic terrorism*. [Webinar]. Columbia Southern University.
Attended: Hernandez, J. & Willis, T. (2019, June 29). *Developing crisis response plans for today's world*. [Seminar]. Security Magazine.
Attended: Mouras, T. & Manzano, S. (2019, May). *Addressing threats to U.S. borders and cybersecurity*. [Webinar]. Columbia Southern University.
Attended: Kelly, C. (2019, May). *Can cyber walls or virtual borders fix a national security issue or is there another more reliable method?* [Webinar]. Columbia Southern University.
Attended: Waesche, J. & Ngampornchai, A. (2019, March 1) Active learning across modalities: Techniques for fostering active learning in online courses. [Seminar]. University of Central Florida.
Attended: Jan. (2019, April). *The angry student*. [Webinar]. Columbia Southern University.
Attended: Smith, T. (2019, March). *Workplace violence*. [Webinar]. Columbia Southern University.
Attended: Moore, J. (2019, January). *Biological attacks*. [Webinar]. Columbia Southern University.

Courtney Crittenden, Ph.D.

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Email: courtney-crittenden@utc.edu

Education

2013	Ph.D., Criminology and Criminal Justice, University of South Carolina *Dissertation:* Gender and Programming: A comparison of Program Availability and Participation in U.S. Prisons for Men and Women *Committee:* Barbara A. Koons-Witt *(Chair),* Robert Kaminski, Emily Wright, Lynn Weber
2009	M.S. Criminal Justice, University of Tennessee at Chattanooga
2007	B.A. Behavioral Science with an emphasis in Criminal Justice and Sociology, *Summa Cum Laude,* Tennessee Wesleyan College

Academic Positions

2020 – present	*U.C. Foundation Associate Professor of Criminal Justice,* Department of Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga
2023 – present	*Criminal Justice Graduate Program Director,* Department of Social, Cultural and Justice Studies, University of Tennessee at Chattanooga
2020 – 2023	*Online Criminal Justice Program Coordinator*, Department of Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga
2015 – 2020	*U.C. Foundation Assistant Professor of Criminal Justice,* Department of Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga
2012 – 2015	*Assistant Professor,* Department of Criminal Justice and Criminology, East Tennessee State University

Research and Teaching Interests

Violence Against Women/Gendered Violence
Women and Crime
Criminological Theory
American Criminal Justice System
Corrections
Intersectionality in Criminal Justice
Research Methods

Publications

Refereed Journal Articles

* denotes work with undergraduate students; + denotes work with graduate students

Forthcoming Policastro, C.N., Rush, Z.+, **Crittenden, C.A**., & Garland, T. Spare the rod?: College students' experiences with and perceptions of corporal punishment. *Journal of Child and Family Studies.*

Forthcoming Gateley, H.C.+, **Crittenden, C.A**., Policastro, C.N., & McGuffee, K. Heteronormativity in criminology: Call for inclusive measurement of sexuality. *Criminal Justice Review.* https://doi.org/10.1177/07340168221138572

2024 Crick, S.+, **Crittenden, C.A.,** Policastro, C.N., Garland, T., & Dierenfeldt, R. Adverse childhood experiences (ACEs) and co-occurring disorders (CODs): Is there a relationship among ACEs, mental health issues, and substance use among inmates? *Journal of Drug Issues, 54*(3), 476-497. https://doi.org/10.1177/00220426231176466

2024 Koons-Witt, B.A., **Crittenden, C.A.,** Crick, S. +. Coping with Incarceration: How Women Adjust to Being Separated from their Children. *Criminal Justice and Behavior, 51*(3), 353-374. https://doi.org/10.1177/00938548231223172

2023 Scott, S.+, Dierenfeldt, R., Drawve, G., Rosenberger, J., **Crittenden, C.A.** & May, J. Analysis of the factors influencing multiple uses of crime guns: An exploratory study. *Journal of Criminal Justice, 86,* 102049. https://doi.org/10.1016/j.jcrimjus.2023.102049

2023 **Crittenden, C.A.,** Crick, S.+, Basham, S., & Storey, H.+ Let's talk about sex(uality): An examination of the inclusion and measurement of gender and sexuality in criminology. *American Journal of Qualitative Research, 7*(3), 65-90. https://doi.org/10.29333/ajqr/13240

2022 **Crittenden, C.A.,** Gateley, H.+, Policastro, C.N., & McGuffee, K. Exploring how gender and sex are measured in Criminology and Victimology: Are we measuring what we say we are measuring? *Women and Criminal Justice, 32*(1-2), 205-218.

2021 Hancock, K.+, Policastro, C.N., **Crittenden, C.A.**, & Garland, T. Major blame: Examining male rape myth acceptance across college majors. *Journal of Criminal Justice Education, 32* (1), 108-125.

2021 **Crittenden, C.A.,** Gimlin, A.+, Bennett, A.+, & Garland, T. Exploring faculty and students' attitudes about consensual sexual relationships and sexual harassment on college campuses. *Educational Policy, 35*(1), 41-66.

2020 Cole, T.+, Policastro, C.N., **Crittenden, C.A.,** & McGuffee, K. Freedom to post or invasion of privacy? Analysis of U.S. revenge porn statutes. *Victims & Offenders, 15*(4), 483-498.

2019 Carrillo, A.,+ **Crittenden, C.A.,** & Garland, T. Faculty perceptions of consensual sexual relationships between faculty and students. *Journal of Academic Ethics, 17*(4), 331-343.

2018 Koons-Witt, B.A. & **Crittenden, C.A.** Gender differences and program participation among prisoners with co-occurring substance abuse and mental health disorders. *Journal of Offender Rehabilitation, 57*(7), 431-458.

2018 **Crittenden, C.A.,** Koons-Witt, B.A., & Kaminski, R. Being Assigned Work in Prison: Do Race and Gender Matter. *Feminist Criminology, 13*(4), 359-381.

2017 **Crittenden, C.A.,** Policastro, C. & Eigenberg, H.M. Attitudes toward dating violence: How does sexual identity influence perceptions among college students? *Journal of Aggression, Maltreatment, & Trauma, 26*(7), 804-824.

2017 **Crittenden, C.A.** & Koons-Witt, B.A. Gender and programming: A comparison of participation in U.S. Prisons. *International Journal of Offender Therapy and Comparative Criminology, 61*(6), 611-644.

2014 Richards, T.N., **Crittenden, C.A.**, Garland, T., & McGuffee, K. An exploration of policies governing faculty-to-student consensual sexual relationships on university campuses: Current strategies and future directions. *Journal of College Student Development, 55*(4), 337-352.

2013 Wright, E.M., DeHart, D.D., Koons-Witt, B.A. & **Crittenden, C.A**. "Buffers" against crime? A look at positive relationships among women offenders. *Punishment and Society, 15*(1), 71-95.

2013 **Crittenden, C.A.** & Wright, E.M. Predicting patriarchy: Using individual and contextual factors to examine patriarchal endorsement in the community. *Journal of Interpersonal Violence, 28*(6), 1267-1288.

2011 **Crittenden, C.A.**, Wright, E.M., & Fagan, A.A. The effects of exposure to intimate partner violence on children's development. *Family & Intimate Partner Violence Quarterly, 4*(2), 113-123.

Book Chapters and Other Publications

2018 **Crittenden, C.A.,** Policastro, C. Feminist Victimization Theories. In B.M. Huebner (Ed.), *Oxford Bibliographies in Criminology*. New York City, NY: Oxford University Press.

2013 Koons-Witt, B.A. & **Crittenden, C.A.** Gender-Responsive Practices. In S.L. Maillicoat & C.L. Gardiner (Eds.). *Criminal Justice Policy.* Thousand Oaks, CA: Sage Publications.

Works Under Review/In Progress

Under Review Policastro, C.N., Crittenden, C.A., Clark, J.,+ & Arrington, R.+ "Oh, are you Gay?": An exploration of LGBTQ+ students' lived experiences with microaggressions on a university campus.

Under Review Clark, J.,+ Crittenden, C.A., Policastro, C.N., & Hancock, K. Pervasive apathy or bad research methodology? Examining the quality of gender measurements in criminological and criminal justice research.

Technical Reports

2019 Dierenfeldt, R., Garland, T., Policastro, C. & **Crittenden, C.A**. *Drug abuse and recovery in rural Tennessee communities: A needs assessment.* Final report submitted to the Southeast Tennessee Human Resource Agency (SETHRA).
Funding Agency: Tennessee Department of Human Services

2011 Wright, E.M., Fagan, A.A. & **Crittenden, C.A**. *Exposure to Intimate Partner Violence: Gendered and Contextual Effects on Adolescent Interpersonal Violence, Drug Use, and Mental Health Outcomes.* NIJ # 2009-IJ-CX-0043, Final Report submitted to the National Institute of Justice. Document NCJ #235153
Funding Agency: National Institute of Justice

2010 **Crittenden, C.A.** & Wright, E.M. *SISTERCARE Domestic Violence Shelter Staff Evaluation*. Final report submitted to Sistercare, Inc.
Cooperating Agency: Sistercare, Inc., Columbia, SC.

2010 Wright, E.M. & **Crittenden, C. A.** *SISTERCARE Domestic Violence Shelter Program Evaluation*. Final report submitted to Sistercare, Inc.
Cooperating Agency: Sistercare, Inc., Columbia, SC

Presentations

2023 Policastro, C.N., **Crittenden, C.A.,** Marcum, C. University staff perceptions of resources and policies across the southern U.S. Presented at the American Society of Criminology Annual Meeting, Philadelphia, PA.

2022 Arrington, R.+, Clark, J.+, Policastro, C.N., & **Crittenden, C.A.** Exploring avoidance behaviors on campus among gender and sexual minorities. Poster presented at the Southern Criminal Justice Association Annual Conference, Asheville, NC.

2022 **Crittenden, C.A.,** & Policastro, C.N. Concept conflation: Measuring sex and gender in Criminology. Presented at the Southern Criminal Justice Association Annual Conference, Asheville, NC.

2021 Crick, S. +, **Crittenden, C.A**., Policastro, C.N., Garland, T. & Dierenfeldt, R. Adverse childhood experiences (ACEs) and co-occurring disorders: Is there a relationship between ACEs, mental health, and substance use among inmates? Presented at the Southern Criminal Justice Association Annual Conference, Daytona Beach, FL.

2021 Portugal Dos Santos, V.A. +, Policastro, C.N., **Crittenden, C.A.**, & Garland, T. Rape myth acceptance and fear of sexual victimization on college campuses. Presented at the Southern Criminal Justice Association Annual Conference, Daytona Beach, FL.

2020 Storey, H. + & Crittenden, C.A. Race and ethnicity in criminal justice publications. Presented virtually at the Southern Criminal Justice Association Annual Conference. (2nd Place Masters' Student Lightning Talk Competition)

2019 **Crittenden, C.A.,** Gateley, H.+, & Dodge, D.* Looking for intersections in research. Presented at the Southern Criminal Justice Association Annual Conference, Nashville, TN.

2019 Gateley, H.+, Dodge, D.*, & **Crittenden, C.A.** Measuring gender and sexuality in criminology. Presented at the Southern Criminal Justice Association Annual Conference, Nashville, TN.

2019 **Crittenden, C.A.,** Bumphus, V., Gateley, H.+, & Dodge, D*. Exploring social constructs in criminological research. Poster presented at Academy of Criminal Justice Sciences Annual Meeting, Baltimore, MD.

2019 Hancock, K.+, Policastro, C.N., **Crittenden, C.A.**, & Garland, T. Perceptions of male rape victims. Poster presented at Academy of Criminal Justice Sciences Annual Meeting, Baltimore, MD.

2018 Policastro, C.N., **Crittenden, C.A.,** Garland, T. & Hancock, K.+ Victim blaming attitudes among college students: Exploring perceptions of male rape victims. Presented at the Southern Criminal Justice Association Annual Conference, Pensacola, FL.

2018 Bennett, A.+, **Crittenden, C.A.,** & Garland, T. Faculty perceptions of consensual sexual relationships between university faculty and students. Presented at Academy of Criminal Justice Sciences Annual Meeting, New Orleans, LA.

2017 **Crittenden, C.A.,** Garland, T., & Bennett, A.+ Consensual sex relationships: How do faculty and students' opinions compare. Presented at the Southern Criminal Justice Association Annual Conference, New Orleans, LA.

2016 **Crittenden, C.A.,** Policastro, C.N., & Eigenberg, H.M. Attitudes toward dating violence: How does sexual identity influence perceptions? Presented at American Society of Criminology Annual Meeting, New Orleans, LA.

2016 Policastro, C.N, **Crittenden, C.A.,** & Eigenberg, H. M. Educators' perceptions of Intimate Partner Violence. Presented at the Southern Criminal Justice Association Annual Conference, Savannah, GA.

2016 Garland, T. & **Crittenden, C.A.** Faculty perceptions of student/faculty consensual relationships. Paper presented at the Academy of Criminal Justice Sciences Annual Meeting, Denver, CO.

2015 **Crittenden, C.A.,** Garland, T., & Bennett, A.+ (2015). Crossing the line: Student perceptions of student/faculty consensual sexual relationships. Poster presented at the American Society of Criminology Annual Meeting. Washington, D.C.

2015 Piatak, K.A.+ & **Crittenden, C.A.** Assessing victim blame: Intersections of rape victim race, gender, and ethnicity. Paper presented at the American Society of Criminology 2015 Annual Meeting, Washington, D.C.

2014 **Crittenden, C.A.** & Koons-Witt, B.A. Treating Co-Occurring Disorders in Female Inmates. Paper presented at the Southern Criminal Justice Association 2014 Annual Conference, Clearwater, FL.

2013 Capowich, G.E., Brauer, J.R., Jacques, S., Wright, K.A., Vaske, J.C., & **Crittenden, C.A.** *(chair).* Professional Development Panel: Balancing Teaching, Research, and Service Demands in Academia. Presented at the American Society of Criminology 2013 Annual Meeting, Atlanta, GA.

2013 **Crittenden, C.A.** & Koons-Witt, B.A. Gender and programming: A comparison of program participation in U.S. prisons. Paper presented at the American Society of Criminology 2013 Annual Meeting, Atlanta, GA.

2012 **Crittenden, C.A.** & Koons-Witt, B.A. Assessing gender differences in the availability of programming in U.S. prisons. Paper presented at the American Society of Criminology 2012 Annual Meeting, Chicago, IL.

2011 **Crittenden, C.A.** & Wright, E.M. Predicting patriarchy: Using individual and contextual factors to examine patriarchal endorsement in the community. Paper presented at the American Society of Criminology 2011 Annual Meeting, Washington, D.C.

2011 **Crittenden, C.A.,** Wright, E.M. & Koons-Witt, B. "Buffers" against crime? A look at positive relationships among women offenders. Paper presented at the American Society of Criminology 2011 Annual Meeting, Washington, D.C.

2010 **Crittenden, C.A.** & Eigenberg, H.M. Attitudes toward women and their effect on rape myth acceptance. Paper presented at the American Society of Criminology 2010 Annual Meeting, San Francisco, California.

2009 **Crittenden, C.A.** & Eigenberg, H.M. Predicting attitudes toward sexual harassment. Paper presented at the American Society of Criminology 2009 Annual Meeting, Philadelphia, Pennsylvania.

Teaching Experience

University of Alcala, Alcala de Henares, Spain, Instructor for Franklin Institute (March 2023)

Male Violence Against Women (undergraduate)

University of Tennessee at Chattanooga, Assistant/Associate Professor (2015- Present)

UHON 2850 Innovations in Honors Lab I (undergraduate)
UHON 2860 Innovations in Honors Lab II (undergraduate)
CRMJ 2100 Criminology (undergraduate, face to face and online)
CRMJ 2950/ WSTU 2950 Violence Against Women (undergraduate, face to face and online, Quality Matters Certified)
CRMJ 3110 Research Methods in Criminal Justice (undergraduate, face to face, online, and Hybrid, Quality Matters Certified)
CRMJ 3210 Corrections (undergraduate, face to face and online)
CRMJ 3310 Race, Class, Gender, and Crime (undergraduate, face to face and online)
CRMJ3810/ WGSS 3810 Women and Criminal Justice (undergraduate, online, hybrid)
CRMJ 5000 Criminal Justice ProSeminar (graduate, hybrid)
CRMJ 5010 Research Methodology I (graduate, face to face and hybrid)
CRMJ 5030 Criminology (graduate, face to face, hybrid, and online, Quality Matters Certified)
CRMJ 5130 Diversity and Crime (graduate)
CRMJ 5430 Corrections and Society (graduate, hybrid and online)

East Tennessee State University, Assistant Professor (2012 – 2015)

CJCR 3010 Research Methods in Criminal Justice (undergraduate)
CJCR 4580 Violence: The American Experience (undergraduate)
CJCR 4670 Race, Gender, & Crime (undergraduate)
CJCR 4950 Women and the Criminal Justice System (undergraduate)
CJCR 5580 Violence: The American Experience (graduate)
CJCR 5500 Women and the Criminal Justice System (graduate)

South University, Instructor (2012)

CRJ 3014 Criminal Justice and the Media (undergraduate)

University of South Carolina, Graduate Assistant

CRJU 101 The American Criminal Justice System (undergraduate)
CRJU 421 Victimization (undergraduate)
CJCR 341 Sociology of Crime (undergraduate – assisted).

University of Tennessee at Chattanooga, Graduate Intern (2009)
CRMJ 110 Introduction to the Criminal Justice System (Undergraduate)

Trainings
2022 Walker Center for Teaching and Learning Faculty Fellow

Service Activities

Service to the Community

2023 – present Executive Committee Member/Fundraising Chair, Love, Period. St. Paul's Episcopal Church, Athens, TN. Love, Period. actively works to fight period poverty and stigma. As Fundraising Chair on the Executive Committee, it is my job to make sure we meet our yearly fundraising goals. In 2023, we successfully met and surpassed our goal of raising $22,000.

2022 – 2023 Committee Member, McMinn County Cash Bail Fund Initiative. In this role, I assist a group of people working to develop a cash bail fund in McMinn County, TN.

2022 Vestry Senior Warden, St. Paul's Episcopal Church, Athens, TN. The Senior Warden position is akin to being the Chair of a Board of Trustees for a non-profit. St. Paul's, in addition to providing religious programming and support, also provides over 200,000 lbs of food to the community each year and provided over 46,000 period and incontinence products through its outreach services.

2021 – present Committee Member, A Step Ahead Chattanooga (ASAC) Contraceptive Access Advisory Committee (CAAC). The role of the CAAC is to advise the Regional Health Educator of ASAC to meeting community needs and eliminate barriers women face to accessing contraception.

2019 – 2023 Committee Chair, Love, Period. St. Paul's Episcopal Church, Athens, TN. It is estimated that 1 in 5 girls in the U.S. will miss school due to lack of access to period products. Love, Period. works to address this need for low income girls and women in our community.

2019 - 2021 Community Representative, United Way of McMinn and Meigs Counties. I served as a community representative and evaluated the organizations requesting funding from the United Way.

2019- 2022 Committee Chair, Adult Sunday School Curriculum Committee, St. Paul's Episcopal Church, Athens, TN. I was asked to chair the curriculum committee and help plan the Sunday school lessons for Adult Sunday School due to my experience in academia and as a professor/educator.

2015 – present	Volunteer and Patron, Athens Area Council for the Arts, Athens, TN. The Arts Center provides pro-social summer camps and programming throughout the year for school-aged children. I have volunteered several times with these camps and programming.

Service to the Discipline

2022	Panel Chair, Measurement issues in teaching and criminal justice courses, Southern Criminal Justice Association, Asheville, NC.
2021	Committee Chair, Southern Criminal Justice Association Outstanding Professional Award Committee.
2021	Panel Chair, Correlates and Predictive Factors of Experiences of Offenders in the System. Southern Criminal Justice Association, Daytona Beach, FL.
2020	Committee Chair, Southern Criminal Justice Association Graduate Student Poster Competition Committee.
2018 – 2019	Committee Chair, Southern Criminal Justice Association Ad Hoc Internal Policy Audit Committee.
2018	Panel Chair, Sexual Offense Suspects, Offenders, and Victims, Southern Criminal Justice Association, Pensacola, FL.
2017	Committee Member, Southern Criminal Justice Association Student Poster Competition Committee.
2016- 2021	Committee Member, Southern Criminal Justice Association Audit Committee.

University Service

2023-present	Graduate Council Appeals Committee, *Committee Member,* UTC.
2023- present	Graduate Council, *Committee Member*, UTC.
2023	Walker Center for Teaching and Learning Online Teaching Certificate Reviewer, UTC.
2021 – present	Walker Center for Teaching and Learning Advisory Board, member, UTC.
2020- 2023	Faculty Senate, Senator at Large, UTC.
2017 – present	Safe Zone Ally Training, *Facilitator*, UTC.
2016 - 2017	Faculty Grants Committee, member, UTC.
2016 – 2018	Women's Center Renaming Committee, member, UTC.
2016	Women's Center Search Committee for Assistant Director, member, UTC.
2016	Sexual Assault Awareness Programing, Film Screening Facilitator, UTC.
2016 – present	Institutional Review Board, member, UTC.
2015- 2018	CAT Grader, Grader Dec. 2015, Dec. 2017, Dec. 2018, UTC.
2015- present	SafeZone Ally Training, *Ally,* UTC.

2014	Panel Member for Academic Misconduct Appeal. College of Arts and Sciences, ETSU.
2014	SafeZone Ally Training, *Ally,* ETSU.
2012 – 2015	Honors-In-Discipline Coordinator for the Department of Criminal Justice and Criminology, ETSU.

Department Service

Graduate Thesis Chairperson

2023-2024	Brenda Zaragoza. Department of Social, Cultural, and Justice Studies, UTC.
2023	Jadon Clark. Department of Social, Cultural, and Justice Studies, UTC.
2021-2022	Skylar Crick. Department of Social, Cultural and Justice Studies, UTC. *Adverse Childhood Experiences (ACEs) and Co-Occurring Disorders: Is there a relationship?* Graduated Spring 2022.
2019- 2020	Bethany Bray. Department of Social, Cultural and Justice Studies, UTC. *Examining gender and institutional ties in criminological research.* Graduated Spring 2020.
	Hannah Gateley. Department of Social, Cultural and Justice Studies, UTC. *Measuring sexuality and gender in criminology.* Graduated Spring 2020.
2014 – 2015	April Miller. Department of Criminal Justice and Criminology, ETSU. *The effects of gender, race, and age on sentencing decisions.* Graduated Spring 2015.
	Kirsten Piatak. Department of Criminal Justice and Criminology, ETSU. *Assessing victim blame: Intersections of Victim Race, Ethnicity, & Gender.* Graduated Spring 2015.
2014	Giovanna Lima, Department of Criminal Justice and Criminology, ETSU. *Women Killers.* Graduated Spring 2014.

Committee Member

2021-2022	Samantha Scott, Department of Social, Cultural, and Justice Studies, UTC.
2021	Vivian Portugal, Department of Social, Cultural, and Justice Studies, UTC.
2020- 2021	Heather Storey, Department of Social, Cultural and Justice Studies, UTC.
2019 – 2020	Zachary Rush, Department of Social, Cultural, and Justice Studies, UTC.

2018-2019	Katelyn Hancock, Department of Social, Cultural, and Justice Studies, UTC.
2017-2018	Tessa Piety, Department of Social, Cultural, and Justice Studies, UTC.
2016 – 2017	April Bennett. Department of Criminal Justice, UTC.
2013 – 2015	Alison Cox. Liberal Studies Program. ETSU.

Undergraduate Honor's Thesis

Chairperson

2023-2024	Belma Kurpejovic, Department of Social, Cultural, and Justice Studies, UTC.
2020-2021	Sarah Emily Still, Department of Social, Cultural, and Justice Studies, UTC.
2018-2019	Dominique Malone. Department of Social, Cultural, and Justice Studies, UTC.
2013 - 2014	Christian Jordan Howell. Department of Criminal Justice and Criminology, ETSU. *The media's response to domestic versus international terror.* Graduated Spring 2014. Samantha Lower. Department of Criminal Justice and Criminology, ETSU. *Controlling juvenile behavior: An empirical test of Hirschi's Attachment and Involvement.* Graduated Spring 2014.

Comprehensive Exams

Grader	Fall 2015 – Spring 2023, UTC
Grader	Spring 2013; Fall 2013; Spring 2012; Fall 2012, ETSU

Independent Study Faculty Advisor

2023	Jack Henley (undergraduate). UTC Honors College. *Racial and Ethnicity measurement in CCJ research.*
2022	Brenda Zaragoza (undergraduate). Department of Social, Cultural, and Justice Studies, UTC. *Examining the impact of COVID-19 on jails.*
2020	Heather Storey (graduate). Department of Social, Cultural, and Justice Studies, UTC. *Exploring social constructs in criminological research.*
2020	Dalyn Hodge (undergraduate). Department of Social, Cultural, and Justice Studies, UTC. *Sexual Harassment Attitudes and Pervasiveness of College Campuses.*

2019	Hannah Gateley (graduate). Department of Social, Cultural, and Justice Studies, UTC. *Examining Criminological Literature.*
2013	Alex Cantrell (undergraduate). Department of Criminal Justice and Criminology, ETSU. *Police Interrogation Techniques.*
2013	Alison Cox (graduate). Gender Responsive Programming and the Female Offender. Master of Arts in Liberal Studies, ETSU.
2013	Lydia Sharpe (undergraduate). Department of Criminal Justice and Criminology, ETSU. *Perceptions of Hate Crimes.*

Other Departmental Service

2023 – current	*Criminal Justice Graduate Director,* Department of Social, Cultural, and Justice Studies, UTC.
2022 – 2023	*RTP Committee,* Committee Chairperson, Department of Social, Cultural, and Justice Studies, UTC.
2022- 2023	*Assistant Professor Search Committee,* Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2021 – 2023	*Recruitment and Retention,* Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2020 – 2023	*Online Program Coordinator,* Criminal Justice B.S. Online Degree Program. Department of Social, Cultural, and Justice Studies, UTC.
2020 – current	*RTP Committee,* Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2020 – 2021	*Department Chair Search Committee,* Committee Member, Department of Social, Cultural, and Justice Studies, UTC
2019 – 2020	*Department Chair Search Committee,* Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2019 -2021	*Curriculum Committee,* Committee Chair. Department of Social, Cultural, and Justice Studies, UTC.
2018 – 2019	*Assistant Professor Search Committee,* Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2017 - 2018	*Faculty Expectations Ad Hoc Committee,* Committee member, Department of Social, Cultural, and Justice Studies, UTC.

2017	*Assistant Professor Search Committee,* Committee member, Department of Criminal Justice, UTC.
2015-2016	*Assistant Professor Search Committee,* Committee member, Department of Criminal Justice, UTC.
2015 – 2016	*Social Justice Film Series*, Co-Curator, Department of Criminal Justice in conjunction with Department of Sociology, Anthropology, and Geography.
2014	*Assistant Professor Search Committee,* Committee Chair, Department of Criminal Justice and Criminology, ETSU.
2013	*Assistant Professor Search Committee,* Committee member, Department of Criminal Justice and Criminology, ETSU.
2013	*Teaching Mentor*, Department of Criminal Justice and Criminology, ETSU.
2012 – 2015	*Graduate Admissions Committee,* Committee member, Department of Criminal Justice and Criminology, ETSU.
2012 – 2015	*Scholarship Committee,* Committee member, Department of Criminal Justice and Criminology, ETSU.
2012	*Assistant Professor Search Committee,* Committee member, Department of Criminal Justice and Criminology, ETSU.

Journal Reviewer
European Journal on Criminal Policy and Research
International Journal of Offender Therapy and Comparative Criminology
International Journal of English and Literature
SAGE Open
Journal of Interpersonal Violence
Feminist Criminology
Journal of Offender Rehabilitation
Criminal Justice and Behavior
Criminology
Women & Criminal Justice
The Social Science Journal
Justice Quarterly
Victims & Offenders
Book Review
Oxford University Press
Sage Publications

Grants

External Grants

2019 *Co-Investigator.* Drug abuse and recovering in rural Tennessee communities: A needs assessment. Principle and Co-Investigators: Rick Dierenfeldt, Tammy Garland, Christina Policastro, & Courtney Crittenden, University of Tennessee at Chattanooga. DGA#60060. *Funding Agency:* Tennessee Department of Human Services. *Total Funded Amount:* $50,000.

2011 *Graduate Research Assistant.* Exposure to Intimate Partner Violence: Gendered and Contextual Effects on Adolescent Interpersonal Violence, Drug Use, and Mental Health Outcomes. Principle Investigators: Emily Wright & Abigail Fagan, University of South Carolina. NIJ Grant # 2009-IJ-CX-0043. *Funding Agency:* National Institute of Justice *Total Funded Amount:* $37,179.

Internal Grants

2023 Research and Creative Activities (RCA) Grant for the College of Arts and Sciences.($1,250).

2022 Research and Creative Activities (RCA) Grant for the College of Arts and Sciences. ($1,724).

2022 UTC Library's Affordable Course Materials Initiative ($500.00). CRMJ 3110 Research Methods in Criminal Justice.

2020 UTC Course Design Program Participant. Walker Center for Teaching and Learning. ($2,000).

2019 College of Arts & Sciences Faculty Achievement Award (FAA) supporting travel to annual meeting of the Academy of Criminal Justice Science in Baltimore, MD ($1,000).

2018 UTC Library's Affordable Course Materials Initiative ($500.00). CRMJ 3310 Race, Class, Gender, and Crime.

2017 UTC Faculty Grants Award supporting travel to Annual meeting of the Southern Criminal Justice Association in New Orleans, LA ($1,242.56).

2016 College of Arts and Sciences Travel Funding. Award supporting travel to Annual meeting of American Society of Criminology in New Orleans, LA ($500.00).

2016 Officer of Equity and Diversity Access and Diversity Professional Development award supporting travel to Annual meeting of the Academy of Criminal Justice Science in Denver, CO ($1103.70).

2015 College of Arts and Sciences Travel Funding. Award supporting travel to Annual meeting of American Society of Criminology in Washington, D.C. ($500.00).

Professional Development

2023 Completed. Professional Certification in College Student Wellbeing: Trauma and Resilience. FSU Continuing Education, Center for Academic and Professional development. Florida State University. 20 contact hours.

2023 Completed. Walker Center for Teaching and Learning Online Teaching Certificate.

2022 Completed. Faculty Fellows. Walker Center for Teaching and Learning. University of Tennessee Chattanooga.

Academic Experience

2010 – 2012 Graduate Teaching Assistant, Department of Criminology and Criminal Justice, University of South Carolina
Courses Assisted: CRJU 101 – The American Criminal Justice System and CRJU 341 – Sociology of Crime

2009 – 2010 Graduate Research Assistant, Department of Criminology and Criminal Justice, University of South Carolina

2008 Editorial Assistant, *Feminist Criminology*, University of Tennessee at Chattanooga

2007 – 2009 Graduate Assistant, Women's Center and Transformation Project, University of Tennessee at Chattanooga
Courses Assisted: University 101 – Guest Speaker

2006 Intern, Tennessee Board of Probation and Parole, Cleveland, Tennessee

2005 Intern, Office of Chancellor Jeri Bryant, Tenth Judicial District, Tennessee

Awards

2020 *Daily Post Athenian's* 20 Under 40

2020 *Daily Post Athenian's* Women of Achievement

2022 Harold Love Outstanding Community Service Award. *This award recognizes community service by higher education students and faculty/staff at the campus level and was created through legislation enacted by the Tennessee General Assembly in 1991. In 1997, the awards were named for the late Representative Harold Love, Sr., who was instrumental in passing the enabling legislation. Elected to the General Assembly in 1968, Rep. Love, Sr. was known for his compassion and good humor. A prominent Nashville insurance salesman, Rep. Love also served on the board of directors for the South Street Center and the Eighteenth Avenue Community Center. He graduated from Tennessee State University and was awarded its Distinguished Alumnus Award.*

According to Dr. Emily House, they "receive nominations from every corner of the State that exemplify the true meaning of public service in the most amazing, innovative, and thoughtful ways. "

2024 2023-2024 College of Arts and Sciences Outstanding Tenured/Tenure-Track Teaching Award

Andrew S. Denney, Ph.D.
Curriculum Vitae
Assistant Professor of Social, Cultural, and Justice Studies University of Tennessee at Chattanooga
Dept. 3203
State Office Building Rm. 444 615 McCallie Ave.
Chattanooga, TN 37403-2598
Email: andrew-denney@utc.edu Phone: 423-425-4195

EDUCATION

PH.D. UNIVERSITY OF LOUISVILLE, Justice Administration MAY 2015 Dissertation: *Sex Offenses at Protestant Christian Churches: A Typology and Examination Using Social Disorganization Theory*

Committee: Dr. Richard Tewksbury (Chair), Dr. Viviana Andreescu, Dr. Theresa Hayden, Dr. Ryan Schroeder

M.S. UNIVERSITY OF LOUISVILLE, Justice Administration MAY 2012 Thesis: *Backgrounds and Motivations of Faith-Based Halfway House Volunteers*, Graduate Dean's Citation Recipient

Committee: Dr. Richard Tewksbury (Chair), Dr. Cherie Dawson-Edwards, Dr. Seana Golder

B.A. WESTERN KENTUCKY UNIVERSITY, History, Sociology DECEMBER 2009
Summa Cum Laude Minor in
Criminology

ACADEMIC & RESEARCH POSITIONS HELD

Assistant Professor
Department of Social, Cultural, and Justice Studies August 2023-Present UNIVERSITY OF TENNESSEE AT CHATTANOOGA, Chattanooga, TN

Associate Professor (tenured) Spring 2023-August 2023 Department of Criminology & Justice
LOYOLA UNIVERSITY NEW ORLEANS, New Orleans, LA

Assistant Professor Fall 2018-PRESENT
Department of Criminology & Justice
LOYOLA UNIVERSITY NEW ORLEANS, New Orleans, LA

Assistant Professor FALL 2015-AUGUST

2018 Department of Criminology & Criminal Justice
UNIVERSITY OF WEST FLORIDA, Pensacola, FL

Graduate Teaching Assistant 2012-2015
Department of Justice Administration
UNIVERSITY OF LOUISVILLE, Louisville, KY

Graduate Research Assistant 2011-2012
Department of Justice Administration
UNIVERSITY OF LOUISVILLE, Louisville, KY

RESEARCH INTERESTS

- Institutional Corrections
- Community Re-entry
- Faith-Based Programming
- Sexual Deviance

PUBLICATIONS

Peer-Reviewed Journal Articles (*denotes student co-author)

Denney, A. S., Copenhaver, R., & Rapp V. (Accepted). Police cadet perceptions on the use of identification cards for persons with Autism Spectrum Disorder (ASD). *Safety and Emergency Services*.

Stickle, B., Denney, A. S., & Fritts, S. (Accepted). Rural Jail Reentry Case Management: An Examination of the Middle Tennessee Rural Reentry (MTRR) Program. *Justice Evaluation Journal*.

Denney, A.S., Torres, C.E., Oram, C., & Sutton, M. (2022). Crime at Places of Worship: A Geospatial Analysis. *Criminal Justice Studies*, *35*(4), 347-363.

Denney, A.S. (2022). Child sex abusers in Protestant Christian churches: An offender typology. *Journal of Qualitative Criminology & Criminal Justice*, *12*(1), 42-79.

Goulette, N. G., Denney, A. S., Crow, M., & Ferdik, F. (2022). "Anything can happen at any time:" Perceived causes of correctional officer injuries. *Criminal Justice Review*, *47*(1), 17-33.

Goulette, N.G., Denney, A.S., Crow, M., & Johnson, K. (2021). Modifying an introduction to criminal justice course to be writing intensive. *Journal of Criminal Justice Education*, *32*(4), 479-494.

Copenhaver, A., Denney, A. S., & Rapp, V.* (2020). Police cadet general and interactional

knowledge of persons with Autism Spectrum Disorders (ASDs). *Policing: An International Journal*, *43*(2), 345-359.

Denney, A. S., Copenhaver, A., & Schwendau, A. (2020). Predicting health and wellness outcomes for probation and parole officers: An exploratory study. *Criminal Justice Policy Review, 31*(4), 573-591.

Herzog, J., Scott, D., Ferdik, F., Denney, A.S., & Conklin, B. (2019). Participant perceptions of veteran's treatment courts: A qualitative assessment and systems model. *Journal of Veterans Studies*, *4*(2), 78-93.

Denney, A.S., & Goulette, N.G. (2019). College student views on criminality and community correctional sanctions: A high-impact practice. *Corrections: Policy, Practice and Research*, *4*(1), 58-78.

Denney, A.S., Kerley, K.R., & Gross, N.G. (2018). Child sexual abuse in Protestant Christian congregations: A descriptive analysis of offense and offender characteristics. *Religions*, *9*(1), 27.

Denney, A.S. (2018). Prison chaplains: Perceptions of criminality, effective prison programming characteristics, and the role of religion in the desistance from crime. *American Journal of Criminal Justice*, *43*(3), 694-723.

Goulette, N., & Denney, A.S. (2018). Probation simulation: A high-impact practice. *Journal of Criminal Justice Education*, *29*(3), 370-398.

Denney, A.S. (2017). Prison chaplains: Inmate/correctional officer role perceptions and conflict management in modern corrections. *Corrections: Policy, Practice and Research, 2*(3), 189-210.

Denney, A.S., & Connor, D.P. (2016). Serious juvenile offenders who have experienced emerging adulthood: Substance use and recidivism. *Children and Youth Services Review*, *67*(1), 11-19.

Vito, G.F., Higgins, G.E., & Denney, A.S. (2014). Transactional and transformational leadership: An examination of the Leadership Challenge Model. *International Journal of Police Strategies and Management*, *37*(4), 809-822.
3rd Most Downloaded Article in Journal Since 2005

Tewksbury, R., Connor, D., & Denney, A.S. (2014). Disciplinary infractions behind bars: An exploration of importation and deprivation theories. *Criminal Justice Review, 39*(2), 201- 218.

Denney, A.S., Tewksbury, R., & Jones, R. (2014). Beyond basic needs: Social support and structure for successful offender reentry. *Journal of Qualitative Criminal Justice and Criminology*, *2*(1), 39-67.

Denney, A.S., & Tewksbury, R. (2013). Motivations and the need for fulfillment among faith-based halfway-house volunteers. *Justice Policy Journal, 10*(1)

http://www.cjcj.org/uploads/cjcj/documents/denney_et_al.pdf.

Denney, A.S., & Tewksbury, R. (2013). Characteristics of successful personal ads in a BDSM on-line community. *Deviant Behavior, 34*(2), 153-168.

Denney, A.S., & Tewksbury, R. (2013). How to write a literature review. *Journal of Criminal Justice Education, 24*(2), 218-234.
Most Downloaded Article in Journal History

Tewksbury, R., Higgins, G.E., & Denney, A.S. (2012). Validating a measure of work stress for correctional staff: A structural equation modeling approach. *Criminal Justice Policy Review, 24*(3), 338-352.

Tewksbury, R., Higgins, G.E., & Denney, A.S. (2012). Measuring work stress among correctional staff: A Rasch measurement approach. *Journal of Applied Measurement, 13*(4), 394-402.

Books

Copenhaver, A., & Denney, A.S. (2023). Media & Crime: Contemporary issues. Kendall Hunt Publishing. ISBN: 979-8-7657-4875-6.

Book Chapters

Denney, A.S. (2018). Backgrounds and motivations of prison chaplains. In Kent R. Kerley (Ed.), *Finding Freedom in Confinement: The Role of Religion in Prison Life*. Westport: Praeger.

Denney, A.S., & Tewksbury, R. (2016). ICTs and sexuality. In T.J. Holt and M. McGuire (Eds.), *Handbook of Technology, Crime, and Justice*. London: Routledge.

Denney, A.S., & Tewksbury, R. (2014). Bug chasing: The pursuit of HIV infection. In E. Dretsch & R. Moore (Eds.), *Sexual Deviance Online*. Durham: Carolina Academic Press.

Encyclopedia Articles

Denney, A.S. (Forthcoming). Clergy: Sexual abuse. In T.K. Shackelford's (Ed.), *Encyclopedia of Religious Psychology and Behavior*.

Denney, A.S. (2021). Prison Rape. *Encyclopedia of Crime, Law Enforcement, Courts, and Corrections*. Westport: Praeger.

Denney, A.S. (2021). Religion in Prison. *Encyclopedia of Crime, Law Enforcement, Courts, and Corrections*. Westport: Praeger.

Denney, A.S. (2017). Faith-based programs. *Encyclopedia of Corrections*. Boston: Wiley-Blackwell.

Denney, A.S. (2017). Chaplains. *Encyclopedia of Corrections*. Boston: Wiley-Blackwell.

Denney, A. S. (2014). Bondage and discipline. *Encyclopedia of Social Deviance.* Thousand Oaks: SAGE Publications.

Tewksbury, R., & Denney, A.S. (2013). Homophobic assault. *Encyclopedia of Street Crime in America.* Thousand Oaks: SAGE Publications.

Tewksbury, R., & Denney, A.S. (2013). Exposure, indecent. *Encyclopedia of Street Crime in America.* Thousand Oaks: SAGE Publications.

Book Reviews

Denney, A.S. (July, 2012). Review of *Homies and Hermanos: God and Gangs in Central America* by Robert Brenneman (2012). Available from http://clcjbooks.rutgers.edu/books/homies_and_hermanos.html

Media Entries

Denney, A.S. (November, 2018). Prison chaplain views on criminality and reform. *Public Health Post.* Available from https://www.publichealthpost.org/research/prison-chaplain-views-on-criminality-and-reform/.

Manuscripts Under Review

Vito, G. F., Higgins, G. E., & Denney, A.S., Block, M., Baek, H., Jalain, C., & Garduno, L.S.

under review). Empowering police managers: The role of the Student Leadership Challenge Inventory in assessing leadership abilities and performance. *Policing*: *An International Journal*.

Manuscripts In-Progress

Stickle, B., Denney, A.S., & Sprick-Schuster, S. (in progress). State ranking of prison education programs.

Denney, A. S., & Copenhaver, A. (in progress). *Criminology and Criminal Justice: A Survey*. Kendall Hunt.

Denney, A. S., & Kerley, K. R. (in progress). Prison chaplains and COVID-19: An examination of the pandemic's impact upon job duties.

Denney, A. S., & Copenhaver, A.. (in progress). Law enforcement websites and Autism Spectrum Disorder (ASD): Awareness, advocacy, information, and interactions.

Copenhaver, A., & Denney, A. S. (in progress). The Media's Portrayal of Artificial Intelligence in the Criminal Justice System.

Copenhaver, A., Denney, A.S., & Ames, C.* (in progress). Criminologists and Twitter: An examination of Twitter usage.

Denney, A.S., & Paublanc, J. (in progress). Sex offenders in higher education: Differential personal and educational experiences.

EXTERNAL GRANTS

Dierenfeldt, R. (PI), Denney, A.S. (CO-PI), & Hancock, K. (CO-PI). (2024 Bureau of Justice (BJA) Solicitation O-BJA2024-172182, FY24). Enhanced Pre-trial Supervision Responses and Research with Hamilton County (Tennessee) Alternative Sentencing (HCAS). Funding total: $982,546.

Denney, A. S. (PI), Dierenfeldt, R., Basham, S., & Illes, G. (2024, May 22). Recidivism Reduction Initiative with Hamilton County (Tennessee) Alternative Sentencing (HCAS). Bureau of Justice Assistance (BJA) Solicitation 0-BJA-2024-172034, FY24 Second Chance Act Smart Supervision Program. Funding Total: $844,294. *Awaiting Funding Decision.*

Dierenfeldt, R. (PI), Denney, A. S., Basham, S., & Illes, G. (2024, May 6). Recidivism Reduction Initiative with Hamilton County (Tennessee) Alternative Sentencing (HCAS). Bureau of Justice Assistance (BJA) Solicitation 0-BJA-2024-172023, FY24 Community Supervision Strategies. Funding Total: $719,298 (GRANT14129185). *Awaiting Funding Decision.*

Ferdik, F., Crow, M., Goulette, N., & Denney, A.S. (Applied for, 2016). Assessing fatal and non-fatal work-related injuries experienced by correctional officers and their impact on their corrections environment. National Institute of Justice. Funding Total: $499,000. Did not receive funding.

INTERNAL GRANTS

Denney, A.S. (Awarded, 2023). The media's portrayal of artificial intelligence in the criminal justice system. *CAS Travel Award*. The University of Tennessee at Chattanooga.

Denney, A. S. (Awarded, 2023). The media's portrayal of artificial intelligence in the criminal justice system. *Faculty Development Grant*. The University of Tennessee at Chattanooga.

Denney, A.S. (Awarded, 2022). Prison Chaplains in the Age of COVID-19: An Examination of Job Duties and Meeting the Spiritual Needs of Inmates.
Marquette Fellowship. Loyola University New Orleans.

Ferdik, F., Denney, A.S., Goulette, N., & Crow, M. (Awarded, 2016) Assessing fatal and non-fatal work-related injuries experienced by correctional officers and their impact on their corrections environment. Research and Sponsored Programs, New Faculty Research Award

(applied and received funding; $8,000).

Denney, A.S., & Goulette, N. (2016). Probation simulation. A proposal submitted to the University of West Florida QEP Committee (applied and received funding; $5,000).

Denney, A.S., & Goulette, N. (2016). Probation simulation. A proposal submitted to the CEPS at the University of West Florida Emerge Scholars Program (applied and received funding; $3,000).

Denney, A.S. (2016). College of Education and Professional Studies Travel Fund Match Program (applied and received funding, $1,500).

Denney, A.S. (2015). College of Education and Professional Studies Travel Fund Match Program (applied and received funding; $1,500).

CONFERENCE PRESENTATIONS

*Denotes student co-author

Yates*, E., Godley*, A., Denney, A.S., Hancock, K., Dierenfeldt, R., & Corum, J. (2024). "Are you single?": Stalking victimization experiences of sexual content creators. Research findings presented at the annual Southern Criminal Justice Association, Greenville, SC.

Godley*, A., Yates*, E., Hancock, K., Denney, A.S., Dierenfeldt, R., & Corum, J. (2024). "It wasn't for money": Exploring motivations for engaging in sexually explicit content creation. Research Findings presented at the annual Southern Criminal Justice Association, Greenville, SC.

Copenhaver, A., & Denney, A.S. (2024, March). The media's portrayal of artificial intelligence in the criminal justice system. Research findings presented at the annual Academy of Criminal Justice Sciences, Chicago, IL.

Copenhaver, A., & Denney, A.S. (2023, November). Law enforcement websites and Autism Spectrum Disorder (ASD): Awareness, advocacy, information, and interactions. Research findings presented at the annual American Society of Criminology, Philadelphia, PA.

Denney, A.S., & Thomas*, E. (2023, September). *Mass Incarceration and Action Figures: An Examination of 1980s and 1990s Toy Franchises*. Research findings presented at the annual Southern Criminal Justice Association, Mobile, AL.

Denney, A.S., & Copenhaver, A. (2023, March). *Autism Spectrum Disorder awareness, advocacy, and information (or lack thereof?) on law enforcement websites*. Research findings presented at the annual Academy of Criminal Justice Sciences, National Harbor, MD.

Denney, A.S., Stickle, B., & Fritts*, S. (2022, September). *The impact of non-clinical case management during offender reentry*. Research findings presented at the annual Southern Criminal Justice Association, Asheville, NC.

Copenhaver, A., Denney, A.S., & Ames*, C. (2022, March). *Criminologists and Twitter: An examination of Twitter usage*. Research findings presented at the annual Academy of Criminal Justice Sciences, Las Vegas, NV.

Denney, A.S., & Paublanc*, J. (2021, November). *Sex offenders in higher education: Differential personal and educational experiences*. American Society of Criminology, Chicago, IL.

Denney, A.S., Goulette, N., Johnson, K., & Crow, M. (2019, September). *Modifying an introduction to criminal justice course to be writing intensive*. Southern Criminal Justice Association. Research findings presented at the annual Southern Criminal Justice Association, Nashville, TN.

Copenhaver, A., Denney, A. S., & Rapp*, V. (2019, September). *Law enforcement recruit attitudes towards special identification for Autistic individuals*. Southern Criminal Justice Association. Research findings presented at the annual Southern Criminal Justice Association, Nashville, TN.

Copenhaver, A., & Denney, A.S. (2019, March). *Law enforcement recruit knowledge of Autism.*

Academy of Criminal Justice Sciences. Research findings presented at the annual Academy of Criminal Justice Sciences, Baltimore, MD.

Herzog, J., Ferdik, F., Scott, D., Denney, A.S., & Conklin, B. (2018, September). *Participant perceptions of the veteran treatment court model: A qualitative approach*. Southern Criminal Justice Association. Research findings presented at the annual Southern Criminal Justice Association, Pensacola, FL.

Denney, A.S., Oram*, C., Sutton, M. (2018, September). *Church crime: A geospatial analysis of crime at places of worship*. Research findings presented at the annual Southern Criminal Justice Association, Pensacola, FL.

Denney, A.S., Copenhaver, A., & Schwendau, A. (2018, September). *Predicting health and wellness outcomes for probation and parole officers: An exploratory study*. Southern Criminal Justice Association. Research findings presented at the annual Southern Criminal Justice Association, Pensacola, FL.

Ferdik F., Denney, A.S., Goulette, N., & Crow, M. (2018, February). *Correctional officer workplace injuries: An appraisal of preventative measures*. Research findings presented at the annual Academy of Criminal Justice Sciences, New Orleans, LA.

Denney, A.S., Snyder, J., Frye, B., & Springer, E. (2017, November). *Trends in college student conduct violations: A comparison of fraternity/sorority organizations, athletes, ROTC, and honors students*. Research findings presented at the annual American Society of Criminology, Philadelphia, PA.

Snyder, J., Denney, A.S., Springer, E., & Frye B. (2017, November). *College student violations: Examining the prevalence and sanctions for student drug and alcohol violations*. Research findings presented at the annual American Society of Criminology, Philadelphia, PA.

Connor, D.P., Giuffre, A., & Denney, A.S. (2017, November). *Demonic encounters in parole decision making: Explanations of extreme lawbreaking and experiences with perceived evil*. Research findings presented at the annual American Society of Criminology, Philadelphia, PA.

Morales*, N., Ferdik, F., Goulette, N., Denney, A.S., & Crow, M. (2017, September). *Assessing determinants of workplace injuries experienced by correctional officers*. Research findings presented at the annual Southern Criminal Justice Association, New Orleans, LA.

Andreescu, V., & Denney, A.S. (2017, September). *The family environment, personal experiences, and other individual-level factors differentiating female adolescent victims of sexual violence from their non-victim counterparts*. Research findings presented at the annual Southern Criminal Justice Association, New Orleans, LA.

Denney, A.S., & Goulette, N. (2017, September). *College student perceptions towards criminality and community corrections: Exposure to a high-impact learning practice*. Research findings presented at the annual Southern Criminal Justice Association, New Orleans, LA.

Denney, A.S., Papa*, E.B., & Connor, D.P. (2017, March). *Sex offenders employed in institutions of higher education: Hiring experiences and the management of self.* Research findings presented at the annual Academy of Criminal Justice Sciences, Kansas City, MO.

Goulette, N., & Denney, A.S. (2017, March). *Probation simulation: A high impact learning practice for criminal justice majors.* Research findings presented at the annual Academy of Criminal Justice Sciences, Kansas City, MO.

Denney, A.S. (2016, November). *Prison chaplain perceptions: Criminality, rehabilitation, and the role of religion in the desistance from crime*. Research findings presented at the annual American Society of Criminology, New Orleans, LA.

Denney, A.S. (2016, September). *Prison chaplains: Inmate/staff perceptions and conflict management in modern corrections*. Research findings presented at the annual Southern Criminal Justice Association, Savannah, GA.

Denney, A.S. (2016, April). *Backgrounds and motivations of prison chaplains*. Research findings presented at the annual Academy of Criminal Justice Sciences, Denver, CO.

Denney, A.S. (2015, November). *Sex offenses at Protestant Christian Churches: An examination of offender/offense characteristics using Social Disorganization Theory*. Research findings presented at the annual American Society of Criminology, Washington, D.C.

Denney, A.S. (2015, September). *Sex offenses at Protestant Christian Churches: An examination of offender, victim, and offense characteristics*. Research findings presented at the annual Southern Criminal Justice Association, Charleston, NC.

Vito, G.F., Higgins, G.E., & Denney, A.S. (2015, March). *Using the Student Leadership Challenge Inventory to assess the leadership abilities and performance of police managers*. Research findings presented at the annual Academy of Criminal Justice Sciences, Orlando, FL.

Denney, A.S. (2015, March). *Sex offenses at Protestant Christian churches: A typology of offenders, victims, and locations*. Research findings presented at the annual Academy of Criminal Justice Sciences, Orlando, FL.

Denney, A.S., & Tewksbury, R. (2014, November). *Reasons for returning to prison: Sex offenders as technical violators*. Research findings presented at the annual American Society of Criminology, San Francisco, CA.

Jones, H., Denney, A.S., Connor, D.P., & Schaefer, B. (2014, September). *Transitioning to and experiencing a Ph.D. criminology/criminal justice program: Perspectives from current students*. Roundtable presented at the annual Southern Criminal Justice Association, Clearwater, FL.

Denney, A.S., Tewksbury, R., Jones, R.S. (2014, February). *Beyond basic needs: Social support and structure for successful offender reentry.* Research findings presented at the annual Academy of Criminal Justice Sciences, Philadelphia, PA.

Connor, D., Denney, A.S., & Tewksbury, R. (2013, November). *Disciplinary infractions behind bars: Exploring inmate demographics and prison experience*. Research findings presented at the annual American Society of Criminology, Atlanta, GA.

Denney, A.S., Connor, D., & Vito, A. (2013, September). *Tips for First-Time Teachers in Criminology/Criminal Justice*. Roundtable chair presented at the annual Southern Criminal Justice Association, Virginia Beach, VA.

Denney, A.S. (2013, March). *Successful Tips for Transitioning from a Criminology/Criminal Justice Master's Program to a Ph.D. Program*. Roundtable chair presented at the annual Academy of Criminal Justice Sciences, Dallas, TX.

Denney, A.S. (2012, November). *Motivations and the need for fulfillment of faith-based halfway-house volunteers*. Research findings presented at the annual American Society of Criminology, Chicago, IL.

Denney, A.S., & Andreescu, V. (2012, September). *Fear of violent victimization and its impact on Israeli quality of life.* Research findings presented at the annual Southern Criminal Justice Association, Atlantic Beach, FL.

Denney, A.S., & Tewksbury, R. (2012, September). *Characteristics of successful personal ads in a BDSM online community*. Panel chair and research findings presented at the annual Southern Criminal Justice Association, Atlantic Beach, FL.

Denney, A.S., & Tewksbury, R. (2012, February). *Desired partner characteristics and self-presentation in an online BDSM community.* Research findings presented at the annual American Association of Behavioral and Social Sciences, Las Vegas, NV.

SPEAKING ENGAGEMENTS

Drexel University's A.J. Drexel Autism Institute's Policing and Autism Seminar:
Copenhaver, A., & Denney, A.S. (2023, November). Law enforcement websites and Autism Spectrum Disorder (ASD): Awareness, advocacy, information, and interactions.

COURSES TAUGHT (Primary Instructor)

CRMJ 5100 Sex Offenders (UTC)
CRMJ 3120 Corrections (UTC)
CRMJ 3110 Criminal Justice Research Methodology (UTC)
CRMJ 4850 Capstone in Criminal Justice Issues (UTC)
CRIM- A110 Criminology Fundamentals (Loyola)
CRIM- A330 Correctional Institutions (Loyola)
CRIM- A325 Sex Offenses and Offenders (Loyola)
CRIM- A331 Probation and Parole (Loyola)
CRIM- A378 Cybercrime, Technology & Social Change (Loyola)
CRIM- A425 Seminar on Major Works in Criminology (Loyola)
CRIM- A700 Theories of Criminal Behavior (Loyola)
CJC-6021 Penology (UWF)
CJC-4167 Community Corrections (UWF)
CCJ-4931 ST: Organized Crime (UWF) CCJ-3024 Criminal Justice System (UWF)
CJE-3694 Cybercrime (UWF) [*Quality Matters Certified*]
CCJ-2002 Survey of Crime and Justice (UWF)
CCJ-3691 Sex Offenses and the Offender (UWF)
JA-200 Crime and Justice in the U.S. (UofL)
JA-421 Organized Crime (UofL)
JA-202 Corrections in the U.S. (UofL)

HONORS AND AWARDS

Marquette Research Fellowship (2022)
LOYOLA UNIVERSITY NEW ORLEANS

SAGE Junior Faculty Professional Development Teaching Award (2019)
Academy of Criminal Justice Sciences

SGA's Distinguished Teaching/Staff Award [Nominated] (2017)
UNIVERSITY OF WEST FLORIDA, Pensacola, FL

Graduate Teaching Assistantship Appointment Department of Justice Administration
UNIVERSITY OF LOUISVILLE, Louisville, KY (2012-2015)

Red & Black Scholar Mentor (2014)
University of Louisville Athletics Department UNIVERSITY OF LOUISVILLE, Louisville, KY

Faculty Favorite: An Outstanding Professor Nominated by Students (2013-2014)
Delphi Center for Teaching and Learning

Strategic Plan Tuition Award FALL 2012/ SPRING 2013
School of Interdisciplinary and Graduate Studies FALL 2013/ SPRING 2014
UNIVERSITY OF LOUISVILLE, Louisville, KY FALL 2014/ SPRING 2015

Graduate Dean's Citation SPRING 2012
School of Interdisciplinary and Graduate Studies
UNIVERSITY OF LOUISVILLE, Louisville, KY

Graduate Research Assistantship Appointment 2011-2012
Department of Justice Administration
UNIVERSITY OF LOUISVILLE, Louisville, KY

MENTORED RESEARCH

Doctoral Dissertation Committee, Victoria Rapp [Sociology] *Strain, Impulse, and Selfishness Theory: A Theory of General Offending*.
University of Miami 2024

Thesis, Elle Jackson's [Criminal Justice] *The Influence of Personal Factors on Wrongful Convictions*
THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA 2024

Doctoral Dissertation Committee, Katie Hughes [Criminal Justice] *Correctional Officers' Responses to Stress: An Exploration of the Relationships between Violence and Trauma Exposure, Coping Mechanisms and PTSD*
UNIVERSITY OF LOUISVILLE 2021

Thesis, Victoria Rapp's [Criminology & Justice] *The Prevalence of Sexual Assault within All-Star Cheerleading*
LOYOLA UNIVERSITY NEW ORLEANS 2021

Thesis, Denyze Stevenson's [Criminology & Justice] *The SORNA and Its Impact on Recidivism and Reintegration for Louisiana Sex Offenders*
LOYOLA UNIVERSITY NEW ORLEANS 2020

Thesis, Katie Nesbitt's [Criminology & Justice] *Criminal Justice Policy Review: FIRST STEP Act*
LOYOLA UNIVERSITY NEW ORLEANS 2019

Thesis, Jocelyn Mancia's [Criminology & Justice] *Reentry Programs: Components of a Successful Reentry Program and its Effect on Recidivism Rates*
LOYOLA UNIVERSITY NEW ORLEANS 2019

Thesis, Brandon Caples' [Criminology & Justice] *Juvenile Transfer Laws: How Do the Long-Term Effects of Incarceration Impact Juveniles Who Were Processed Through the Adult System?* LOYOLA UNIVERSITY NEW ORLEANS 2019

Area Paper, Christy Oram's [Criminology & Criminal Justice] *Church crime: A geospatial analysis of crime at places of worship*
UNIVERSITY OF WEST FLORIDA 2018

Thesis Committee, Andrea Giuffre's [Criminal Justice] *Sorority women's perceptions of victims' services on an urban campus*
SEATTLE UNIVERSITY 2018

Thesis Committee, Evan Springer's [Anthropology] *The examination of liminality, strain, and academic misconduct among college students*.
UNIVERSITY OF WEST FLORIDA 2017

INSTITUTIONAL SERVICE ACTIVITIES

University-Level

University Grade Appeals Committee 2024-
Current THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

2024 Student SEARCH Award Proposal Reviewer 2024-
April THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Annual Assessor for the General Education Program 2024-
February THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Department-Level

Criminal Justice Career Fair Committee 2023-
Current THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Criminal Justice Graduate Committee 2023-
Current THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Former Institutional Service Experience

College of Arts & Sciences Election Committee, Chair 2019- May 2023
LOYOLA UNIVERSITY NEW ORLEANS

University Student Fellowship Coordinator 2022- August 2023
LOYOLA UNIVERSITY NEW ORLEANS
*Mentored 2023 Fulbright Winner, Evalyn Knowles, ETA Spain

University Board of Appeals, Member 2022- August 2023
LOYOLA UNIVERSITY NEW ORLEANS

MCJ Program Coordinator 2023- August 2023
LOYOLA UNIVERSITY NEW ORLEANS

Search Committee Chair for Criminology & Justice Tenure-Track Search 2021-2022
LOYOLA UNIVERSITY NEW ORLEANS

University Liaison- *Fordham University's Taking Responsibility: Jesuit Educational Institutions Confront the Causes and Legacy of Sexual Abuse*
LOYOLA UNIVERSITY NEW ORLEANS 2020-2023

Faculty Senate
LOYOLA UNIVERSITY NEW ORLEANS. 2020-Present

Retention Workflow Committee 2018-2019
LOYOLA UNIVERSITY NEW ORLEANS

Office of Undergraduate Research (OUR) Travel Award Reviewer 2016-2018
UNIVERSITY OF WEST FLORIDA

Member, Undergraduate Admissions Appeals Committee 2016-2018
UNIVERSITY OF WEST FLORIDA

Member, Sick Leave Pool Committee 2017-2018
UNIVERSITY OF WEST FLORIDA

College of Education & Professional Studies

Member, CEPS Scholarship Committee 2017-2018
UNIVERSITY OF WEST FLORIDA

Member, CEPS Showcase Committee 2016
UNIVERSITY OF WEST FLORIDA

Member, CEPS Advisors Search Committee 2016, 2018
UNIVERSITY OF WEST FLORIDA

Member, CEPS Recruitment and Retention Task Force 2017-2018
UNIVERSITY OF WEST FLORIDA

Department of Criminology & Justice

Co-Faculty Advisor, Criminal Justice Student Association 2015-2018
UNIVERSITY OF WEST FLORIDA

Member, Bylaws Committee 2016-2018
UNIVERSITY OF WEST FLORIDA

Member, Scholarship Committee 2016-2018
UNIVERSITY OF WEST FLORIDA

Department Social Media Coordinator 2016-2018
UNIVERSITY OF WEST FLORIDA

PROFESSIONAL SERVICE

Director-at-Large for the Southern Criminal Justice Association 2024-Current

Southern Criminal Justice Association's Outstanding Graduate Student Award 2023

Southern Criminal Justice Association's Outstanding Community Professional Award Committee 2021

Southern Criminal Justice Association's Tom Barker Outstanding Undergraduate Student Award Committee – Chair 2019

Academy of Criminal Justice Sciences' Outstanding Mentor Award Committee Member 2020

PROFESSIONAL SERVICE REVIEWER

Journal of Criminal Justice Education 2012

Archives of Sexual Behavior 2013

Criminal Justice Policy Review 2013

Criminal Justice Studies	2013
Journal of Qualitative Criminal Justice & Criminology	2014
Journal of Psychology & Psychotherapy	2016
Journal of Alcoholism, Drug Abuse & Substance Dependence	2016
Medical Journals Review	2016
Finding Freedom in Confinement: The Role of Religion in Prison Life	2016
Violence and Victims	2016
Journal of Aggression, Conflict and Peace Resolution	2017
Criminal Justice and Behavior	2017
Religions	2018
Social Science and Missions	2019
American Journal of Criminal Justice	2019
International Journal of Offender Therapy and Comparative Criminology	2019
SN Social Sciences, Editorial Board	2021
Deviant Behavior	2021
Policing: An International Journal	2021
Crime & Delinquency	2022
Sociological Forum	2022
Criminology & Public Policy	2023

RESEARCH CONSULTANT

United States Department of Defense (2022). Undisclosed Human Subjects Research.

Schaefer, B., & Denney, A.S. (2022, May). Louisville Metro Alternative Responder Model: Evaluation Plan. University of Louisville, Department of Public Health.

Stickle, B., & Denney, A.S. (2022, January). Middle Tennessee Rural Reentry Program. Franklin

County Sheriff's Office (Winchester, TN). *Bureau of Justice Assistance*.
2017
Platt, J. Denney, A.S., & Goulette, N. (2017). S.C.O.R.E. [Second Chance Outreach, Re-entry, & Education Development, Inc.]: Ex-offender reentry using the development of strength based careers, cognitive restructuring, and community strengths an asset model of service. Grant proposal presented to the Florida Department of Corrections on May 19th, 2017.

COMMUNITY SERVICE

Tennessee Department of Correction Tennessee Reentry Coalition Member 2023-Current

Hamilton County Family Justice Center Men & Boys Task Force Member 2024-Current

Florida's Circuit 1 Human Trafficking Task Force 2016-2018
*Executive Committee Member; Chair of Training and Education Subcommittee

MEDIA INQUIRIES

Houston Chronicle. (2018). *Abuse of Faith* series. Phone interview.

The Morning Call. (2018). Evangelical Lutheran Church of America pastor sexual abuse inquiry [email interview].

WalletHub. (2017). *2017's best and worst states to be a police officer* [Press release]. Retrieved from https://wallethub.com/edu/best-states-to-be-a-cop/34669/# CBS

News. (2017). Human trafficking inquiry [Phone interview].

Pensacola News Journal. *Area launches human trafficking task force* [Press release]. Retrieved from http://www.pnj.com/story/news/crime/2016/11/23/area-launches-human-trafficking- task-force/94275230/.

Pensacola News Journal. *Navarre woman aims to help trafficking victims* [Press release]. Retrieved from http://www.pnj.com/story/news/crime/2016/11/23/area-launches-human-trafficking-task-force/94275230/.

University of West Florida. Two UWF professors join human trafficking task force [Press release]. http://news.uwf.edu/two-uwf-professors-join-human-trafficking-task-force/

PROFESSIONAL AFFILIATIONS

American Society of Criminology (ASC)
Academy of Criminal Justice Sciences (ACJS)
Southern Criminal Justice Association (SCJA)

Rick Dierenfeldt
University of Tennessee at Chattanooga
Curriculum Vitae
ricki-dierenfeldt@utc.edu
816-390-1657 (cell)

Professional Experience

Summer 2023-Present	Interim Department Head of Criminal Justice Department of Social, Cultural, and Justice Studies University of Tennessee at Chattanooga
Fall 2022-Present	UC Foundation Associate Professor of Criminal Justice Department of Social, Cultural, and Justice Studies University of Tennessee at Chattanooga
Fall 2021-Spring 2022	UC Foundation Assistant Professor of Criminal Justice Department of Social, Cultural, and Justice Studies University of Tennessee at Chattanooga
Fall 2018-Spring 2021	Assistant Professor Department of Social, Cultural, and Justice Studies University of Tennessee at Chattanooga
Fall 2016-Spring 2018	Assistant Professor Administration of Justice The Pennsylvania State University, Wilkes-Barre

Education

Doctor of Philosophy: 2016
Department of Criminal Justice, University of Arkansas at Little Rock, Little Rock, AR.
Dissertation: *Disentangling the effects of violent subculture and structure: A multi-level analysis of race-specific gun violence in urban U.S. counties.*

Master of Science: 2013
Department of Criminal Justice, University of Central Missouri, Warrensburg, MO.
Thesis: *Panoptic control in the digital age: Examining the effect of required lifetime electronic monitoring on reported forcible rape.*

Bachelor of Science: 2011
Department of Criminal Justice, Legal Studies & Social Work, Missouri Western State University, Saint Joseph, MO.

Administrative Experience:

Supervised and evaluated 12 faculty in an academic unit with approximately 375 undergraduate majors in 2 undergraduate programs (on-campus and online) and 25 graduate students in an MSCJ program. Served as budget supervisor; designed and implemented several changes to the criminal justice curriculum; hired and mentored new full-time faculty; and conducted 5-year program review (2024). Successfully launched the Violence Reduction Initiative (VRI), a research center housed within the criminal justice program; acquired additional office and lab space for the criminal justice program; developed proposals resulting in the funding of several additional funding lines for graduate assistants; and developed and implemented a formal system for collecting and tracking general education artifacts. Additional duties included processing student petitions, hiring a new administrative assistant, participating in numerous on-campus and off-campus recruitment events, and regularly participating in media interviews. Member of the Council of Academic Department Heads.

Peer-Reviewed Publications

*denotes undergraduate student **denotes graduate student †denotes equal authorship

Stripling, D.**, **Dierenfeldt, R.,** Drawve, G., Policastro, C., & Iles, G. The impact of neighborhood characteristics on routine and gang-involved gun violence: Are structural covariates salient? (Online First). *Deviant Behavior*.

Dierenfeldt, R., Jackson, E.**, Basham, S.L., & Iles, G. Time lost as a result of wrongful conviction: The impact of race and official misconduct across offense categories. (Online First). *Journal of Ethnicity in Criminal Justice*.

Dierenfeldt, R., Drawve, G., May, J., & Jackson, E.** Time *in* crime: An added dimension to the study of crime guns. (Online First). *American Journal of Criminal Justice*.

Dierenfeldt, R., Jackson, E.**, Rosenberger, J., Garland, T., Reasonover, C. **, & Burgason, K. (Mis)Perceptions of the use of deadly force by police: Exploring the role of media consumption. (Online First). *International Journal of Offender Therapy and Comparative Criminology.*

Dierenfeldt, R., Reasonover, C.**, Garland, T., Rosenberger, J., Jackson, E.**, & Burgason, K. Policy preferences related to police use of deadly force: Exploring the role of social media consumption and college major. (Online First). *Journal of Criminal Justice Education*.

Crick, S**, Crittenden, C., Policastro, C., Garland, T., & **Dierenfeldt, R.** Adverse childhood experiences (ACEs) and co-occurring disorders (CODs): Is there a relationship among ACEs, mental health issues, and substance use among inmates? *Journal of Drug Issues.* (Online First).

Basham, S., **Dierenfeldt, R.,** Drawve, G., & Burroughs, K.** Ironman: Do people who run for fun alter community-level crime occurrence? (2024). *Journal of Sport and Tourism, 28*(1-2), 73-86.

Iles, G., **Dierenfeldt, R.,** & Basham, S. Drug offending in the Golden State: A closer examination of border justice. (2023). *Safety and Emergency Services Journal. https://csesjournal.columbiasouthern.edu/511-2/*

Collins, A.*, Basham, S.L., & **Dierenfeldt, R.** Retributive attitudes and perceptions of police use of excessive force. (2023). *American Journal of Undergraduate Research, 20*(2), 7-85.

Scott, S.**, **Dierenfeldt, R.,** Drawve, G., Rosenberger, J., Crittenden, C., & May, J. (2023). Analysis of the factors influencing multiple uses of crime guns: An exploratory study. *Journal of Criminal Justice, 86*, 102049.

Rosenberger, J., **Dierenfeldt, R.**, & Ingle, H.**. (2023). Media consumption and fear of crime: Evidence of the need for an intersectional approach. *Victims and Offenders, 18*(4), 691-714.

Fortunato, O.**, **Dierenfeldt, R**., Basham, S., & McGuffee, K. (2022). Examining the impact of the Obama and Trump candidacies on right-wing domestic terrorism in the United States: A time-series analysis. *Journal of Interpersonal Violence, 37*(23-24), NP23397-NP23418.

†**Dierenfeldt, R**., Carson, J.V., & Fisher, D. (2022). Country-level firearm availability and terrorism: A new approach to examining the gun-crime relationship. *Journal of Research in Crime and Delinquency, 59*(4), 449-486.

Rosenberger, J., & **Dierenfeldt, R.** (2022). Media and confidence in the police: Differences across race and ethnicity. *American Journal of Criminal Justice, 47*, 589-618.

Dierenfeldt, R., Scott, S.**, Iles, G., Rosenberger, J., & Smith, M.** (2021). Support for the death penalty in cases of rape and sexual assault: Variation between victim age categories. *International Journal of Offender Therapy and Comparative Criminology, 65*(16), 1823-1846.

Dierenfeldt, R., & Balemba, S. (2021). Male sexual victimization: Examining variation in the probability of weapon use and victim injury. *Journal of Interpersonal Violence, 36*(11-12), NP5892-NP5920.

Dierenfeldt, R., Thomas, S.A., Brown, T.C., & Walker, J.T. (2021). Street culture and gun violence: Exploring the reputation-victimization paradox. *Journal of Interpersonal Violence, 36*(1-2), 552-578.

Dierenfeldt, R., Shadwick, J., & Kwak, H. (2020). Examining gender- and drug-specific arrest counts: A partial test of Agnew's general strain theory. *Deviant Behavior, 41*(9), 1097-1112.

Brown, T.C., Baldwin, J.M., **Dierenfeldt, R.**, & McCain, S. (2020). Playing the game: A qualitative exploration of the female experience in a hyper-masculine policing environment. *Police Quarterly, 23*(2), 143-173.

Dierenfeldt, R., Scott, S.*, Iles, G., & Smith, M.* (2020). Examining college student perceptions of criminal justice outcomes among persons with mental illness. *International Journal of Offender Therapy and Comparative Criminology, 64*(9), 1027-1049.

Paez, R.A., & **Dierenfeldt, R.** (2020). Community policing and youth offending: A comparison of large and small jurisdictions in the United States. *International Journal of Adolescence and Youth, 25*(1), 140-153.

Dierenfeldt, R., Naylor, M., & Bilardi, S.* (2019). Community context, weapon use, and victim injury: A multi-level study of offense severity in the sexual victimization of women. *American Journal of Criminal Justice, 44*(5), 788-811.

Kwak, H., **Dierenfeldt, R.,** & McNeeley, S. (2019). The code of the street and cooperation with the police: Do codes of violence, procedural injustice, and police ineffectiveness discourage reporting violent victimization to the police? *Journal of Criminal Justice, 60*, 25-34.

Thomas, S.A., & **Dierenfeldt, R**. (2018). Assessing (in)equality in the structural covariates of drug-specific arrest counts. *Crime and Delinquency, 64*(1), 88-114.

Dierenfeldt, R., Brown T., & Roles, R. (2017). Re-considering the structural covariates of gun crime: An examination of direct and moderated effects. *Deviant Behavior, 38*(2), 208-225.

Dierenfeldt, R., & Carson, J.V. (2017). Examining the influence of Jessica's Law on reported forcible rape: A time-series analysis. *Criminal Justice Policy Review, 28*(1), 87-101.

Dierenfeldt, R., Lindsteadt, G., Laan, J., & Sobba, K. (2016). Big brother as a contract monitor: An assessment of the use of contract staff to monitor offender communications. *American Journal of Criminal Justice, 41*(2), 279-295.

Jang, H., Kang, J., **Dierenfeldt, R.**, & Lindsteadt, G. (2015). Weapon possession among college students: A study from a Midwestern university. *International Journal of Offender Therapy and Comparative Criminology, 59*(11), 1239-1259.

Jang, H., **Dierenfeldt, R.**, & Lee, C. (2014). Who wants to allow concealed weapons on the college campus? *Security Journal, 27*(3), 304-319.

Manuscripts Under Review

*****denotes undergraduate student **denotes graduate student

Carson, J.V., & **Dierenfeldt, R**. The Pompeo effect? The effect of COVID-19 restrictions and rhetoric on hate crime in the U.S.

Whittenburg, K., **Dierenfeldt, R**., Hancock, K., Basham, S.L., Iles, G., & Drawve, G. Click, click, boom: A multi-level analysis of firearm reoffending in Chattanooga, Tennessee.

Manuscripts in Progress

*denotes undergraduate student **denotes graduate student

Drawve, G., **Dierenfeldt, R.,** Jackson, E., & Stripling, D.** Neighborhood risk profiles and gun violence: A case study of Chattanooga.

Dierenfeldt, R., Whitsett, L.K.*, Shadwick, J., Wang, X. Examining the effectiveness of a NIBIN investigative unit: A time series analysis.

Book Chapters

Dierenfeldt, R., Shadwick, J.T., & Mathis, M. (2024). Cold case homicide: Trends, challenges, and context. In K. Burgason and M. DeLisi (Eds.), *Routledge Handbook of Homicide Studies*.

Walker, J.T., & **Dierenfeldt, R**. (2015). The restriction and likely elimination of the exclusionary rule. In C. Hemmens (Ed.), *Current Legal Issues in Criminal Justice* (2nd ed.). New York, NY: Oxford University Press.

Technical Reports

Dierenfeldt, R., & Drawve, G. (2020-2023). Performance metric and operational reports in relation to partnership with the Chattanooga Police Department through Bureau of Justice Assistance Local Law Enforcement Crime Gun Intelligence Center Integration Initiative: BJA-2020-17017 (2020-DG-BX-0008). (x30).

Dierenfeldt, R., Garland, T., Policastro, C., & Crittenden, C. (2019). Drug abuse and recovery in rural Tennessee communities: A needs assessment. State of Tennessee Department of Human Services. Community Service Block Grant DGA#60060.

Dierenfeldt, R. (2017). On recruitment and retention: Preliminary recommendations to improve enrollment at Penn State Wilkes-Barre.

Dierenfeldt, R., Lindsteadt, G., Godboldt, S., & Bonham, G. (2014). Balancing efficiency and effectiveness: Examining the impact of privatized monitoring systems in the Missouri Department of Corrections.

Funding Activity

Awarded

2024	Recidivism Reduction Initiative. Bayles, S., Denney, A., **Dierenfeldt, R.,** Basham, S., & Iles, G. Bureau of Justice Assistance Second Chance Act Smart Supervision Program (BJA-2024-172034). Amount Requested: $844,294. UTC Subaward: $161,896.
	Chattanooga United to Reduce Violence. Sands, C., Maddox, D., & **Dierenfeldt, R.** Bureau of Justice Assistance Office of Justice Programs Community Based Violence Intervention and Prevention Initiative Site-Based (BJA-2024-172063). Amount Requested: $2,000,000. UTC Subaward: $245,429.
2023	Public Safety Partnership. May, J., **Dierenfeldt, R.,** & Drawve, G. Bureau of Justice Assistance National Public Safey—Capacity Building Grant (BJA-2023-171722). Amount Awarded: $500,000. Sub-Award: $40,000.
2020	Scenic City Crime Gun Intelligence Center. May, J., **Dierenfeldt, R**., & Drawve, G. Bureau of Justice Assistance Local Law Enforcement Crime Gun Intelligence Center Integration Initiative (BJA-2020-17017). Amount Awarded: $700,000. UTC Sub-Award: $161,074. (2020-DG-BX-0008)
2019	State of Tennessee Department of Human Services. Community Service Block Grant DGA#60060. Drug Abuse and Recovery in Rural Communities: A Needs Assessment. $75,000. UTC Sub-Award through Southeast Tennessee Human Resource Agency (SETHRA): **Dierenfeldt, R.,** Garland, T., Policastro, C., & Crittenden, C. Amount Awarded: $50,000.
2017	Travel for Students to Present Research at ACJS. George Bierly Endowment Fund. The Pennsylvania State University, Wilkes-Barre. **Dierenfeldt, R.** Amount Awarded: $2,700.
2016	Office of Undergraduate Education Grant for Support of Undergraduate Involvement in Research. The Pennsylvania State University. **Dierenfeldt, R.** Amount Awarded: $1,200.
2011	Blake K. Scanlon Applied Learning Presentation Grant. Missouri Western State University. **Dierenfeldt, R.** Amount Awarded: $900.

Applied

2024	Enhanced Pre-Trial Supervision Responses and Research. Bayles, S., **Dierenfeldt, R.**, Denney, A., & Hancock, K. Bureau of Justice Assistance

Field Initiated: Encouraging Innovation (BJA-2024-172182). Amount Requested: $986,327. UTC Subaward: $178,355. Decision: Pending.

Redlands Field Initiated Action Research Partnership. Basham, S., Dierenfeldt, R., Mitchell, J. National Institute of Justice Field Initiated Action Research Partnership (NIJ-2024-172070). Amount Requested: $399,931. Decision: Pending.

Nu-Start Rural Communities Opioid Response. Bibbs, C., **Dierenfeldt, R.,** Garland, T., & Iles, G. Health Resources and Services Administration Rural Communities Opioid Response Program Impact (HRSA-24-014). Amount Requested: $3,000,000. UTC Subaward: $159,347. Decision: Pending.

Recidivism Reduction Initiative. Bayles, S., **Dierenfeldt, R.,** Denney, A., Basham, S., & Iles, G. Bureau of Justice Assistance Community Supervision Strategies (BJA-2024-172023). Amount Requested: $719,298. UTC Subaward: $161,896. Decision: Pending.

2017 Penn State Wilkes-Barre Undergraduate Teaching Assistant Initiative (Pilot Program). **Dierenfeldt, R.**, Mager, V., Hales, S., & Chin, L. Robert and Shirley Fortinsky Discretionary Fund/Chancellor Endowment Fund. The Pennsylvania State University, Wilkes-Barre. Amount Requested: $2,468. Decision: Not Funded.

General Education Course: Multi-Disciplinary Geographic Information Systems. Bolkas, D., **Dierenfeldt, R.**, and Weber, J. Office for General Education Seed Grant, The Pennsylvania State University. Amount Requested: $17,175. Decision: Not Funded.

2015 Research on Efficacy of Different Contraband Interdiction Modalities Used in Correctional Facilities: Exploring Use and Evaluating Implementation and Efficacy. Baldwin, J., and **Dierenfeldt, R**. Evaluation of Justice Systems Grant: NIJ-2015-3976. Amount Requested: $675,720. Decision: Not Funded.

Futures in Automotive Service Technologies through Education and Reentry (FASTER) Arkansas. Laan, J., Thomas, J., Thomas, S., and **Dierenfeldt, R**. Bureau of Justice Assistance Second Chance Act Grant: BJA-2015-4181. Amount Requested: $749,331. Decision: Not Funded.

Conference Papers

*denotes undergraduate student ** denotes graduate student

2024 Whitsett, L.K.*, **Dierenfeldt, R.**, Shadwick, J., & Wang, X. Examining the effectiveness of a NIBIN investigative unit: A time series analysis.

Paper presented at the annual meeting of the Southern Criminal Justice Association: Greenville, SC.

Yates, E.**, Godley, A.**, Denney, A., Hancock, K., **Dierenfeldt, R.**, & Corum, J. "Are You Single?": Stalking Victimization Experiences of Sexual Content Creators. Paper presented at the annual meeting of the Southern Criminal Justice Association: Greenville, SC.

Godley, A.**, Yates, E.**, Hancock, K., Denney, A., **Dierenfeldt, R.**, & Corum, J. "It Wasn't for Money": Exploring Motivations for Engaging in Sexually Explicit Content Creation. Paper presented at the annual meeting of the Southern Criminal Justice Association: Greenville, SC.

2023 Whittenburg, K.**, **Dierenfeldt, R.**, & Drawve, G. Click, click, boom: A multi-level analysis of repeat firearm offending in Chattanooga, Tennessee. Paper presented at the annual meeting of the Southern Criminal Justice Association: Mobile, AL.

2022 Reasonover, C.**, **Dierenfeldt, R.,** Rosenberger, J., Garland, T., & Jackson, E.**. An examination of the factors that influence policy preferences related to police use of deadly force: Implications for education and practice. Paper presented at the annual meeting of the Southern Criminal Justice Association: Asheville, NC.

Jackson, E.**, **Dierenfeldt, R.,** Rosenberger, J., Garland, T., & Reasonover, C. **. (Mis)Perceptions of the use of deadly force by police: Exploring the role of media consumption, perceptions of procedural justice, and respondent demographics. Paper presented at the annual meeting of the Southern Criminal Justice Association: Asheville, NC.

Stripling, D.**, **Dierenfeldt, R.,** & Drawve, G. An examination of the disparate impact of neighborhood characteristics on routine and gang-involved gun crime. Paper presented at the annual meeting of the Southern Criminal Justice Association: Asheville, NC.

2021 Ingle, H.**, Rosenberger, J., & **Dierenfeldt, R.** Media Consumption and Fear of Crime: Evidence of the Need for an Intersectional Approach. Paper presented at the annual meeting of the Southern Criminal Justice Association: Daytona Beach, FL.

Scott, S.**, **Dierenfeldt, R.,** & Drawve, G. Hierarchical Analysis of the Factors Influencing Multiple Uses of Crime Guns: An Exploratory Study. Paper presented at the annual meeting of the Southern Criminal Justice Association: Daytona Beach, FL.

2020 Scott, S.*, **Dierenfeldt, R.,** Iles, G., & Smith, M.* Gauging Support for the Death Penalty in Cases of Sexual Assault: The Interplay between Respondent Characteristics and Victim Age. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: San Antonio, TX. (canceled due to COV-19)

Smith, M.*, **Dierenfeldt, R.,** Iles, G., & Scott, S.* College Student Perceptions of System-Culpability in the Frequency of Wrongful Convictions: Gauging the Importance of Respondent Characteristics. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: San Antonio, TX. (canceled due to COV-19)

Dierenfeldt, R., Caines, M., Radcliff, B.**, Shadwick, J., & Morris, A.* Street-Level Colorism: Racial/Ethnic Dyads and Variation in the Characteristics of Violent Outcomes. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: San Antonio, TX. (canceled due to COV-19)

2019 Carson, J.V., **Dierenfeldt, R.,** & Fisher, D. *A comparative analysis of terrorism by firearm*. Paper presented at the annual meeting of the American Society of Criminology: San Francisco, CA.

Scott, S.*, Smith, M.*, **Dierenfeldt, R.,** & Iles, G. *Examining college student perceptions of criminal justice outcomes among persons with mental illness.* Paper presented at the annual meeting of the Southern Criminal Justice Association: Nashville, TN.

Smith, M.*, Scott, S.*, Dierenfeldt, R., & Iles, G. *How often does it really happen? College student perceptions of the frequency and predictors of false convictions.* Paper presented at the annual meeting of the Southern Criminal Justice Association: Nashville, TN.

2018 McCain, S., Brown, T.C., Baldwin, J.M., & **Dierenfeldt, R.** *Playing the game: Female police officers conforming to codes of police culture.* Paper presented at the annual meeting of the American Society of Criminology: Atlanta, GA.

2018 **Dierenfeldt, R.**, Naylor, M., & Bilardi, S.* *Strain, community context, and incident characteristics: A multi-level study of sexual victimization*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: New Orleans, Louisiana.

2017 Caines, M.*, **Dierenfeldt, R.**, Shadwick, J. *Re-framing the Ferguson Effect: Strain and intra-racial violence in the age of the new media*. Paper presented at the annual meeting of the American Society of Criminology: Philadelphia, Pennsylvania.

Dierenfeldt, R., & Ritchie, I.B.* *Examining (in)equality in the structural covariates of gender-specific drug arrest counts*. Paper presented at the annual meeting of the American Society of Criminology: Philadelphia, Pennsylvania.

Dierenfeldt, R. *The Dark Figure of Sexual Violence: Examining Characteristics of Sexual Victimization among Adult Males*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Kansas City, Missouri.

2015 **Dierenfeldt, R**. *Examining Determinants of Race Specific Gun Violence*. Paper presented at the annual meeting of the American Society of Criminology: Washington, D.C.

Dierenfeldt, R., Walker, J.T., and Moak, S. *Food Deserts, Crime, and Neighborhood Context*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Orlando, Florida.

2014 **Dierenfeldt, R.,** and Thomas, S.A. *Shake, Bake, and Roll: Examining the Differential Effects of Community Characteristics on Arrests by Drug Type*. Paper presented at the annual meeting of the American Society of Criminology: San Francisco, California.

Dierenfeldt, R. *Big Brother as a Contract Monitor: An Assessment of the Use of Contract Staff to Monitor Offender Communications*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Philadelphia, Pennsylvania.

2013 **Dierenfeldt R.** *Panoptic Control in the Digital Age: Examining the Effect of Required Lifetime Electronic Monitoring on Reported Forcible Rape.* Paper presented at the annual meeting of the American Society of Criminology: Atlanta, Georgia.

2012 **Dierenfeldt, R.,** and Carson, J.V. *Lifetime Electronic Monitoring: A Preliminary Examination of UCR Rape Rates.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: New York City, New York.

2011 **Dierenfeldt, R.,** and Lindsteadt, G. *Field Testing the Quality of an Undergraduate Degree in Criminal Justice: Implications for Curriculum and Advisement.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Toronto, Ontario, Canada.

Jang, H., and **Dierenfeldt R.** *An Analysis of Weapon Possession among College Students.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Toronto, Ontario, Canada.

Supervised Student Poster Presentations

*denotes undergraduate student

2018 George, K.* *Undergraduate Perceptions of False Convictions in a "Practitioners" Degree Program*. Poster presented at the annual meeting of the Academy of Criminal Justice Sciences: New Orleans, Louisiana.

Caines, M.* *Undergraduate Perceptions of the Death Penalty in a 'Practitioner-Oriented' Criminal Justice Program*. Poster presented at the annual meeting of the Academy of Criminal Justice Sciences. New Orleans, Louisiana.

Teaching Experience

*denotes graduate course

Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga

Methods II (Statistics)*	Traditional
Neighborhoods and Crime*	Traditional
Diversity and Crime*	Traditional, Hybrid (Canvas)
Criminological Theory	Traditional, Online (Canvas)
Race, Class, Gender and Crime	Traditional, Online (Blackboard, Canvas)
Criminal Justice Administration	Traditional
Policing	Online (Blackboard)
Police Administration and Management Issues	Traditional
Organizational Crime*	Traditional, Hybrid (Blackboard)

Administration of Justice, The Pennsylvania State University Wilkes-Barre

Race, Crime, and Justice	Traditional, Online (Canvas)

Research Topics (Statistics)	Traditional
Gangs and Gang Behavior	Traditional
Legal Rights, Duties, And Liabilities of Criminal Justice Personnel	Traditional
Women and the Criminal Justice System	Traditional
Field Research in Criminal Justice (Research Methods)	Traditional
Politics of Terrorism	Traditional

Department of Criminal Justice, University of Arkansas at Little Rock

Legal Aspects	Instructor-Online (Blackboard)
Police and Society	Instructor-Traditional
Crime and Science	Instructor-Online (Blackboard)
Terrorism	Instructor-Online (Blackboard)
Statistics	Teaching Assistant-Online (Blackboard)
Victimology	Teaching Assistant-Online (Blackboard)
Terrorism	Teaching Assistant-Online (Blackboard)
Criminal Justice Research	Teaching Assistant-Online (Blackboard)

Department of Criminal Justice, Legal Studies & Social Work, Missouri Western State University

Introduction to Criminal Justice	Adjunct Instructor-Hybrid (Moodle)
Juvenile Delinquency	Adjunct Instructor-Hybrid (Moodle)

Awards and Honors

2024	Department of the Year. College of Arts and Sciences. University of Tennessee at Chattanooga.
2022	Graduate Student Mentor of the Year. College of Arts and Sciences. University of Tennessee at Chattanooga.
2022	Think & Achieve Beyond the Classroom Faculty Appreciation Award. University of Tennessee at Chattanooga.
2021	UC Foundation Professorship. University of Tennessee at Chattanooga.
2018	Hayfield Award—SGA Faculty Member of the Year. The Pennsylvania State University, Wilkes-Barre (2017-2018).
2017	Hayfield Award—SGA Faculty Member of the Year. The Pennsylvania State University, Wilkes-Barre (2016-2017).
	Hayfield Award—Undergraduate Research Excellence. The Pennsylvania State University, Wilkes-Barre (2016-2017).
2016	Outstanding Recent Alumnus. Department of Criminal Justice. University of Central Missouri.
2013	Reid Hemphill Outstanding Graduate Scholar Nominee. University of Central Missouri.
2012	Bill P. Colvin Criminal Justice Scholarship. University of Central Missouri.
2010	Corinne Hancock Memorial Scholarship. Missouri Western State University.
	Kelly Gentry Murphy Memorial Scholarship. Missouri Western State University.

Service

To the Discipline

2023-Present	Director at Large—Southern Criminal Justice Association Executive Board.
2023-Present	Chair—Constitution and By-Laws Committee. Southern Criminal Justice Association.

2023	Member—Southern Criminal Justice Association Awards Committee. (Chair: Outstanding Student Poster Awards Sub-Committee).
2023	Panel Chair for "Community and School Violence." Southern Criminal Justice Association, Mobile, AL.
2022	Member—Southern Criminal Justice Association Awards Committee. (Member: Tom Barker Outstanding Undergraduate Student Award Sub-Committee)
2019-2020	Member—Southern Criminal Justice Association Audit Committee.
2024-Present	Peer Reviewer, *Justice Quarterly*
2024-Present	Peer Reviewer, *American Journal of Preventive Medicine*
2024-Present	Peer Reviewer, *Journal of Experimental Criminology*
2024-Present	Peer Reviewer, *Police Practice and Research: An International Journal*
2024-Present	Peer Reviewer, *Risk, Hazards, and Crisis in Public Policy*
2023-Present	Peer Reviewer, *International Journal of Comparative and Applied Criminal Justice*
2022-Present	Peer Reviewer, *Journal of Research in Crime and Delinquency*
2022-Present	Peer Reviewer, *Crime and Delinquency*
2022-Present	Peer Reviewer, *PLOS One*
2021-Present	Peer Reviewer, *Criminology, Criminal Justice, Law and Society*
2020-Present	Peer Reviewer, *Violence Against Women*
2020-Present	Peer Reviewer, *Policing: A Journal of Policy and Practice*
2020-Present	Peer Reviewer, *Sociology Compass*
2018-Present	Peer Reviewer, *Journal of Interpersonal Violence*
2018-Present	Peer Reviewer, *Deviant Behavior*
2018-Present	Peer Reviewer, *Police Quarterly*
2017-Present	Peer Reviewer, *Journal of Criminal Justice*

2016-Present	Peer Reviewer, *American Journal of Criminal Justice*
2015-Present	Peer Reviewer, *Criminal Justice Policy Review*
2014	Panel Chair for Institutional Corrections #1. Academy of Criminal Justice Sciences, Philadelphia, PA.
2013	Panel Chair for Justifiable Homicide, Forcible Rape, Hate Crime and DNA. American Society of Criminology, Atlanta, GA.

To the Department

2023-Present	Interim Department Head (Criminal Justice). Department of Social, Cultural, and Justice Studies. University of Tennessee at Chattanooga.
2023-2024	Master's Thesis "Click, click, boom: A multi-level analysis of repeat firearm offending in Chattanooga, Tennessee." Student: Katlyn Whittenburg. Committee Chair.
2023-2024	Master's Thesis "The influence of personal factors on wrongful convictions." Student: Ellee Jackson. Committee Member.
2023-2024	Master's Thesis "Reentry roadblocks: Investigating the unique reintegration challenges of rural offenders." Student: Brenda Zaragoza. Committee Member.
2023-2024	Master's Thesis "Examining the impact of changes to sentencing guidelines and offender demographics on sentencing outcomes for white collar offenses." Student: Taylor Lovelace. Committee Member.
2022-2023	Master's Thesis "An examination of the disparate impact of neighborhood characteristics on routine and gang-involved gun crime." Student: Dana Stripling. Committee Chair.
2022	Search Committee Chair—Assistant Professor of Criminal Justice. University of Tennessee at Chattanooga.
2022	Search Committee Member—Assistant Professor of Sociology. University of Tennessee at Chattanooga.
2021-2022	Chair—SCJS Recruitment and Retention Committee. University of Tennessee at Chattanooga.
2021-2022	Member--SCJS By-Laws Committee. University of Tennessee at Chattanooga.

2021-2022	Master's Thesis "Analysis of the factors influencing multiple uses of crime guns: An exploratory study." Student: Samantha Scott. Committee Chair.
	Master's Thesis "Food deserts, crime, and neighborhood context: An examination of the impact of food insecurity on violent crime in Little Rock." Student: Sarah Dean. Committee Chair.
2020-2021	Master's Thesis "Comparing the Narrative with Facts: Examining the Impact of the Presidency on Domestic Terrorism in the United States." Student: Olivia Fortunato. Committee Chair.
2020-2021	Member—Racial Justice Committee. Department of Social, Cultural, and Justice Studies. University of Tennessee at Chattanooga.
2020-Present	Criminal Justice Program Internship Coordinator. Department of Social, Cultural, and Justice Studies. University of Tennessee at Chattanooga.
2020	Member—Comprehensive Exam Committee (MSCJ) (Fall 2020). University of Tennessee at Chattanooga.
2019-2020	Undergraduate Honors Thesis "College Student Perceptions of System-Culpability in the Frequency of Wrongful Convictions: Gauging the Importance of Respondent Characteristics." Student: Merideth Smith. Committee Chair.
2019	Search Committee Member—Assistant Professor of Criminal Justice (x2). University of Tennessee at Chattanooga.
2019	Direct Assessment of CRMJ 3310 (Evaluation Report). University of Tennessee at Chattanooga.
2019	Member—Comprehensive Exam Committee (MSCJ) (Summer 2019). University of Tennessee at Chattanooga.
2019	Member—Comprehensive Exam Committee (MSCJ) (Spring 2019). University of Tennessee at Chattanooga.
2018	Search Committee Member—Assistant Professor of Sociology. University of Tennessee at Chattanooga.
2018-2022	Social Media Coordinator. SCJS. University of Tennessee at Chattanooga.
2018-2023	Member—MSCJ Program Committee. SCJS. University of Tennessee at Chattanooga.

To the Campus (Penn State System)

2018	Program Assessment—Administration of Justice Program. Development, distribution, and analysis of alumni and drop-out surveys of former students; development, distribution, and analysis of pre-/post-test of current students. The Pennsylvania State University, Wilkes-Barre.
2018	Co-Director, Celebration of Scholarship, The Pennsylvania State University, Wilkes-Barre.
2017	Member, Scholarly Activities Committee, The Pennsylvania State University, Wilkes-Barre.
	Development of APA Primer for undergraduates majoring in social sciences.
	Program Assessment—Administration of Justice Program. Development, distribution, and analysis of pre-/post-test of current students. The Pennsylvania State University, Wilkes-Barre.
	Founding Coordinator, Criminal Justice Spring Lecture Series, The Pennsylvania State University, Wilkes-Barre. Guest Speaker: Dr. Jeff Walker, University of Alabama at Birmingham.
2016	Founding Coordinator, Undergraduate Research Center, The Pennsylvania State University, Wilkes-Barre.
	Advisor, Students for Justice Club, The Pennsylvania State University, Wilkes-Barre.
	Member, Academic Affairs Committee, The Pennsylvania State University, Wilkes-Barre.
	Member, Faculty Senate, The Pennsylvania State University, Wilkes-Barre

To the University

2023-2024	Member—Search Committee for Associate Vice Chancellor for Public Safety and Chief of Police. University of Tennessee at Chattanooga.
2023-2024	Member—Search Committee for Campus Police Officers (x3). University of Tennessee at Chattanooga.
2023-Present	Member—General Education Committee. University of Tennessee at Chattanooga.

2022-2023	Member—Grade Appeal Committee. University of Tennessee at Chattanooga.
2021-2022	Member—Honor Court (Graduate). University of Tennessee at Chattanooga.
2020-2021	Member—Grade Appeal Committee. University of Tennessee at Chattanooga.
2018-Present	Faculty Advisor: University of Tennessee at Chattanooga Club Baseball. University of Tennessee at Chattanooga.
2018	Chair: Social Sciences Committee. Erickson Discovery Grant Program. The Pennsylvania State University.
2017	Member-Undergraduate Research Website Redevelopment Team (Supervised by Associate Vice President of Undergraduate Education). Initiative to redesign Undergraduate Research website, The Pennsylvania State University.
2015-2016	Chief Justice of the Student Government Association, University of Arkansas at Little Rock.
	Senate Parliamentarian of the Student Government Association, University of Arkansas at Little Rock
	Chair of the Judicial Oversight Committee of the Student Government Association, University of Arkansas at Little Rock.
	Member of the Traffic Committee, University of Arkansas at Little Rock.
	Member of the Honors and Awards Committee, University of Arkansas at Little Rock.
	Member of the Behavioral Standards Committee, University of Arkansas at Little Rock.

To the Community

2023-Present	Member—Hamilton County Opioid Abatement Strategies Evaluation and Professional Pipeline Workgroup
2020-2024	Criminal Justice Reform Expert and Steering Committee Member, Substance Misuse and Addiction Resource for Tennessee (SMART) Policy Network.

2021-2023	Member—Southeast Regional Substance Misuse Task Force. (Projects funded through CDC's Overdose Data to Action cooperative agreement with Tennessee Department of Health)
2017	Founding Coordinator, Students for Justice Club 5k Run, Pennsylvania State University Wilkes-Barre. Funds used to purchase stuffed animals and stickers distributed to law enforcement agencies to hand out to children at the scenes of traumatic events.
2016-2017	Founding Coordinator, Students for Justice Club Holiday Care Package Drive, Pennsylvania State University Wilkes-Barre. Collaboration between PSWB Students for Justice Club and 12 law enforcement agencies to deliver food, children's toys, and family activities to recovering heroin addicts and their families in Luzerne County, PA.

Field Experience

2011-2013	Intelligence Investigator: Missouri Department of Corrections, Office of the Inspector General
2009-2011	Police Officer: Gower Police Department. Gower, Missouri
2003-2009	Deputy Sheriff: Buchanan County Sheriff's Department. St. Joseph, Missouri

Academic Memberships

2011-Present	Academy of Criminal Justice Sciences
2013-Present	American Society of Criminology
2019-Present	Southern Criminal Justice Association

Media Coverage and Interviews

2024	"Ooltewah man dies after encounters with Sullivan Co. deputies leave him hospitalized." Chattanooga Times Free Press. https://www.timesfreepress.com/news/2024/aug/10/ooltewah-man-dies-after-encounters-with-sullivan/ "Chattanooga evangelist fights charges over 3-year-old incident at Signal Mountain Walmart." Chattanooga Times Free Press. https://www.timesfreepress.com/news/2024/aug/03/a-woman-said-he-stalked-her-police-tased-him-in/

"Finding new chief within Chattanooga Police Department could pose unique challenges." News Channel 9. https://m.newschannel9.com/news/local/finding-new-chief-within-chattanooga-police-department-could-pose-unique-challenges

"Former CPD Chief faces 17 charges, but what do they mean?" Local 3 News. https://www.local3news.com/local-news/former-cpd-chief-faces-17-charges-but-what-do-they-mean/article_929ff75a-37ad-11ef-9ac6-fb04f9be2136.html

"Ripple effects: What will Chattanooga policing look like after chief resigns amid charges." News Channel 9. https://newschannel9.com/news/local/ripple-effects-what-will-chattanooga-policing-look-like-after-chief-resigns-amid-charges

"Crossfire: Report chronicles the takedown of Roger Heard at the Speedway in Chattanooga." Chattanooga Times Free Press. https://www.timesfreepress.com/news/2024/jun/22/crossfire-report-chronicles-the-takedown-of-roger/

"Hamilton County had no hate crime convictions in past decade." Chattanooga Times Free Press. https://www.timesfreepress.com/news/2024/jun/03/hamilton-county-had-no-hate-crime-convictions-in/

"Chattanooga police chief claims conflicting residency in Atlanta, Chattanooga." Chattanooga Times Free Press. https://www.timesfreepress.com/news/2024/mar/11/chattanooga-police-chief-claims-conflicting/.

"A poll says Chattanoogans think crime is rising. That's not exactly right." Chattanooga Times Free Press. https://www.timesfreepress.com/photos/galleries/2024/mar/31/a-poll-says-chattanoogans-think-crime-is-rising-thats-not-exactly-right/?=/&subcategory=203%7CMarkets

2023 "Arrest reports reveal Market Street shooting suspect had multiple run-ins with police." News Channel 9. https://newschannel9.com/news/local/arrest-reports-reveal-market-street-shooting-suspect-had-multiple-run-ins-with-police

"Chattanooga police set to receive 35 new stationary license place readers." Chattanooga Times Free Press. https://www.timesfreepress.com/news/2023/sep/12/chattanooga-police-to-get-new-license-plate-readers-tfp/#/questions

"Request to Rescind Former Deputy's Decertification Filed by Hamilton County Sheriff's Office." Local 3 News. https://www.local3news.com/local-news/request-to-rescind-former-deputys-decertification-filed-by-hamilton-county-sheriffs-office/article_f0e0c8fc-2b2f-11ee-8332-13b0259edc77.html

"Tennessee Man Charged with Pulling Gun on Teenagers Who 'Ding Dong Ditched His Home." News Channel 9. https://newschannel9.com/news/local/ooltewah-man-charged-with-pulling-gun-on-teenagers-who-ding-dong-ditched-his-home-rambling-rose-drive-hamilton-county-tennessee-gary-jordan-doorbell-golf-cart-teen-pranks?ref=upstract.com

"Chattanooga Police's Crisis Co-Response Unit Diverts 65 from Jail, 92 from ER in First Year and a Half. Times Free Press. https://www.timesfreepress.com/news/2023/jul/16/chattanooga-polices-crisis-co-response-unit/

"Avoiding a Repeat: Chattanooga Police, City Officials Take Steps to Reduce Summer Violence." News Channel 9. https://newschannel9.com/news/local/avoiding-a-repeat-chattanooga-city-officials-police-take-steps-to-reduce-summer-violence

"Youth Violence Big Focus in TBI's Annual 'Crime in Tennessee' Report Released Monday. News Channel 9. https://newschannel9.com/news/local/youth-violence-big-focus-in-tbis-annual-crime-in-tennessee-report-released-monday

"Chattanooga Police Reach High Homicide Clearance Rate, Decline for Other Violent Crimes." Chattanooga Times Free Press. https://www.timesfreepress.com/news/2023/mar/24/chattanooga-police-reach-high-homicide-clearance-rate-tfp/

2021 "For Rural Tennessee, A Heavy Toll in Drug-Related Deaths. WUTC Scenic Rots 88.1 FM. Chattanooga NPR Station. https://www.wutc.org/post/rural-tennessee-heavy-toll-drug-related-deaths

2019 "Drug Addiction in Rural Tennessee." WUTC Scenic Roots 88.1 FM. Chattanooga NPR Station. https://www.wutc.org/post/drug-addiction-rural-tennessee

2017 "PSU Students for Justice 'Winter Care Package' Program Has Increased Participation." The Dallas Post. https://www.mydallaspost.com/features/life/30500/psu-students-for-justice-winter-care-package-program-has-increased-participation

	"Winter Care Packages for Recovering Heroin Addicts and Families." ABC affiliate WNEP 16. http://wnep.com/2017/12/13/winter-care-packages-for-recovering-heroin-addicts-and-families/
2016	"Students Help Needy Families, Build Trust with Police." ABC affiliate WNEP 16. http://wnep.com/2016/12/16/students-help-needy-families-build-trust-with-police/
	"Holiday Care Packages Delivered to Families Overcoming Drug Addictions." Times Leader. http://timesleader.com/news/616302/holiday-care-packages-delivered-to-families-overcoming-drug-addictions
	"PSU Gift Delivery." NBC affiliate WBRE Wilkes-Barre. http://www.pahomepage.com/news/psu-gift-delivery/621705089
	"Gauging the Pressure on Gun Rights in Arkansas." CBS affiliate THV 11 Little Rock. http://www.thv11.com/story/news/local/hot-springs/2016/02/04/11-news-investigates-gauging-pressure-gun-rights-arkansas/79849850/
2015	"Experts: Murders Link Back to Stolen Guns." CBS affiliate THV 11 Little Rock. http://www.thv11.com/story/news/2015/08/21/experts-murders-link-back--stolen-guns/32158675/

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Education:

Sam Houston State University-Huntsville, TX
Ph.D., Criminal Justice, August 2004
Dissertation: *Saving Our Youth: A Preliminary Assessment of the Adults Relating to Kids Program (ARK)*
Areas of Interest: Victimization of Women, Children, & the Homeless, Drug Attitudes & Policy, Popular Culture & Crime, Juvenile Delinquency, Women & Crime

Eastern Kentucky University-Richmond, KY
M.S., Criminal Justice, December 1999
Thesis: *Realities and Misperceptions of Police Suicide: An Analysis of Suicide in Kentucky; 1988-1997*

University of Kentucky-Lexington, KY
B.A., History, May 1997

Professional Highlights:

University of Tennessee—Chattanooga, Chattanooga, TN 8/2005-present

Leadership Roles:

UTC Faculty Senate
- **Past President (7/2022-6/2023)**
- **President (7/2021-6/2022)**
- **President-Elect (7/2020-6/2021)**

Associate Department Head, Department of Social, Cultural, and Justice Studies (1/2016-8/2016)
Interim Department Head, Criminal Justice & Legal Assistant Studies (8/2013-1/2016)
Graduate Coordinator, Criminal Justice MSCJ Program (8/2011-8/2018)
- **Chair-Graduate Council (2014-2015)**

Coordinator, Criminal Justice Internships (8/2007-8/2012)

Rank:

Full Professor (8/2017-present)
Associate Professor (8/2011-8/2017)
- **Sabbatical (Fall 2016)**
- **Received Tenure 2011**

Assistant Professor (8/2005-8/2011)

Northern Kentucky University—Highland, Heights, KY Summer 2016
Adjunct Instructor

University of Arkansas—Monticello, Monticello, AR 8/2004-8/2005
Assistant Professor
Coordinator, Criminal Justice Internships

Sam Houston State University, Huntsville TX 1/2000-8/2003
Doctoral Teaching Fellow (1/2001-8/2003)
Math/Writing Consultant (4/2000-8/2002)
Graduate Research/Teaching Assistant (1/2000-12/2001)

Fayette County Public Schools, Lexington KY 9/1999-12/1999
Lexington Day Treatment Center
Substitute Teacher

Administrative Experience:

Interim Department Head, Department of Criminal Justice, University of Tennessee Chattanooga (August 2013-January 2016)

- Supervise and evaluate 10.5 faculty and staff members in a department with 450 majors consisting of 4 degree programs including a BS in criminal justice (on campus and online), a BS in legal assistant studies, and an MS in criminal justice; budget supervisor; designed and implemented changes to the curriculum for department; developed and implemented assessment plan; hired and mentored several new tenure track faculty, staff members, and graduate assistants; conducted successful five year program review (2014). Other duties included collection of retention and graduation data, rewriting of departmental by-laws, hiring of adjuncts, curriculum changes, processing student petitions, hiring and termination of staff, and department relocation and renovation. Member of Council of Academic Department Heads.

Graduate Coordinator, Department of Criminal Justice, University of Tennessee Chattanooga (August 2011-2018)

- Review applicant files to determine if they meet admission standards; admit qualified students into the program; Recruit and provide information to prospective students; Attend campus-wide and community recruiting events; Creation of recruitment materials; Ensure all candidacy and graduation requirements are met; Coordinate the Graduate Awards/Recruitment Luncheon; Serve on Graduate Council and attend all meetings; Served as Graduate Council Chair (2014/15) and Past Chair (2015/16) requiring collaboration with the Graduate School Dean and Vice Provost of Research; Process graduate petitions; Create, administer, and process comprehensive exams; Ensure that admissions, grades, and withdrawals are in compliance with university policies; Advise all graduate students; Assist in the preparation of scheduling classes; Creation of MSCJ Guidebook; Process all graduate curriculum revisions.

Associate Department Head, Department of Social, Cultural, and Justice Studies, University of Tennessee Chattanooga (January 2016-August 2016)

- Assist in the supervision of department with 22 faculty and staff members, 670 majors consisting of 6 degree programs and one minor including a BS in Criminal Justice (online and on campus), a BS in Legal Assistant Studies, a BS/BA in Sociology, a BS/BA in Anthropology, a minor in Geography, and an MS in Criminal Justice. Other duties in which I was responsible included: supervising the criminal justice office as we are not co-located during merger; serving as chair of the SCJS Transitional Executive Board to rewrite the new department bylaws, scheduling for all SCJS programs, assessment of all SCJS programs, addressing student concerns, processing student petitions, aiding in the collection of data, mentoring new faculty, etc.

UTC Faculty Senate President, University of Tennessee Chattanooga (July 2020-present)
Elected spokesperson and representative of the faculty with responsibility of presiding at all meetings of the Faculty Senate, full faculty, and executive committees. Conducted Faculty Senate and Full Faculty meetings online using ADA supportive materials. Worked with Academic Affairs on significant issues related to COVID-19; General Education; Disability Resource Center Review; Course Learning and Peer Evaluations; Diversity, Engagement, and Inclusion Initiatives; Faculty Workload and Faculty Work/Life Balance; Employee Compensation, etc. Served on a number of University-wide committees to represent the Faculty including SACSCOC QEP, UTC

- Strategic Plan Integration Committee, Executive COVID-19 Response Team, UPRAC. Served as a member of UT and Tennessee University Systems Committees including University Faculty Council (UFC), Tennessee University Faculty Senates (TUFS), and the UT Online Pilot Committee (Phase II). Served as Mace Bearer at Graduation(s) and Speaker at Commencement. Currently serving as the Faculty Representative on the UTC Advisory Board.

Publications:

Books:

DeValve, M., Garland, T.S., & Wright, B.Q. (2018). A unified theory of justice and crime: Justice that love gives. Lanham, MD: Roman & Littlefield.

Refereed Journals:

Policastro, C., Rush, Z.*, Crittenden, C., & Garland, T.S. (forthcoming). Spare the rod? College student experiences with and perceptions of corporal punishment. *Journal of Child and Family Studies.*

Jackson, E.*, Dierenfeldt, R. Rosenberger, J., Burgeson, K., Garland, T.S., & Reasonover, C. (onlinefirst, January 2024). Misperceptions of deadly force by police. Exploring the role of social media consumption, perceptions of procedural justice, and respondant demographics. *Journal of Offender Therapy & Comparative Criminology*

Reasonover, C.*, Dierenfeldt, R. Garland, T.S., Rosenberger, J., Burgeson, K., & Jackson, E. (onlinfirst, September 2023). Factors that influence policy preference in issues related to deadly force. *Journal of Criminal Justice Education.*

Garland, T.S., McGuffee, K., Ford, D., & Dotson, E.* (2023, July 14). Politicizing vaccination requirements: American university responses during COVID-19. *Higher Education Policy.*

Crick, S.,* Crittenden, C., Policastro, C.P., Garland, T.S. Dierenfeldt, R. (onlinefirst May 2023). Adverse childhood experiences (ACEs) and co-occurring disorders: Is there a relationship among ACEs, mental health issues, and substance abuse among inmates? *Journal of Drug Issues*

Hancock, K.,* Garland, T.S., Policastro, C., Bray, B.,*Kennedy, K.,* & Miller, B.,* (2021). Abusive Beats: IPV in popular music. *Journal of Crime and Popular Culture*, 21(1), 81-103.

Hancock, K.*, Policastro, C., Crittenden, C., & Garland, T.S. (2021). Major blame: Student attitudes toward male rape victims. *Journal of Criminal Justice Education*, 32(1), 108-125.

Crittenden, C. A., Gimlin, A. M., Bennett, A.*, & Garland, T. S. (2021). Exploring Faculty and Students' Attitudes About Consensual Sexual Relationships and Sexual Harassment on College Campuses. *Educational Policy*, *35*(1), 41–66. https://doi.org/10.1177/0895904818810522

Garland, T.S., Policastro, C., Branch, K., & Henderson, B. (2019). Bruised and battered: Reinforcing intimate partner violence in comic books. *Feminist Criminology*, *14*(5), 584–611. https://doi.org/10.1177/1557085118772093

Carrillo, A.*, Crittenden, C., & Garland, T.S. (2019). Faculty perceptions of consensual sexual relationships between university faculty and students. *Journal of Academic Ethics, 17(4), 331-343.*

Garland, T. S., Blackburn, A. G., Browne, J. A.,* & Blanfort, C. D.* (2018). Prime-Time Representations of Female Federal Agents in Television Dramas. *Feminist Criminology*, *13*(5), 609–631. https://doi.org/10.1177/1557085117693089

Garland, T. S., Phillips, N., & Vollum, S. (2018). Gender Politics and The Walking Dead: Gendered Violence and the Reestablishment of Patriarchy. *Feminist Criminology*, *13*(1), 59–86. https://doi.org/10.1177/1557085116635269

Garland, T.S., Policastro, C., Richards, T.N. & Miller, K.S. (2017). *Blaming the victim: University student attitudes toward bullying. Journal of Aggression, Maltreatment, & Trauma, 26(1), 69-87.*

Garland, T. S., Branch, K. A., & Grimes, M.* (2016). Blurring the Lines: Reinforcing Rape Myths in Comic Books. *Feminist Criminology*, *11*(1), 48–68. https://doi.org/10.1177/1557085115576386

Richards, T.N., Crittenden, C., Garland, T.S., McGuffee, K. (2014). An exploration of policies governing faculty-to-student consensual sexual relationships on university campuses: Current strategies and future directions. *Journal of College Student Development, 55*(4), 337-352.

Garland, T.S., & Bumphus, V.W. (2012). Race, bias, and drug policy. *Journal of Ethnicity and Criminal Justice, 10,* 148-161.

Eigenberg, H., McGuffee, K., Iles, G., & Garland, T. (2012). Doing gender: Perceptions of gender bias in the jury selection process. *American Journal of Criminal Justice, 37*(2), 258-275.

Garland, T.S., Bumphus, V.W., & Knox, S.A. (2012). Exploring general and specific attitudes toward drug policies among college students. *Criminal Justice Policy Review, 23*(1), 3-17.

Garland, T.S., Richards, T.N., & Cooney, M.* (2010). Victims hidden in plain sight: The reality of the victimization of the homeless. *Criminal Justice Studies: A Critical Journal of Crime, Law and Society, 23*(4), 285-301.

Richards, T.N.*, Garland, T.S., Bumphus, V., & Thompson, R. (2010). Personal and political?: Exploring the feminization of the American homeless population. *Journal of Poverty*, *14*(1), 97-115.

McGuffee, K., Garland, T., and Eigenberg, H (2007). Is the jury selection process fair? Perceptions of race and the jury selection process. *Criminal Justice Studies: A Critical Journal of Crime, Law and Society, 20*(4), 445-468.

Garland, T.S., Hughes, M.F., & Marquart, J.W. (2004). Alcohol, sexual innuendos, & bad behavior. *Southwest Journal of Criminal Justice, 1*(2), 11-28.

Under Review:

Garland, T.S., Policastro, C., & Dotson, E.* (under review; Submitted September 2023). She's only 17: Depictions of the sexual victimization of minors in popular music. *Journal of Criminal Justice and Popular Culture.*

Book Chapters:

Garland, T.S., Browne, J.A., & Murphy, C.* (2021). *Breaking Bad*: Failure, crime, and the inability to cope. In Streaming criminology: Theory and justice through the lens of popular tv shows. J.A. Grubb & Posick, C. (eds.). New York University Press.

Vollum, S., Garland, T.S., & Phillips, N. (2021). *The Walking Dead* and criminological theory: Exploring the impact of radical social change on crime through the lens of the zombie apocalypse. In Streaming criminology: Theory and justice through the lens of popular tv shows. J.A. Grubb & Posick, C. (eds.). New York University Press.

Garland, T.S. & Bennett, A.* (2018). An overview of sexual assault and sexual assault myths. In F.P. Reddington & B. W. Kreisel (Eds.). *Sexual assault: The victims, the perpetrators, and the criminal justice system (3rd ed).* Durham, NC: Carolina Academic Press.

Garland, T.S. & Policastro, C. (2014). Sexual victimization and the vulnerable. In T.N. Richards & Catherine D. Marcum (Eds.). *Sexual victimization: Then and now.* Sage.

Eigenberg, H. & Garland, T.S. (2008). Victim blaming. In L. Moriarty (Ed.). *Controversies in Criminology (2nd ed.).* Cincinnati, OH: Anderson Publishing.

Garland, T. (2005). An overview of sexual assault and sexual assault myths. In F.P. Reddington & B. W. Kreisel (Eds.). *Sexual assault: The victims, the perpetrators, and the criminal justice system.* Durham, NC: Carolina Academic Press.

Non-Refereed:

Garland, T.S. (2019). Homelessness and girls. In Women and Crime Encyclopedia by F. Bernat & K. Frailing (eds.). Wiley & Sons.

Garland, T.S. (2019). Homelessness and female drug and alcohol addiction. In Women and Crime Encyclopedia by F. Bernat & K. Frailing (eds.) Wiley & Sons.

Garland, T.S. & McGuffee, K. (2016). Juvenile court. In W. Jennings (Ed.). The Encyclopedia of Crime and Punishment. Wiley-Blackwell.

Garland, T.S. & Branch, K. (July/August 2015). Sexual assault in comic books and reinforcing rape myths. Sexual Assault Review, 18(6), 83-84.

Garland, T. (2012). Leni Riefenstahl. In V. Jensen (Ed.), Women criminals: An encyclopedia of people and issues. ABC-CLIO: Santa Barbara, CA.

Garland, T. (2012). Lucy Stone. In V. Jensen (Ed.), Women criminals: An encyclopedia of people and issues. ABC-CLIO: Santa Barbara, CA.

Garland, T. (2010). Simple and Aggravated Assault. In B. Fisher and S. Lab (Eds.). Encyclopedia of Victimology and Crime Prevention. Sage Publications.

Garland, T. (2010). Guns and Victimization. In B. Fisher and S. Lab (Eds.). Encyclopedia of Victimology and Crime Prevention. Sage Publications.

Garland, T. (2009). Statutory Rape. In J. Wilson (Ed.). The Praeger Handbook of Victimology. Praeger Publishers.

Garland, T. (2009). Beniamin Mendelsohn. In J. Wilson (ed.). The Praeger Handbook of Victimology. Praeger Publishers.

Garland, T. (2009). Mendelsohn's Typologies. In J. Wilson (ed.). The Praeger Handbook of Victimology. Praeger Publishers.

Garland, T., Eigenberg, H., McGuffie, K. (2009). Race and Jury Selection. In H. Green & Sean Gabbidon (eds.). Encyclopedia of Race and Crime. Sage Publications.

Garland, T.S. Powerpoint Slides. (2007). For Drugs & Behavior: An Introduction to Behavior Pharmacology (6th ed.). Prentice Hall.

Garland, T. (2004). Drug Enforcement. In L.E. Sullivan, M.S. Rosen, D. Schulz, & M.R. Haberfeld (eds.) Encyclopedia of Law Enforcement. Sage Publications.

Garland, T. (2002). Book Review. Women and injustice: The civil and criminal effects of the common law on women's lives. Grana, S. SWACJ Newsletter 8 (2).

Garland, T. (2002). The difficulty of writing. *Communication across the Curriculum, 21*, p. 17.

Technical Reports/Program Evaluations:

Dierenfeldt, R., Garland, T.S., Crittenden, C., & Policastro, C. (July 2019). Drug Abuse and Recovery in Rural Tennessee Communities, Conducted for the Tennessee Department of Human Services.

Garland, T.S. & Bumphus, V.W. (December 2011). Assessing the Tennessee Methamphetamine Task Force. Conducted for the Tennessee Bureau of Investigation.

Garland, T.S. & Thomas, S. (May 2011). A preliminary assessment of the Hamilton County Drug Court. Conducted for the Hamilton County Drug Court.

Garland, T.S. (2004). *Saving Our Youth: A Preliminary Assessment of the Adults Relating to Kids Program.* Conducted for the Center for Self-Esteem.

Garland, T. S. (2003). The ARK program as a means of elevating the self-esteem of adult participants in jail. Conducted for the Center for Self-Esteem

Work in Progress:

Dotson, E.*, Garland, T.S., & Policastro, C. (in progress). 15 & Almost Famous.

Garland, T.S., Williams, L*., Bray, B*., & Scott, S.* (in progress). Stranger Things: Moral panics and the myth of child abduction.

Garand, T.S., Policastro, C., Plumlee, B., Scott, S.*, & Sanders, A.* (in progress). Student perceptions of police violence against minorities.

Garland, T.S., Hancock, K., Edney, K.*, & Policastro, C. (in progress). Commodifying Euphoria: Representations of online victimization of girls in a television drama

Garland, T.S., Hancock, K., Reasonover, C.*, & Jett, D. (in progress). Representations of co-coccurring disorders in popular culture

Garland, T.S., Policastro, C., Hancock, K (in progress). Negative online experiences among college students.

Grants:

External Funded:

2019 Co-Principal Investigator: Assessment of Drug Use, Perceptions, and Needs among Rural Jail Inmates in Tennessee
Tennessee Department of Human Services
Awarded: $50,000.00

2011 Co-Principal Investigator: Assessment of the Methamphetamine Task Force
Tennessee Bureau of Investigation
Awarded $24,500.00

Internal Funded:

2010 Faculty Research Grant: Bullying and Cyber Bullying: Reflections of University Students
University of Tennessee Chattanooga
Awarded $2750.00

2009 Faculty Development Grant: Exploratory Analysis of Student Perceptions of Drug Policy
University of Tennessee Chattanooga
Awarded $1000.00

2008 Faculty Development Grant: Repeat Victims
University of Tennessee Chattanooga

Awarded $1000.00

2007 Faculty Development Grant: Victimizing Homeless Women
University of Tennessee Chattanooga
Awarded $700.00

2007 Faculty Development Grant: Is Jury Selection Fair?
University of Tennessee Chattanooga
Awarded $1000.00

2006 Faculty Development Grant: Hollywood and Crime
University of Tennessee Chattanooga
Awarded $698.00

2006 Faculty Research Grant: Impact of Homelessness on Families
University of Tennessee Chattanooga
Awarded $1504.00

Not Funded:

2015 Co-Principal Investigator-Patterns of Criminal Victimization: Group Based Trajectories and Repeat Measure Zero-inflated Analysis of the 2009-2013 NCVSs
National Institute of Justice
Requested Funding: $35,059.00

2007 Summer Research Grant: Realities of Crime and Victimization among the Homeless
Requested Funding: $2500.00

2006 Co-Principal Investigator-Evaluation of the Effectiveness of the South/East Tennessee Methamphetamine Task Force and Idaho Combined Agency Methamphetamine Partnership in Disrupting the Market for Methamphetamine
National Institute of Justice
Requested Funding: $249,145.00

Professional Participation:

Conference Presentations, Panels, and Poster Sessions:

2024 Presentation, Garland, T.S., Hancock, K., Policastro, C., Edney, K.*, & Reasonover, C.* Commodifying Euphoria: Represenations of sexting and online victimization. Southern Criminal Justice Association, Greenville, SC (September 10, 2024).

2024 Presentation, Garland, T.S., Reasonover, C.,* Hancock, K., Policastro, C., & Jett, D.* Strain, ACEs, and negative outcomes in Euphoria. Southern Criminal Justice Association, Greenville, SC (September 12, 2024).

2022 Presentation, Dotson, E., Policastro, C., & Garland, T.S. She's only 17: Statutory rape in popular music. Southern Criminal Justice Association, Ashville, NC (September 2022)

2022 Presentation, Jackson, E.*, Dierenfeldt, R. Rosenberger, J., Garland, T.S., & Reasonover, C. Misperceptions of deadly force by police. Exploring the role of social media consumption, perceptions of procedural justice, and respondant demographics. Southern Criminal Justice Association, Ashville, NC (September 2022)

2022 Presentation, Reasonover, C.,* Dierenfeldt, R., Rosenberger, J., Garland, T.S., Jackson, E.*. Factors that influence policy preference in issues related to deadly force. Southern Criminal Justice Association, Ashville, NC (September 2022)

2021 Presentation, Portugal, Vivian*, Policastro, C., Crittenden, C., & Garland, T. Rape myth acceptance and fear of sexual victimization in college campuses. Southern Criminal Justice Association, Daytona, FL (September 2021).

2021 Presentation, Crick, Skylar*, Crittenden, C., Policastro, C., Garland, T., & Dierenfeldt, R. Adverse childhood experiences (ACEs) and co-occurring disorders: Is there a relationship for jail inmates?" Sourthern Criminal Justice Association, Daytona, Fl (September 2021).

2019 Poster Presentation, Rush, Zachary[+], Policastro, Christina, Crittenden, Courtney, & Garland, Tammy S. "Spare the Rod? The College Student Perspective on Corporal Punishment." Southern Criminal Justice Association, Nashville, TN (September 2019).

2019 Panel Participant, Garland, T.S. & Vollum, S. "Dismantling Rape Culture." #MeToo Conference, Duluth, MD (April 19, 2019).

2019 Poster Presentation, Hancock, Katelyn[+], Policastro, Christina, Crittenden, Courtney, & Garland, Tammy S. "Perceptions of Male Rape Victims: Examining Rape Myth Acceptance and Victim Blaming Attitudes Among a Sample of College Students." Academy of Criminal Justice Sciences, Baltimore, MD. (March 2019).

2018 Paper Presentation, Policastro, Christina, Crittenden, Courtney A., Garland, Tammy S., & Hancock, Katelyn[+]. "Victim Blaming Attitudes Among College Students: Exploring Perceptions Of Male RapeVictims." Southern Criminal Justice Association, Pensacola, FL. (September 13, 2018).

2018 Panel Participant, Twitty, Elizabeth, Bennett, April, & Garland, Tammy S. Mass shootings, media coverage, and moral panics: An analysis of mass shootings in 2015, Academy of Criminal Justice Science, New Orleans, LA (February 17, 2018)

2018 Panel Participant, Faculty perceptions of consensual sexual relationships between university faculty and students. Academy of Criminal Justice Sciences, New Orleans, LA (February 15, 2018).

2017 Panel Participant, Consensual sexual relationships: How do faculty and student's opinions compare. Southern Criminal Justice Association, New Orleans, LA (September 2017).

2017 Panel Participant, Attitudes and needs of practitioners working with foster youth. Academy of Criminal Justice Sciences, Kansas City, MO (March 2017)

2016 Panel Participant, Bruised and Battered: Representations of Intimate Partner Violence in Comic Books, at the Southern Association of Criminal Justice, Savannah, GA (September 9, 2016).

2016 Panel Chair, Victimology, at the Southern Association of Criminal Justice, Savannah, GA (September 9, 2016).

2016 Moderator, *Balancing Motherhood and Academia*, at Academy of Criminal Justice Sciences, Denver, CO (March 31, 2016).

2016 Panel Participant, *Race, Racial Identification, and Perceived Racial Bias as Predictors of Attitudes toward Drug Policy*, at Academy of Criminal Justice Sciences, Denver, CO (March 31, 2016).

2016 Panel Participant, *Faculty Perceptions of Student/Faculty Consensual Sexual Relationships*, at Academy of Criminal Justice Sciences, Denver, CO (March 30, 2016).

2015 Poster Presentation, *Crossing the Line: Student Perceptions of Student/Faculty Consensual Sexual Relationships*, at American Society of Criminology, Washington, DC (November 19, 2015).

2015 Panel Participant, *Advice on How to Successfully Navigate Graduate School and Academia*, at Academy of Criminal Justice Science, Orlando, FL (March 7, 2015).

2015 Panel Participant, *Ten Years Later: First Year Professors (2005) Revisitied-Lessons Learned Over a Decade*, at Academy of Criminal Justice Sciences, Orlando, FL (March 7, 2015).

2015 Panel Participant, *Bringing Crime and Media Research to the People: A New Perspective*, at Academy of Criminal Justice Sciences, Orlando, FL (March 5, 2015).

2015 Presentation, *Women in Prime Time: Representation of Federal Female Officers*, at Academy of Criminal Justice Science, Orlando, FL (March 4, 2015).

2014 Presentation, *An Examination of Rape Myths in Comic Books*, at Academy of Criminal Justice Sciences, Philadelphia, PA (February 19, 2014).

2013 Panel Chair, Drug Policy and Drug Market Interventions, at American Society of Criminology, Atlanta, GA (November 21, 2013).

2013 Presentation, *Drug Policy and the Ivory Tower: Drug Policy Attitudes among University Faculty and Staff*, at American Society of Criminology, Atlanta, GA (November 21, 2013).

2013 Panel Chair, Adolescent & young adult victimization and bullying, at Academy of Criminal Justice Sciences, Dallas, TX (March 20, 2013).

2013 Presentation, *Blaming the victim: University student attitudes toward bullying*, at Academy of Criminal Justice Sciences, Dallas, TX (March 20, 2013).

2012 Panel Chair, Panel Session 13, at International Crime, Media, & Popular Culture Studies Conference, Terre Haute, IN (September 18, 2012).

2012 Presentation, *Gender Politics and The Walking Dead: Women as Living Zombies and the Men who "Kill" Them*, at International Crime, Media, & Popular Culture Studies Conference, Terre Haute, IN (September 18, 2012).

2012 Panel Chair, Internet and Cyber Victimization, at the Academy of Criminal Justice Sciences, New York, NY (March 20, 2012).

2012 Presentation, *Logged on 24/7: The impact of cyberbullying*, at the Academy of Criminal Justice Sciences, New York, NY (March 20, 2012).

2012 Presentation, *This is your brain on drugs: Exploring drug myth acceptance among college students*, at the Academy of Criminal Justice Sciences, New York, NY (March 19, 2012).

2010 Poster Presentation, *Exploring attitudes toward drug polices among college students as it relates to religiosity and moralism*, at the American Society of Criminology, San Francisco, CA (November, 18, 2010).

2010 Presentation, *Student perceptions of minority drug use*, at the American Society of Criminology, San Francisco, CA (November 18, 2010).

2009 Presentation, *Questioning morality: Do religious beliefs lead to poor drug policies?*, at the American Society of Criminology, Philadelphia, PA (November 6, 2009).

2009 Presentation, *An exploratory study of students perceptions of drug policy in the United States*, at the American Society of Criminology, Philadelphia, PA (November 6, 2009).

2008 Presentation, *The criminalization and victimization of the homeless*, at the University of Tennessee Chattanooga, Chattanooga, TN (November 18, 2008).

2008 Panel Participant, *Repeat victims: The criminalization and victimization of the homeless*, at the American Society of Criminology, St. Louis, MO (November 13, 2008).

2007 Panel Participant, *Misogyny in the courts: Gender and the jury selection process*, at the American Society of Criminology, Atlanta, GA (November 14, 2007).

2007 Panel Participant, *Victimizing homeless women*, at the American Society of Criminology, Atlanta, GA (November 15, 2007).

2007 Panel Participant, *Is the jury selection process fair? Race and the jury*, at the Academy of Criminal Justice Sciences, Seattle, WA (March 15, 2007).

2007 Panel Participant, *Policing Hollywood Style*, at the American Association of Behavioral and Social Sciences, Las Vegas, NV (February 8, 2007).

2006 Panel Participant, *Hollywood and crime*, at the Academy of Criminal Justice Sciences, Baltimore, MD (March 1, 2006).

2005 Panel Participant, *Saving our lost: A preliminary assessment of ARK*, at the Academy of Criminal Justice Sciences, Chicago, IL (March 16, 2005).

2005 Roundtable Participant, *Examining 1st-year professors' experiences*, at the Academy of Criminal Justice Sciences, Chicago, IL (March 17, 2005).

2004 Panel Participant, *Second-class crime fighters*, at the Academy of Criminal Justice Sciences, Las Vegas, NV (March 13, 2004).

2004 Panel Participant, *Forever young: A legal analysis of estrogen-based drugs*, at the Academy of Criminal Justice Sciences, Las Vegas, NV (March 11, 2004).

2002 Panel Participant, *Alcohol, bad behavior and sexual innuendos: A Study of a Small Town Bar*, at the American Society of Criminology, Chicago, IL. (November 15, 2002).

2002 Panel Participant, *Leaping tall buildings: The evolution of the female crime fighter in television serials 1965-2002*, at the Southwestern Social Sciences Association, New Orleans, LA (March 29, 2002).

2001 Panel Participant, *Incarcerated Mothers: A legal right to their children?*, at the Southwestern Association of Criminal Justice, San Antonio, TX (October 5, 2001).

2001 Panel Chair, *Drugs in the media and popular culture*, at the Academy of Criminal Justice Sciences, Washington, D.C. (April 5, 2001).

2001 Panel Participant, *The new crack: Toward a theoretical understanding of law enforcement attempts to expand the war on drugs*, at the Academy of Criminal Justice Sciences, Washington, D.C. (April 5, 2001).

2001 Panel Participant, *Mothers in prison: The destruction of the American family, at the Academy of Criminal Justice Sciences*, Washington, D.C. (April 4, 2001).

2000 Panel Participant, *Saving our lost*, at the annual meeting of the Southwest Association of Criminal Justice, El Paso, TX (October 13, 2000).

2000 Panel Participant, *A national analysis of police hazards: Actualities and misperceptions*, at the annual meeting of the Academy of Criminal Justice Sciences, New Orleans, LA (March 24, 2000).

1999 Panel Participant, *Terrorists among us: An investigation into domestic terrorist bombings*, at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL (March 13, 1999).

University Presentations, Panels, and Poster Sessions:

2024 Poster Presentation, Commodifying Euphoria: Representations of Online Victimization (w/ Kayla Edney, Katelyn Hancock, and Christina Policastro), UTC Research Day, Chattanooga, TN (April 2024).

2019 Poster Presentation, Reinforcing IPV in Popular Music (w/ Katelyn Hancock, Bethany Bray, Christina Policastro, Kaitlyn Kennedy, & Brandon Miller), UTC Research Dialogues, Chattanooga, TN (April 2019).

2019 Poster Presentation, Stranger Things: Moral Panics, Child Abuductions, and the Myth of Missing Children (w/ Bethany Bray & Lauren Williams), UTC Research Dialogues, Chattanooga, TN (April 2019).

2019 Poster Presentation, Methodology & Breaking Bad: General Strain (w/ Katelyn Hancock & Hannah Gateley), UTC Research Dialogues, Chattanooga, TN (April 2019).

2019 Poster Presentation, Black and Blue: Images of Policing in Comics (w/ Zachary Rush & Candace Murphy), UTC Research Dialogues, Chattanooga, TN (April 2019).

2019 Poster, Perceptions of male rape victims (w/ Katelyn Hancock, Christina Policastro, & Courtney Crittenden), UTC Research Dialogues (April 2019).

2018 Poster Presentation (w/Bryant Plumlee), University Student Perceptions of Body-Worn Cameras, UTC Research Dialogues, Chattanooga, TN (April, 2018).

2017 Poster Presentation (w/Christina Policastro, Courtney Crittenden, and Whitney Ridley), Percpetions of male rape, UTC Research Dialogues, Chattanooga, TN (April, 2017).

2017 Poster Presentation (w/ April Bennett & Courtney Crittenden), Faculty attitudes toward consensual sexual relationships with students, UTC Research Dialogues, Chattanooga, TN (April, 2017).

2016 Presentation (w/April Ebbinger & Jamie Harvey), This isn't the 1950s: Rethinking learners' engagement within an online forum using the Quality Matters framework, at UTC 2016 Instructional Excellence Retreat, Chattanooga, TN (May 11, 2016).

2016 Poster Presentation (w/ Carson W. Green & Joseph B. Ketron). Depcitions of crime and justice in post-apocalyptic comics, UTC Research Dialogues, Chattanooga, TN (April, 2016).

2016 Poster Presentation (w/ April Bennett & Elizabeth Twitty), Mass shootings and media misconceptions, UTC Research Dialogues, Chattanooga, TN (April, 2016).
2016 Poster Presentation (w/ David Sherit & Brandon Sissom), Comprehending the Ebola Outbreak of 2014: A study of newsprint media and moral panics, UTC Research Dialogues, Chattanooga, TN (April 2016).

2016 Poster Presentation (w/ Leah Adams, Derek Cathey, & Lasha McCullough), Gender issues in comic books, UTC Research Dialogues, Chattanooga, TN (April 2016).

2015 Poster Presentation (w/ Candice Ammons & John A. Browne), Prime-Time Crime: Female Federal Agents in Popular Culture, UTC Research Day, Chattanooga, TN (April 14, 2015).

2014 Poster Presentation (w/ Katherine Larsen), Bullying and bystanders, UTC Research Day, Chattanooga, TN (March 21, 2014).

2014 Poster Presentation (w/ Mackenzie Grimes), *Blurring the lines: Rape and rape myths in comic books*, UTC Research Day, Chattanooga, TN (March 21, 2014).

2013 Poster Presentation (w/ Charles Goforth), *Cyberbullying and negative outcomes*, at UTC Research Day, Chattanooga, TN (April 2, 2013).

2012 Panel Participant, Social Injustice and Women, UTC Women's Studies Department, Chattanooga, TN (February 22, 2012).

2010 Presentation, *Using I-Clickers in the Classroom*, Walker Teaching Resource Center, Chattanooga, TN (November 2010).

2009 Presentation, *Using I-Clickers in the Classroom*, Walker Teaching Resource Center, Chattanooga, TN (October 20, 2009).

2008 Presentation, *The Criminalization and Victimization of the Homeless*, at the University of Tennessee Chattanooga, Chattanooga, TN (November 18, 2008).

2004 Panel Participant, *Domestic and Relationship Abuse: Awareness and Prevention Seminar*, at the University of Arkansas-Monticello, Monticello, AR (October 21, 2004).

2002 Panel Participant, *Women, Crime, and Popular Culture*, for Women's History Month at Sam Houston State University, Huntsville, TX (March 27, 2002).

2001 Presentation, *Overcoming Statistics Anxiety*. Academic Enrichment Center, Huntsville, TX (February 22, 2001).

2000 Presentation, *Comma Chameleon: A Guide to the Insertion of the Comma*. Academic Enrichment Center, Huntsville, TX (November 15, 2000).

Invited Speaking/Training Events

2024 Invited Speaker, In-Service Training: Compass Fatigue, Burnout, and Proactive Advocacy through Self Care, Violence Prevention Center Southwestern Illinois (January 11, 2024)

2023 Invited Speaker, When Online Behavior Becomes Dangerous, Chattanooga School for the Arts & Sciences (January 24, 2023).

2022 Invited Speaker, Impacts of Cyerbullying on Adolescents, Chattanooga School for the Arts & Sciences (September 27, 2022).

2022 Inivted Speaker, Smartphones & Adolescent Behavior, Chattanooga School for the Arts & Sciences (August 30, 2022).

2022 Commencement Speaker, University of Tennessee Chattanooga, College of Arts & Sciences (May 7, 2022).

2021 Invited Speaker, Collecting and Analyzing Data for Content Analysis in Practice, University of Tennessee Chattanooga (October 6, 2021). https://www.youtube.com/watch?v=rtFLTI6Mprs

2021 Invited Speaker, Juvenile Justice, Southeast Council on Children and Youth, Chattanooga, TN (May 14, 2021).

2014 Invited Speaker, *Juvenile Delinquency Trends*, MLK Jr. Children's Rights, Southeast Council on Children and Youth, Chattanooga, TN (January 16, 2014)

2012 Invited Speaker, Extending the Vision-Reaching Every Victim, Tennessee Board of Probation and Parole, Chattanooga, TN

2012 Invited Speaker, In-Service Training: Burnout among Domestic Violence Service Providers, Chattanooga Community Kitchen

2007 Invited Speaker, *The War on Drugs and Its Impact on the African-American Community*, at the University of Tennessee Chattanooga, Symposium on Negativity in the Black Community, Chattanooga, TN (November 8, 2007).

2007 Invited Speaker, *Sexual Assault: Realities and Misperceptions*, at Glenville State University, Symposium on Violence against Women, Glenville, WV (February 19, 2007).

Webinars & Media Appearances:

2023 Refusal of necessary witnesses: D.A. says child forced to tell sexual abuse story to Dade County Judge https://newschannel9.com/news/local/it-cant-all-lie-on-the-victim-girl-forced-to-tell-her-sexual-abuse-to-dade-county-jury-ronald-craig-neugard

2023 UTC Students Shown the Personal Reality of Homelessness Only a Few Blocks Away from Campus https://blog.utc.edu/news/2023/05/utc-students-shown-the-personal-reality-of-homelessness-only-a-few-blocks-away-from-campus/

2022 Sextortion attempts increasing across Tennessee universities (November 9, 2022). https://www.local3news.com/local-news/sextortion-attempts-increasing-across-tennessee-universities/article_d8f10a42-60a3-11ed-8d46-b7d715e0252c.html

2021 UTC Approach to the Omicron Variant. UTC Echo. https://www.theutcecho.com/news/utc-approach-to-omicron-variant/article_d40756cc-7886-11ec-a6a4-87fe10f49471.html

2020 Periodic Ponderings: Undergraduate Research for Pre-Health Profession Students
-participant

2020 Systemic Racism, State Violence, and Criminal Justice Reform
-organizer and participant

2015 Police pursuit across state lines with Calvin Sneed. Channel 9 News.

Courses Taught:

Graduate:
Criminal Justice Proseminar (online)
Drugs and Crime (F2F, hybrid, online)
Juvenile Delinquency and Juvenile Justice (F2F, hybrid, online)
Popular Culture and Crime (F2F, hybrid, online)
Research Methods I (F2F)
Research Methods II (F2F)
Victimology (F2F)

Undergraduate:
Capstone in Critical Justice Issues (hybrid, online)
Community Engagement: Poverty & Crime (F2F)
Corrections (F2F)
Crime, Society, and the Media (F2F)
Criminology (F2F)
Drugs: Law and the Community (F2F, hybrid, online)
Drug Use and Abuse (F2F)
Introduction to Criminal Justice (F2F)
Juvenile Justice and Delinquency (F2F, hybrid, online)
Research Methodology (F2F, hybrid)
Understanding Human Behavior (F2F)
Victimology (F2F)

Women, Crime, & Criminal Justice (F2F, online)
Zombies, Outlaws, & Crime: Disenfranchisement in a Post-Apocalyptic Society (F2F, Online)

Academic Appointments, Committees, and Service:

Department:

2018-2024	MSCJ Comprehensive Exam Grader
2018-2023	MSCJ Appeals Committee
2011-2024	CRMJ/SCJS RTP Committee
	-Chair (2018/2019, 2019/2020, 2024/2025)
2005-2024	SCJS Student Recruitment
2022	SCJS, Anthropology Lecturer Search
2021	CRMJ, Developed Major's Page on Canvas
2020-2021	SCJS, Criminal Justice Assistant Lecturer Search
	-Chair
2020-2021	SCJS, Department Head Search Committee, Committee Member
2019-2020	SCJS, Criminal Justice Assistant Lecturer Search
	-Chair
2019-2020	SCJS, Criminal Justice Assistant Professor Search (2 positions),
	-Chair
2018-2019	SCJS Curriculum Committee
2018-2019	SCJS, Sociology Assistant Professor Search
	-Chair
2017-2019	SCJS Junior Faculty Mentor
2017	SCJS, Sociology/Criminal Justice Assistant Professor Search
2016-2021	SCJS Bylaws Committee
	-Chair (2016-2020)
2016	SCJS, Criminal Justice Lecturer Search Committee
	-Chair
2016	SCJS, Criminal Justice Assistant Professor Search Committee
2015	OED Faculty Mentor
	-Mentee: Christina Policastro
2010	Criminal Justice Faculty Search Committee
2005-2011	MSCJ Comprehensive Exam Grader
2005-2010	Faculty Sponsor, Alpha Phi Sigma & UTC Criminal Justice Club
2004-2005	Faculty Sponsor, UAM Criminal Justice Association

UT System:

2020-2022	Tennessee University Faculty Senates (TUFS), Committee Member
2021-2022	University Faculty Council (UFC), UTC Faculty Senate Representative for UT System
2021-2022	UT Online Pilot Committee: Phase II, Committee Member, UT System

College/University:

2024-2025	FARC, Committee Member, UTC
2024-2025	UTC Petitions Committee
2024	RTP External Committee Member
	-Marcus Mauldin (PSPS)
2012-2024	UTC Institutional Review Board
2022-2024	UTC Advisory Board, Faculty Representative
2023-2024	Developed CAS Community Engagement Minor
2023	RTP External Committee Member
	-Lane Wilkerson (Library)
2022-2023	UTC Post-Tenure Review, CAS-Social & Behavioral Sciences
2022-2023	UTC Faculty Handbook

2020-2023	Faculty Senate, UTC
	-Past President (2022-2023)
	-President (2021-2022)
	-President Elect (2020-2021)
2012-2024	UTC Institutional Review Board
2021-2022	UTC Strategic Plan Transitional Team
2021-2022	SACSCOC QEP Committee
2021-2022	UTC Institutional Compliance Committee
2020-2022	UTC Campus Leadership Team
2021-2022	UPRAC, Faculty Senate Representative
2020-2021	UTC Safety Committee
2019-2022	FARC, Committee Member, UTC
	-Chair (2021-2022)
2019-2021	UTC Post-Tenure Review, CAS-Social & Behavioral Sciences
2018-2019	RTP External Committee Member
	-Christopher Horne (PSPS)
	-Michael McCluskey (Communications)
2018-2019	Grade Appeals, UTC
2017-2018	Graduate Council, Best Practices Committee
2016-2018	Graduate Council, ad hoc Disciplinary Committee
2016-2018	Graduate Council, Graduate Appeals Committee
2016	UTC SACSCOC Distance Learning Subcommittee
2015	CAS Strategic Planning Committee
2015-2017	Faculty Grants Committee
2014-2015	UPRAC, UTC Graduate Council Representative
2014-2018	CAS College Council Committee
	-Chair (2015-2016)
2015	Institutional Assessment and Effectiveness Committee
2015-2016	Walker Center for Teaching and Learning Advisory Board
2014-2015	Best Practices Committee Chair, Graduate Council, UTC
2012-2015	Alpha Society Leadership Team
	-President (2014-2015)
	-Vice President (2013-2014)
	-Secretary (2012-2013)
2014-2015	Faculty Development Grants, UTC
2013-2015	Council of Academic Department Heads
2013	CAS Administrative EDO Development Committee
2013	Search Committee, UTC WCTL, Senior Instructional Developer
2013	Search Committee, UTC Achieve Degree Program Coordinator
2013-2014	Best Practices Committee, Graduate School
2012-2014	Integrated Studies Committee (BIS)
2012-2013	Blackboard Functionality and Planning Committee
2012	Graduate Council, Reviewer, Graduate Recruitment Grants
2011-2013	Rape Aggression Defense Systems (RAD) Instructor
2012-2013	UTC ad hoc EDO Appeals Committee
2012-2013	Graduate Council, Grade Appeals
2012-2014	Ann Tinnon Scholarship Committee, Alpha Society
2011-2018	Graduate Council
	-Chair (2014-2015)
	-Chair Graduate Appeals Committee
2011-2016	UHON Faculty Interviewer
2011	Women's Center, Search Committee
2011-2013	UTC Conduct Board
2011-2012	Graduate Council, Petitions Committee
2011-2014	Scholarship Committee
2011-2023	Graduation Marshall

2011-2013 Arts & Sciences, Faculty Awards Committee
2010 RAD Instructor Training (UTC Police Department)
2010 Shared Values Rubrics Committee: Civic Engagement
2010 Shared Values Rubrics Committee: Inquiry and Analysis
2010-2011 UTC Honor Court
2010 Beta-Tester, BlackBoard 9, Walker Teaching Resource Center
2009-2012 Departmental Honors Committee
2009-2010 Online Faculty Fellow, Walker Teaching Resource Center
2008 ad hoc Course Substitution Committee
2007-2009 Faculty Senate, At-Large Senator
2006-2009 UTC Student Petitions Committee
-Chair (2007-2009)
2007 Social Work Faculty Search Committee
2006-2008 Faculty Research Committee
2006-2008 Women's Studies Advisory Board

Community Service:

Chattanooga Area Boards:
2023-pres St. Peter's Episcopal, Vestry Member (elected October 13, 2022)
-Member of Outreach Committee
-Priest-in-Charge Search Committee
2023-pres Volunteers of America Southeast Human Rights Council, Board Member
2022-pres Metropolitan Ministries, Board Member
-Vice Chair (2023-2024)
2022-pres Brainerd High School, First Ready Institute: Law, First Responders, & Forensic Science, Advisory Board
-President
2008-pres Chattanooga Community Housing Development Organization (CCHDO) Board Member
-Chair (2023-pres)
-Vice Chair (2018-2023)
-Secretary (2015-2018)
2016-2022 Moccasin Bend Mental Health Institute, Board of Trustees
2015-2021 J.A. Henry (YMCA of Metropolitan Chattanooga), Board Member
-Past Chair (2019-2021)
-Chair (2017-2019)
-Vice Chair (2016-2017)
2009-2018 Project Homeless Connect Planning Committee and Volunteer
2008-2010 Homeless Blueprint Oversight Committee, Board Member

Volunteer:
2022-pres Chatt Foundation, Volunteer
2019-2021 YMCA Food & Fit Program, Volunteer
2019 My Own Two Feet & Wheels, Volunteer
2017-pres St. Peter's Episcopal
-The Church Has Left the Building (2014-2016)
-Youth Sunday School Teacher (2018-2021)
-CREATE, Volunteer (2017-2021)
-EcoFaith Service Learning Chaperone (2021)
-Memphis Youth Mission Chaperone (2022)
-Flower Guild (2023-pres)
-Safety Committee (2023-pres)
2014-prese Miscellaneous Community Volunteer Work
-includes IronMan, Trykids, HCDE Libraries
2012-2013 Sexual Assault Prevention, Chattanooga Community Kitchen
2013 Rape & Sexual Assault Awareness, CHA, Emma Wheeler Homes

2012 Rape Awareness Seminar, Interfaith Hospitality Network
2008-2009 Alton Park Homeowner's Association, Board Member
2007-2014 South Eastern Command Leadership Academy (SECLA) Instructor
2007-2009 Tennessee State Victims' Academy, Advisory Committee and Instructor
2007-2008 Girls Inc., Summer Legal Academy, Planning Committee and Instructor
2003-2004 Adults Relating to Kids, Houston, TX
2001-2003 SAAFE House Volunteer, Huntsville, TX

Service to the Discipline:

Committees:

2024 SCJA Professional Award Committee
2023 SCJA Undergraduate Awards Committee
-*Chair*
2020-2021 ACJS Program Chair, The Media and Social Construction of Crime
2019-2021 ACJS Victimology Section Leadership Committee
-Past Chair (2019-2021)
-Chair (2017-2019)
2016-2017 Committee Member, Bruce Smith Sr. Award, ACJS
2015-2016 Committee Member, Donal McNamara Award, ACJS
2014-2021 Awards Committee, Victimology, ACJS
2014-2015 Teaching Committee, Victimology, ACJS
2011-2013 Student Paper Committee, Division of Women and Crime (DWC)
2011-2012 Student Mentor, Division of Women and Crime (DWC)
2011-2012 Student Affairs Committee, Division of Women and Crime (DWC)

External Reviewer and Program Reviews:

2019 External Program Reviewer, University of Baltimore
2012 External Program Reviewer, University of Arkansas Ft. Smith

2024 External Reviewer, Indiana University Northwest
2024 External Reviewer, University of Texas, Rio Grande Valley
2023 External Reviewer, Univesity of South Alabama
2023 External Reviewer, University of Colorado, Colorado Springs
2023 External Reviewer, University of Kansas
2022 External Reviewer, UTAMI
2021 External Reviewer, UTAMI
2020 External Reviewer, UTAMI
2019 External Reviewer, University of Colorada, Colorado Springs
2019 External Reviewer, University of South Florida St. Petersburg
2018 External Reviewer, Boise State University
2015 External Reviewer, USC Upstate
2014 External Reviewer, USC Upstate

Editorial Boards:
Associate Editor, *Journal of Criminal Justice and Popular Culture*

Journal Manuscript Reviewer:
Asia Pacific Journal of Police and Criminal Justice (2012)
Australian & New Zealand Journal of Criminology (2006)
Contemporary Justice Review (2023-2024)
Crime & Delinquency (2020-2022)
Crime, Media, & Culture (2020-2023)
Criminal Justice & Behavior (2008)
Criminal Justice Studies: A Critical Journal of Crime, Law, & Society (2006-2009)

Critical Criminology (2020-2022)
Feminist Criminology (2010-2023)
Feminist Media Studies (2020-2021)
International Journal of Comparative and Applied Criminal Justice (2024)
International Journal of Drug Policy (2010, 2018)
Journal of Criminal Justice (2016)
Journal of Criminal Justice and Law Review (2010)
Journal of Criminal Justice and Popular Culture (2014-2024)
Journal of Drug Issues (2010)
Journal of Interpersonal Violence (2010-2024)
Journal of Juvenile Justice (2012, 2015)
Journal of Qualitative Criminology & Criminal Justice (2012)
Social Currents (2018)
Violence & Gender (2014)
Violence & Victims (2018-2021)
Violence against Women (2016, 2018, 2022)

Mentorship:

Theses/DHONS Chaired:

2022/2023 Emma Dotson-Jackson; 15 & Almost Famous
2020/2021 Heather Storey; Attitudes toward marijuana in the Ivory Tower
2017/2018 Bryant Plumlee; Student Perceptions of Body Worn Cameras
2016/2017 April Bennett; Faculty Attitudes toward Consensual Sexual Relationships
2013/2014 Katherine Larsen (Departmental Honors); Bystander Behavior in Bullying
2008/2009 Carlyn Saylors (Departmental Honors); Perceptions of Eyewitness Testimony
2007/2008 Angie Overton; Media Depictions of Wrongful Conviction
2006/2007 Tara Richards; Women and Homelessness
2005/2006 Ashley Cook; Perceptions of Tattoos among Police Officers

Thesis/Dissertation/DHON Committee Member:

2022 Skylar Crick; Adverse Childhood Experiences & Co-Occurring Disorders
2021 Vivian Portugal; College Student Fear of Sexual Assault
2021 Andy Browne (Doctoral Student); Police Attitudes toward Body-Worn Cameras
2020 Zachary Rush, Student Attitudes towards Corporal Punishment
2020 Meredith Smith (DHON); College Student Perception of System-Culpability in the Frequency of Wrongful Convictions: Gauging the Importance of Respondent Characteristics
2019 Katelyn Hancock, Student Attitudes and Perceptions of Male Rape Victims
2018 Zachary Rush, (DHON), Is corporal punishment the best punishment? A millennial perspective
2013 Andy Browne, Childhood Animal Cruelty
2013 McKenzie Grimes, Childhood Animal Cruelty
2010 Brandy Henderson, Childhood Animal Cruelty
2010 Christina Policastro; Intimate Partner Violence
2008 Courtney Crittenden; Sexual Harassment
2007 Justin Strand; Popular Culture and Policing
2008 Erik Dutkiewiz; The Law of War
2007 Dawn Harden; Crime on Campus
2006 Nora del Cul; Sexual Offenders in the State of Tennessee
2006 Dorothy Blue; Sexual Objectification of Women in Rap Videos

Individual Studies:

2024 Stephany Jones (G), Methodology and Data Analysis of Modern Music Lyrics
2023 Stephany Jones (G), Representations of Child Maltreatment in Popular Culture
2022 Dalton Jett (G); ACEs, Co-Occurring Disorders, and the Victimization of Girls

2022 Alessandra Marlow (UG); Substance Abuse and Victimization of Girls
2022 Joshua Bailey (UG); Rape as a Tool of War
2022 Gina Franks (UG); Pro Social Bonding & At-Risk Youth
2021 Dalyn Hodge (G); Newspaper Reports of Missing Children and Child Trafficking
2021 Duff Brumley (G); Police Officer Attitudes and the Ferguson Effect
2021 Addison Sanders (G); Perceptions of Racial Bias and Legal Cynicism
2020 Lauren Williams (G); Missing Children in Popular Culture
2020 Dylan Rivera (UG); Legalization and Attitudes toward CBD
2019 Andy Browne (DOC); Outlaw Motorcycle Gangs in Popular Culture
2019 Katelyn Hancock (G); IPV and Modern Music
2019 Makayla Moshkau(UG); Perceptions of Marijuana
*Only most recent individal studies listed for brevity.

Student Research Fellowships:

2024 Kayla Edney, URACE Research, Cyber Victimization
2021 Jillian Waterhouse; UHON, Perceptions of Appalachia and Crime
2016 April Carillo Bennett; PSRA; Foster Youth and Dual Services

Awards:

2023 Dean's Award for Service Learning, UTC College of Arts & Sciencees
2022 Influential Faculty Recogntion, UTC Athletics (Syndey Weinstein)
2022 Dean's Award for Service, UTC College of Arts & Sciences
2019 Harold Love Outstanding Community Service Award
2018 UTAA Public Service Award
2018 Dr. Carolyn Thompson and Roger G. Brown Community Engagement Award
2018 Outstanding Service Award, College of Arts and Sciences
2016 Research Sabbatical (Fall 2016)
2012 UTC Keep the Stars Shining Performance Award
2011 Outstanding Service Award, College of Arts and Sciences
2011 Nominated for Outstanding Advisor Award, College of Arts and Sciences
2009 Alpha Society Inductee
2002 Outstanding Graduate Student Leadership Award
2001 Outstanding Graduate Student Leadership Award

Professional Memberships:

The Academy of Criminal Justice Sciences
Southern Criminal Justice Association

Certifications:

Quality Matters (Level 3)
Team-Based Learning

References:

Scott Vollum, Ph.D.
Professor & Department Head
University of Minnesota Duluth
Department of Sociology/Anthropology
1123 University Dr., 205 Cina
Duluth, MN, 55812
(218) 726-6506
svollum@d.umn.edu

Karen S. Miller, Ph.D.
Associate Professor & Department Head
Northern Kentucky University
FH55B
Highland Heights, KY41009
(859) 572-7628
Millerk54@nku.edu

Karen McGuffee, JD
Professor, Associate Dept. Head
University of Tennessee Chattanooga
Department of Social, Cultural, and Justice Studies
615 McCallie Ave. #3203
Chattanooga, TN 37403
(423) 425-2137
Karen-McGuffee@utc.edu

Christina Policastro, Ph.D.
Associate Professor, MSCJ Graduate Coordinator
University of Tennessee Chattanooga
Department of Social, Cultural, and Justice Studies
615 McCallie Ave. #3203
Chattanooga, TN 37403
(423) 425-5752
Christina-Policastro@utc.edu

Karen Adsit, Ed.D. (retired)
Vice Provost &
Dean of Lifelong Learning
UTC Walker Center for Teaching and Learning
University of Tennessee Chattanooga
Chattanooga, TN 37403
(423) 802-5936
Karen-Adsit@utc.edu

CURRICULUM VITAE

Katelyn P. Hancock
Department of Social, Cultural, and Justice Studies
University of Tennessee at Chattanooga
540 McCallie Ave | Office #450
Chattanooga, TN 37402
Phone: 423-425-5227
Email: katelyn-hancock@utc.edu

Education

Ph.D. Criminal Justice and Criminology, Georgia State University, Atlanta, GA, May 2022
Dissertation title: *Polyvictimization: Exploring Correlates and Consequences*
Chair: Dr. Leah E. Daigle

M.S. Criminal Justice, University of Tennessee Chattanooga, Chattanooga, TN, May 2019
Thesis title: *Perceptions of Male Rape Victims: Examining Rape Myth Acceptance and Victim Blaming Attitudes Among a Sample of College Students*
Chair: Dr. Christina Policastro

B.S. Psychology, Tennessee Technological University, Cookeville, TN, May 2017
Thesis title: *The Levels of Sense of Community in First Generation and Continuing Generation College Students*
Chair: Dr. Stephanie Kazanas

Research Areas

- Victimization of Diverse Groups
- Intimate Partner Violence
- Polyvictimization
- Sexual Assault

Employment History

2022-present Assistant Professor, University of Tennessee at Chattanooga
Department of Social, Cultural, and Justice Studies

2019-2022 Graduate Research/Teaching Assistant, Georgia State
University Department of Criminal Justice & Criminology

2019-2020 Research Analyst, Atlanta Crime Research
Center Atlanta Police Foundation

2018-2019 Graduate Assistant Liaison, Tommy Burks Victim Assistance
Academy University of Tennessee Chattanooga
Department of Social, Cultural, and Justice Studies

2017-2019 Graduate Teaching Assistant, University of Tennessee
Chattanooga Department of Social, Cultural, and Justice Studies

Scholarship

Peer Reviewed Journal Articles

Daigle, L.E., Felix, S.N., Muñoz, R.B., **Hancock, K.P.**, Oesterle, D.W., & Gilmore, A.K. Examining the Risks of Multiple Types of Interpersonal Victimization for Transgender and Gender Non-Conforming College Students. Forthcoming in the *Journal of Interpersonal Violence*.

Daigle, L.E., **Hancock, K**. **P**., Policastro, C. & Napper, S. Examining the Intersection of Disability Status, Sexual Identity, Gender Identity, and Victimization. *Journal of School Violence.* doi: https://doi.org/10.1080/15388220.2024.2326896

Daigle, L.E., Munoz, R., & **Hancock, K.P.** (2023). Exploring the Connection Between Food Insecurity and Sexual Victimization Among College Students. *Journal of School Violence*. doi: https://doi.org/10.1080/15388220.2023.2261361

Hancock, K. **P**. & Daigle, L. E. (2023). Polyvictimization and Academic Performance: Findings from a National-Level Study of College Students. *Violence and Victims*, *38*(3), 307-327. doi: http://dx.doi.org/10.1891/VV-2021-0053

Daigle, L.E., **Hancock, K**.**P**., Daquin, J. C., & Kelly, K. (2023). The Intersection of Disability and Race/Ethnicity on Victimization Risk. *Journal of Ethnicity in Criminal Justice*. doi: https://doi.org/10.1080/15377938.2022.2164637

Hancock, K.**P**., Dorsch C. A., & Daigle, L.E. (2022). Victimization and Information- Seeking and Receipt among College Students: A Comparative Exploration of LGBTQ+ and Non-LGBTQ+ Individuals. *Violence and Gender*. doi: https://www.liebertpub.com/doi/10.1089/vio.2022.0010

Daigle, L. E., **Hancock, K**. **P**., & Chafin, T. C. (2021). Covid-19 and Its Link to Victimization Among College Students. *American Journal of Criminal Justice.* doi: https://doi.org/10.1007/s12103-021-09638-5

Hancock, K. **P**., Garland, T. S., Policastro, C., Bray, B., Kennedy, K., & Miller, B. (2021). Abusive Beats?: Reinforcing Intimate Partner Violence in Music Lyrics. *Journal of Criminal Justice and Popular Culture, 21*(1), 81-103.

Hancock, K. **P**. & Daigle, L. E. (2021). Double Jeopardy?: Exploring the Intersectionality of Sexual/Gender Group Membership, Racial/Ethnic Group Membership, and Victimization Risk. *Journal of Ethnicity in Criminal Justice.* doi: https://doi.org/10.1080/15377938.2021.1942373

Daigle, L. E., **Hancock, K**. **P**., Chafin, T. C., & Azimi, A. (2021). U.S. and Canadian College Students' Fear of Crime: A Comparative Investigation of Fear of Crime and Its Correlates. *Journal of Interpersonal Violence*. doi: https://doi.org/10.1177/08862605211001477

Hancock, K. **P**., Policastro, C., Crittenden, C. A., & Garland, T. S. (2021). Major Blame: Examining Male Rape Myth Acceptance Across College Majors. *Journal of Criminal Justice Education*, *32*(1), 108-125.

Daigle, L. E., Johnson, M., Azimi, A. & **Hancock, K**. **P**. (2020). Does College Matter? Exploring College-level Factors Related to Victimization Risk for U.S. and Canadian College Students. *International Journal of Offender Therapy and Comparative Criminology (IJOTCC).* doi: https://doi.org/10.1177/0306624X20981027

Book Chapters

Policastro, C. & **Hancock**, **K**. **P.** (2019). Ethical Issues and the Criminal Victimization of the Elderly. In Antezberg, G., Heisler, C., & Teaster, P. (Eds.) *Ethics and Vulnerable Adults: The Quest for Individual Rights and a Just Society.*

Book Reviews

Sharpe, R. J. (2011). *The Lazier Murder: Prince Edward County, 1884*. University of Toronto Press. Reviewed by **K**. **P**. **Hancock** in *International Criminal Justice Review*, 2020.

Reports

Nuccio, I., **Hancock**, **K**. **P**., Ayeni, D., & Sabol, W. (2021). Twenty-Five Year Trends in Atlanta's Ranking as One of The Nation's Most Violent Large Cities. Submitted to the Atlanta Police Foundation.

Sabol, W., Dabney, D., Baumann, M. **Hancock**, **K**. **P**., Nuccio, I., Giardina, D., Korta, G., Edoh, E., Jacobi, K., Garrett, K., Amoaku, M., & Bass, C. Atlanta Police Officers' Compliance with APD's September 2019 Body Worn Camera (BWC) Policy: Review of Practice Requested by APD. (2020). Atlanta Crime Research Center.

Other Publications

Hancock, K. **P**. (2021). Learning to Navigate Roles in Academia. *American Society of Criminology's The Criminologist, Doctoral Student Forum, 46*(4), 24-26. https://asc41.com/wp-content/uploads/ASC-Criminologist-2021-07.pdf

Works Under Review

Hancock, K. P., Chen, F. R., & Daigle, L. E. Pre-ejection Period (PEP) in reward task and recurring victimization: A pilot study.

Hancock, K. **P**., Daigle, L.E., & Flonnoy, S. Polyvictimization and Academic Performance: Examining Differences across LGBTQ+ and Non-LGBTQ+ College Students. *Revise and resubmit.*

Policastro, C., **Hancock, K.P.**, & Daigle, L. E. What's Sex (and Gender) Got To Do With It?: The Impact of Gender and Sexual Identity on IPV Risk Among College Students.

Clark, J., Crittenden, C., Policstro, C., & **Hancock, K.P.** Pervasive Apathy or Bad Research Methodology? Examining the Quality of Gender Measurements in Criminological and Criminal Justice Research.

Whittenburg, K., Dierenfeldt, R., **Hancock, K. P.**, Basham, S., Iles, G., & Drawve, G. Click, Click, Boom: A Multi-Level Analysis of Firearm Reoffending in Chattanooga, Tennessee.

Grants and Funding

Internal
UTC Library Affordable Course Initiative Grant (Undergrad Victimology), $500 UTC
AI in the CAS Classroom Award, $250
UTC CAS Travel Award, $750
UTC Online Teaching SCJS Departmental Grant, $1,200 UTC
Faculty Development Grant, $2,000
UTC Division of Access & Engagement Professional Development Grant, $1,200
UTC Division of Access & Engagement Professional Development Grant, $375 UTC
WCTL High Impact Practices Grant, $773.40
UTC Library Affordable Course Initiative Grant (Graduate Victimology), $500 UTC
Library Affordable Course Initiative Grant (Criminology), $500
UTC WCTL Classroom Mini-Grant, $260
UTC Library Affordable Course Initiative Grant (Ethics), $500
Southern Criminal Justice Association's Untenured Faculty Travel Award, $430
Student Travel Award, CRIV, GSU, 2021, $250
James L. Maddex Jr. Scholarship, GSU, 2021-2022, $1,000
Conference Registration Grant for ASC, CRIV, GSU, 2021, $50
Student Government Association Conference Travel Grant, GSU, 2019, $400
Andrew Young Fellowship, GSU, 2019-2022, $30,000
Graduate Student Association Travel Award, UTC, 2019, $500 Doc
Schettler Scholarship, UTC, 2017-2019, $2,000
Dr. John Marvin Byrom Memorial Scholarship, TTU, 2015-2016, $600

Invited Presentations

Hancock, K. **P**. Intersectional Identities: Exploring Two Projects. Invited guest lecture for graduate proseminar course in Criminal Justice at the University of Tennessee at Chattanooga, September 25, 2023.

Hancock, K. **P**., Abusive Beats?: Intimate Partner Violence in Music Lyrics. Invited guest lecture for graduate qualitative methods course in Psychology at the University of Tennessee at Chattanooga, October 6, 2021.

Professional Presentations

Garland, T. S., **Hancock**, **K**. **P**., Policastro, C., [1]*Edney, K., *Reasonover, C. Commodifying Euphoria: Representations of Sexting and Online Victimization. Paper presented at the annual meeting of the Southern Criminal Justice Association. Greenville, South Carolina, September 2024.

Garland, T. S., Reasonover, C., **Hancock**, **K**. **P**., Policastro, C., & *Jett, D. Trauma Queens: Strain, ACEs, and Negative Outcomes in Euphoria. Paper presented at the annual meeting of the Southern Criminal Justice Association. Greenville, South Carolina, September 2024.

*Yates, E., *Godley, A., Denney, A., **Hancock. K**. **P**., Dierenfeldt, R., & Corum, J. "Are You Single?" Stalking Victimization Experiences of Sexual Content Creators.
Paper presented at the annual meeting of the Southern Criminal Justice Association. Greenville, South Carolina, September 2024.

*Godley, A., *Yates, E., **Hancock. K**. **P**., Denney, A., Dierenfeldt, R., & Corum, J. "It Wasn't

for Money": Exploring Motivations for Engaging in Sexually Explicit Content Creation. Paper presented at the annual meeting of the Southern Criminal Justice Association. Greenville, South Carolina, September 2024.

Hancock, K. **P**., Chen, F. R., & Daigle, L. E. Pre-ejection Period (PEP) in a reward task and recurring victimization: A pilot study. Paper presented at the annual meeting of the American Society of Criminology, Philadelphia, Pennsylvania, November 2023.

*Dorsch, C. A. & **Hancock, K. P.** COVID-19, Household Guardianship, and Trends in Intimate Partner Violence Victimization. Paper presented at the annual meeting of the Southern Criminal Justice Association, Mobile, Alabama, September 2023.

Hancock, K. P. & *Dorsch, C. A. Exploring the Association Between Polyvictimization and Experiencing Challenges among College Students. Paper presented at the annual meeting of the Southern Criminal Justice Association, Mobile, Alabama, September 2023.

Hancock, K.P., & Daigle, L. E. Polyvictimization: Does Personality Matter? Paper presented at the annual meeting of the American Society of Criminology, Atlanta, Georgia, November 2022.

Daigle, L. E., **Hancock, K. P.**, & *Munoz, R. Food Insecurity and Victimization Risk Among College Students. Paper presented at the annual meeting of the American Society of Criminology, Atlanta, Georgia, November 2022.

Hancock, K. P., Policastro, C., & Daigle, L. E. Examining the Intersection of Disability Status, Sexual Identity, Gender Identity, and Victimization. Paper presented at the annual meeting of the Southern Criminal Justice Association, Asheville, North Carolina, September 2022.

Hancock, K. **P**. & Daigle, L. E. Polyvictimization Risk: Does Parental Warmth or Hostility Matter? Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, Nevada, March 2022.

Hancock, K. **P**. & Daigle, L. E. Examining the Relationship between Polyvictimization and Objective Measures of Health and Academic Performance: Do Effects Differ across Gender and Sexual Minority Groups? Paper presented at the annual meeting of the American Society of Criminology, Chicago, Illinois, November 2021.

Hancock, K. **P**., Chen, F. R., & Daigle, L. E. Heart Rate, Skin Conductance, and Sexual Victimization in College Students: Do Non-Victims, Single Victims, and Recurring Victims Vary? Paper presented at the annual meeting of the American Society of Criminology, Chicago, Illinois, November 2021.

Hancock, K. **P**., & Daigle, L. E. Poly-Victimization vs. Single Victimization: Do Outcomes Differ for College Students? Paper presented in asynchronous virtual format at the annual meeting of the Academy of Criminal Justice Sciences, April 2021.

Hancock, K. **P**., & Daigle, L. E. Exploring Fear of Crime and Past Victimization among Sexual Minorities. Paper was to be presented at the annual meeting of the American Society of Criminology, Washington, D.C., November 2020. Conference canceled.

Hancock, K. **P**., & Daigle, L. E. Exploring Sexual Violence Risk Factors, Minority Stress, and the Intersectionality of Racial and Sexual Minorities in a Sample of College Students. Paper was to be presented at the annual meeting of the Academy of Criminal Justice Sciences, San Antonio, TX, March 2020. Conference canceled.

Hancock, K. **P**., Policastro, C., Crittenden, C. A., & Garland, T. S. Perceptions of Male Rape Victims: Examining Rape Myth Acceptance and Victim Blaming Attitudes Among a Sample of College Students. Poster presented at the annual Research Dialogues at the University of Tennessee Chattanooga, Chattanooga, TN, April 2019.

Hancock, K. **P**., Gateley, H., & Garland, T. S. *Meth*odology and *Breaking Bad*: A General Strain Theory Content Analysis. Poster presented at the annual Research Dialogues at the University of Tennessee Chattanooga, Chattanooga, TN, April 2019.

Bray, B., **Hancock, K**. **P**., & Garland, T. S. Abusive *Beats*: Reinforcing Intimate Partner Violence in Music Lyrics. Poster presented at the annual Research Dialogues at the University of Tennessee Chattanooga, Chattanooga, TN, April 2019.

Hancock, K. **P**., Policastro, C., Crittenden, C. A., & Garland, T. S. Perceptions of Male Rape Victims: Examining Rape Myth Acceptance and Victim Blaming Attitudes Among a Sample of College Students. Poster presented at the annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, March 2019.

Policastro, C., Crittenden, C. A., Garland, T. S., & **Hancock, K**. **P**. Victim Blaming Attitudes Among College Students: Exploring Perceptions of Male Rape Victims. Research presented at the annual meeting of the Southern Criminal Justice Association, Pensacola Beach, FL, September 2018.

Trainings/Certificates
Walker Center for Teaching and Learning Frequent Flyer Badge, UTC, 2024 Walker Center for Teaching and Learning Workshop Warrior Badge, UTC, 2024 Walker Center for Teaching and Learning Institute Completion Badge, UTC, 2023 Mastering Online Teaching Badge, Center for Excellence in Teaching, GSU, 2020
Teen Dating Violence and Marginalized Youth, Children's Healthcare of Atlanta, 2021

Honors and Awards
ACJS Victimology Section's Victimology Impact Award, 2024
1st and 2nd Place Award Winner for UTC's Canvas Accessibility Contest, 2023
Southern Criminal Justice Association's Outstanding Doctoral Student, 2022 Academy of Criminal Justice Sciences (ACJS) Doctoral Summit Fellowship, 2022 Criminal Justice & Criminology Excellence in Teaching Award, GSU, 2021 Journal of Ethnicity in Criminal Justice Best Paper Award, 2021
Criminal Justice & Criminology Graduate Student Leadership Award, GSU, 2020 Outstanding Master's Student Award, University of Tennessee Chattanooga, 2019
W.A. Howard Award, Tennessee Technological University, 2017

Instruction
Teaching (Sole Instructor):

Summer 2024 Sexual Victimization (CRMJ
Spring 2024 Sexual Victimization (study abroad – in-person –
8) Spring 2024 Victimology (CRMJ 4010, online – 35)
Spring 2024 Criminology (CRMJ 2100, online – 70)
Fall 2023 Ethics in Criminal Justice (CRMJ 4300, online – 41; in-person –
35) Fall 2023 Criminology (CRMJ 2100, in-person - 34)
Summer 2023 Sexual Victimization (CRMJ 4999R, online, 28 students)
Spring 2023 Graduate Victimology (CRMJ 5320, in-person – 7
students) Spring 2023 Criminology (CRMJ 2100, in-person – 36 students)
Fall 2022 Ethics in Criminal Justice (CRMJ 4300, online – 40; in-person –
53) Summer 2022 Victimology (CRJU 4170, online, 55 students)
Spring 2022 Criminological Theory (CRJU 3410, online, 75 students)
Fall 2021 Victimology (CRJU 4170, in-person, 48 students)
Summer 2021 Victimology (CRJU 4170, online, 50 students)
Spring 2021 Criminological Theory (CRJU 3410, online, 60 students)
Fall 2020 Criminological Theory (CRJU 3410, online, 60 students)
Spring 2019 Introduction to Criminal Justice (CRMJ 1100, in-person, 40
students) Fall 2018 Introduction to Criminal Justice (CRMJ 1100, in-person, 40
students)

Professional Development

Attended. Boyd, H. (2024, August 28). *Design Engaging Course Homepages: Discover DesignPlus for Canvas.* University of Tennessee Chattanooga.
Attended. Boyd, H. (2024, August 13). *Teaching Alongside AI: Humanities and Social Sciences*. University of Tennessee Chattanooga.
Attended as Instructor. (2024, March – April). Study Abroad Program at University of Alcala (International Studies Program).
Attended. Boyd, H. (2024, February 20). *Vivi 102: Increase Student Engagement and Improve Learning Outcomes with Vivi*. University of Tennessee Chattanooga.
Attended. Boyd, H. (2024, February 15). *Get to Know UT Verse!* University of Tennessee Chattanooga.
Attended. Boyd, H. (2023, September 27). *Generative AI 101: The Fundamentals*. University of Tennessee at Chattanooga.

Attended. Johnson, C. (2023, September 19). *Teaching Tech Tuesdays: How to Make Your Online Course Content Interactive with H5P*. University of Tennessee at Chattanooga.
Attended: Deardorff, M. (2022, October 21). *Navigating Difficult Topics in the Classroom: Faculty Pedagogy Discussions*. University of Tennessee at Chattanooga.
Attended: Fleming, R. & McNutt, D. (2022, September 22). *Digital Streaming Library Resources*. University of Tennessee at Chattanooga.
Attended: Johnson, C. (2022, September 19). *Getting Started with Poll Everywhere*. University of Tennessee at Chattanooga.
Attended: Fleming, R. (2022, September 2). *Engaging Students with Open Pedagogy*. University of Tennessee at Chattanooga.

Service

Service to Department
Social Media Coordinator, UTC SCJS Department, 2023-present Departmental Recruitment Visit/Presenter, 2023
Master's Thesis Committee Member, Katlyn Whittenburg, UTC SCJS Department, 2024
Master's Thesis Committee Member, Jadon Clark, UTC SCJS Department, 2023
Victim Services Certificate Committee Lead, UTC, 2023-present
Criminal Justice Graduate Committee, UTC, 2023-present Chair,
Departmental Curriculum Committee, UTC, 2023-present
Member, Departmental Curriculum Committee, UTC, 2022-2023 Criminal Justice Comprehensive Exam Grader, UTC, 2022-present
Vice President, Criminal Justice Graduate Student Association (CJGSA), GSU, 2021-2022 Vice President, Alpha Phi Sigma GSU Chapter, GSU, 2021-2022
CJGSA Graduate Student Mentor, GSU, 2020-2022
Secretary-Treasurer, Criminal Justice Graduate Student Association, GSU, 2020-2021 Member, Criminal Justice Graduate Student Association, GSU, 2019

Service to College
Curriculum Committee, UTC, 2024-present

Service to the University
Title IX Prevention & Education Committee, UTC, 2024-present
Faculty Development Grants Committee, UTC, 2023-present Faculty Graduation Marshal, May 2023 Ceremony
Student Affiliate, Center for Research on Interpersonal Violence (CRIV), GSU, 2020-2021

Service to the Profession
Committee Member, Southern Criminal Justice Association's 2024 Bylaws
Committee Member, Southern Criminal Justice Association's 2024 Awards
Executive Counselor, ACJS Victimology Section
Editorial Board Member for *Journal of Criminal Justice and Popular Culture*
Committee Member on the ASC Division of Victimology Newsletter Committee
Manuscript Reviewer for *Violence and Victims*
Manuscript Reviewer for *Journal of Ethnicity in Criminal Justice*
Manuscript Reviewer for *Journal of Crime and Justice*

Service to the Community
Event Organizer for Donation to Family Justice Center, November 2023 Event Organizer for Donation to Partnership, November 2022
Atlanta Victim Assistance Planning Committee for "Blue-B-Que" fundraising event Volunteer for Chattanooga Project Homeless Connect, March 2018

Professional Affiliations
Member, Southern Criminal Justice Association, 2024
Member, Alpha Phi Sigma – The Criminal Justice Honor Society, 2024
Member, American College Health Association, 2024
Member, Division of Victimology American Society of Criminology, 2024 Member,

American Society of Criminology, 2024
Member, Victimology Section in Academy of Criminal Justice Sciences, 2024
Member, Minorities and Women Section in Academy of Criminal Justice Sciences, 2023
Member, Academy of Criminal Justice Sciences, 2024
Member, International Society for Research on Aggression, 2020-2022

Statistical Languages
Stata, SPSS, R

Gale Iles
University of Tennessee – Chattanooga Department of Social, Cultural, and Justice Studies 540 McCallie Avenue
Chattanooga, TN 37403
(423) 425-2241
Gale-iles@utc.edu

PROFESSIONAL EXPERIENCE

Teaching: University of Tennessee – Chattanooga
2024 – Present Full Professor
2012 – 2024 Associate Professor
- Awarded Tenure (2012)
- Awarded Sabbatical (Fall 2020) 2006 – 2012 Assistant Professor

Administrative: University of Tennessee – Chattanooga
2018 – 2020 Graduate Coordinator
2007 – 2011 Graduate Coordinator

EDUCATIONAL BACKGROUND

2006 PhD. Criminal Justice, University of Nebraska at Omaha
Dissertation: The Forgotten Paradise: An Assessment of Sentencing Outcomes in the United States Virgin Islands.
Chair: Dr. Cassia Spohn

2000 M.S. Criminal Justice, University of Wisconsin – Milwaukee, WI

1998 B.A. Law & Society, Sociology (Minor: Political Science) University of Washington – Seattle

RESEARCH INTEREST

Unwarranted sentencing disparities, cross-national crime and criminal justice systems, experiences/outcomes of minorities in the criminal justice system.

RESEARCH/SCHOLARLY ACTIVITIES

Referred Publications
*Denotes undergraduate students ** Denotes graduate students

Dierenfeldt, R., Jackson, E.**, Basham, S.L., **Iles, G**. (2024). Time lost as a result of wrongful conviction: The impact of race and official misconduct across offense categories. *Journal of Ethnicity in Criminal Justice*. 1-20. https://doi.org/10.1080/15377938.2024.2375214

Stripling, D.**, Dierenfeldt, R., Drawve, G., Policastro, C., & **Iles, G**. (2024). The impact of neighborhood characteristics on routine and gang-involved gun violence: Are structural covariates salient? *Deviant Behavior, 45*(8). https://doi.org/10.1080/01639625.2024.2379933

Iles, G., Basham, S. L., McGuffee, K., Ashmore, P., & Fuller, R. (2024). Pet Primates: Attacks, Escapes,

and the Law. *Society & Animals* https://doi.org/10.1163/15685306-bja10209

Iles, G., & Basham, S. L. (2023). The influence of police encounters on perceptions of campus law enforcement. Safety & Emergency Services Journal. https://csesjournal.columbiasouthern.edu/the-influence-of-police-encounters-on-perceptions-of-campus-law-enforcement/

Iles, G., Dierenfeldt, R., & Basham, S. L. (2023). Drug offending in the Golden State: A closer examination of border justice. Safety & Emergency Services Journal. https://csesjournal.columbiasouthern.edu/511-2/

Basham, S.L., Acuff, C., **Iles, G**., Brown, S.L., & Hyppolite, J.* (2023). Examining the effects of perceptions of voter suppression and voter identification laws in the United States. *International Journal of Criminology and Sociology, 12*, 129-140. https://doi.org/10.6000/1929-4409.2023.12.10

Dierenfeldt, R., Scott, S.**, **Iles, G.**, Rosenberger, Jl., & Smith, M.** (2021). Support for the death penalty in cases of rape and sexual assault: Variation between victim age categories. *International Journal of Offender Therapy and Comparative Criminology, 65*(16), 1823-1846.

Dierenfeldt, R., Scott, S.*, **Iles, G**., & Smith, M.* (2020). Examining college student perceptions of criminal justice outcomes among persons with mental illness. *International Journal of Offender Therapy and Comparative Criminology, 64*(9), 107-1049.

Ahmet, K., Bumphus, V., & **Iles, G**. (2019). Intersectionality of race, class, and gender in predicting police Satisfaction. *Journal of Ethnicity in Criminal Justice, 17*(4), 321-338.

Iles, G., & Adegun, O.** (2018). Geography and Sentencing: Do country of citizenship influence sentence longevity? *International Journal of Criminology and Sociology, 7*, 48-58.

Iles, G., Bumphus, V., & McGuffee, K. (2014). U.S. territorial exclusion in federal sentencing: Can it be justified. *International Journal of Criminology and Sociology, 3*, 113-124.

Jacobs, D., Malong, C.**, & **Iles, G**. (2012). Race and imprisonments: Vigilante violence, minority threat, and racial politics. *Sociological Quarterly, 52*(2), 166-187.

McGuffee, K., Garland, T., **Iles, G.**, & Eigenberg, H. (2012). Doing justice: Perceptions of gender neutrality in the jury selection process. *American Journal of Criminal Justice, 37*(2), 258-275.

Iles, G., Bumphus, V., & Zehel, L.** (2011). Assessing the relevance of legal and extra-legal factors in felony drug sentencing: The case of Michigan. *Criminal Justice Studies, 24*(3), 291-306.

Iles, G. (2009). The effects of race/ethnicity and national origin on length of sentence in the United States Virgin Islands. *The Annals of the American Academy of Political and Social Science, 623*, 64-76.

Technical Reports

Iles, G. (2021) Perceptions of the UTC police: An explorative study of the campus community views of the UTC police. University of Tennessee Chancellor's Office.

Iles, G., Souza, L., & Wilder, K. (2019). Enhancing law enforcement response to victims: Year 4 progress report for the Chattanooga police department site. Chattanooga, Police Department.

Iles, G. (2018). Beta-testing of Drug Lab 118. Hamilton County Sheriff Department.

Eichenthal, D., & **Iles, G**., (2008). Crime and public safety in the Chattanooga region: In 2008 State of Chattanooga Region Report. OCHS

Encyclopedia
Iles, G. (2010). *United States Virgin Islands. In Crime and Punishment Around the World* (vol. 2), 329-347. Greenwood Publishing Group.

Under Review
Whittenburg, K**., Dierenfeldt, R., Hancock, K., Basham, S., **Iles, G.**, Drawve, G. Click, click, Boom: A multi-level analysis of firearm reoffending in Chattanaooga, Tennessee. Under review at *Victims & Offenders*.

Manuscripts In Progress
Iles, G., Direnfeldt, R., Basham, S.L. & McGuffee, K. Pretrial Detention as a Dependent Variable. In preparation for submission to the *Federal Probation Journal*.

Lovelace, T.**, **Iles, G.**, Basham, S., Direnfeldt, R., McGuffee, K. Examining the Impact of Changes in Sentencing Guidelines and Offender Demographics on Sentencing of White-Collar Offenses. Developing manuscript based on student's thesis.

EXTERNAL GRANTS

2019 Co-Investigator, Enhancing Law Enforcement Response to Victims, Department of Justice – (International Association of Chiefs of Police). Amount Awarded: $33,000.00.

CERTIFICATIONS

2017 P.O.S.T. certified training on NamUS (National Missing and Unidentified Persons Systems). Hamilton County District Attorney's Cold Case Unit (April 27, 2017).

AWARDS

2023 Excellence in Service Award. Department of Social, Cultural, and Justice Studies. University of Tennessee-Chattanooga.
2018 Outstanding University Service (Joint Award-Faculty Handbook Committee). University of Tennessee-Chattanooga.

FACULTY DEVELOPMENT

2018 Summer Study Abroad (China)
2016 Sisters of the Academy Writing Retreat: UTC: Chattanooga, TN
2009 Summer Research Institute: Ohio State University: Columbus, OH
2007 Summer Research Institute: Ohio State University: Columbus, OH

CONFERENCE PRESENTATIONS

2023 **Iles, G**., Basham, S.L., McGuffee, K., Ashmore, P., Fuller, R**. Pet primates: Attacks, Escapes, and the law. Poster presentation at the University of Tennessee at Chattanooga 2023 Research and Arts Conference: Chattanooga, TN. https://symposium.foragerone.com/utc-spring-research-and-arts-conference-2023/presentations/51935

2023 Ashmore, P., & **Iles, G**. Non-Human Primates in the Home. Conference Paper Presentation. Living with Animals Conference: Habitat & Home, March 9, 2023, Eastern Kentucky University: Richmond, KY.

2022 **Iles, G**., & Colen, K. Polyvictimization in Chattanooga, TN. Findings presented at the annual meeting of the Alliance for Hope Conference: San Diego, CA.

2020 Scott, S.*, Direnfeldt, R., **Iles, G**., & Smith, M.* Gauging Support for the Death Penalty in Cases of Sexual Assault: The Interplay between Respondent Characteristics and Victim Age. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: San Antonio, TX. (Cancel due to pandemic)

2019 Scott, S.*, Smith*, M., Direnfeldt, R., & **Iles, G**. Examining College Student Perceptions of Criminal Justice Outcomes among Persons with Mental Illness. Paper presented at the annual meeting of the Southern Criminal Justice Association: Nashville, TN.

2019 Smith, M.*, Scott, S.*, Direnfeldt, R., & **Iles, G**. How often Can It Really Happen? College Student Perceptions of the Frequency and Predictors of Wrongful Convictions. Paper presented at the annual meeting of the Southern Criminal Justice Association: Nashville, TN.

2019 **Iles, G**. Therapeutic Jurisprudence: Are Problem Solving Courts Shaping and Reshaping our Perceptions of Justice. Paper presented at the annual meeting of the Crime and Justice Summer Research Institute: Newark, NJ.

2017 Kule, A., Bumphus, V., & **Iles, G**. General and Specific Attitudes Regarding the Police: An Examination of Interaction Types. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Kansas City, MO.

2016 **Iles, G**. Country of Citizenship Variation in Sentencing. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Denver, CO.

2013 **Iles, G**., & Bumphus, V. Federal Sentencing in the U.S.: An Assessment of Territorial and Mainland Differences-An Update. Paper presented at the annual meeting of the American Association of Behavioral and Social Sciences: Las Vegas, NV.

2011 **Iles, G**. Federal Sentencing in the U.S.: An Assessment of Territorial and Mainland Differences. Paper presented at the annual meeting of the Crime and Justice Summer Research Institute: Columbus, OH.

2010 **Iles, G**., & Bumphus, V. A Longitudinal Analysis of Tennessee Prison Admission Data for Cocaine Offenses. Paper presented at the annual meeting of the American Society of criminology: San Francisco, CA.

2009 **Iles, G**. Revisiting the Minority Threat Hypothesis: An Empirical Assessment of U.S. Prison Admissions from 1977-2002. Presented at the annual meeting of the Crime and Justice Summer Research Institute: Columbus, OH.

2008 **Iles, G**., & Bumphus, V. Assessing the Benefits of Substance Abuse Treatment for Female Offenders: Does Treatment Participation Impact Recidivism. Paper presented at the annual meeting of the American Society of Criminology: St. Louis, MO.

2007 McGuffee, K., Garland, T., **Iles, G**., & Eigenberg, H. Jurors and Jury: What we Know and Wish we Knew about Juries. Paper presented at the annual meeting of the American Society of Criminology: Atlanta, GA.

2007 **Iles, G**. Understanding Sentencing in the United States Virgin Islands. Paper presented at the annual meeting of the Crime and Justice Summer Research Institute: Columbus, OH.

2006 **Iles, G**. What's in a Name: An Exploration of the Multiple Conceptualization of Domestic Violence. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Baltimore, MD.

2005 **Iles, G**. America's Forgotten Paradise: An Assessment of Sentencing Decisions and Outcomes in the United States Virgin Islands. Paper presented at the annual meeting of the American Society of Criminology: Toronto, CA.

2003 Spohn, C., **Iles, G**., Keller, E. Charging and Sentencing Decisions in Federal Courts: An Analysis of the Interpretation and Application of the Federal Sentencing Guidelines in Three U.S. District Courts. Paper presented at the annual meeting of the American Society of Criminology: Denver, CO.

2002 **Iles, G**. Comparing Applies to Oranges: The Difficulties of Conducting Cross-national Studies. Paper presented at the annual meeting of the American Society of Criminology: Boston, MA.

INVITED TALKS

2023 The Symbolism of Lady Justice. Presented at the CAS Celebrating Faculty Diversity Series. University of Tennessee-Chattanooga: Chattanooga, TN (April 6, 2023).

2017 Presented a reflection speech at the Musical Tribute to Martin Luther King. UTC: Chattanooga, TN.

2010 The Mentally Ill and the Death Penalty: Towards an Empirical Legal Analysis of Defining Competency. Presenter; National Alliance on the Mentally Ill Conference: Chattanooga, TN.

TEACHING EXPERIENCE

"U" denotes Undergraduate; "G" denotes Graduate; *online

Individual Studies (U, G)
Introduction to Criminal Justice (U)
Comparative Criminal Justice Systems (U,
G)* Courts (U, G)*
Criminological Theory (U, G)*
Cross-Cultural Diversity and Crime (G)*
Human Trafficking (U)
Minorities and the Criminal Justice System (U)*

Instructor for the Southeastern Command Leadership Academy (SECLA) – 2013-2016

THESIS COMMITTEES

2023 Federal prosecution of embezzlement and larceny offenders: Student: Taylor Lovelace. Chair

2023 An examination of the disparate impact of neighborhood characteristics on routine and gang- involved gun violence. Student: Dana Stripling. Committee member.

2022 Food deserts, crime, and neighborhood context: An examination of the impact of food insecurity on violent crime in Little Rock. Student: Sarah Dean. Committee member

2019 Assessing violent encounters: Police use of lethality reporting: Student: Calvin Bibbs. Committee Member.

2018 A comparative look of sentencing outcomes based on the defendant's country of citizenship. Student: Whitney Ridley. Chair.

2015 Immigration and sentencing: Does geographical region of citizenship influence sentence longevity? Student: Oladipuqo V. Adegun. Chair.

2010 Terrorism ideology and perceptions of homeland security in Tennessee law enforcement. Student: Adam Baldwin. Committee member.

2010 Federal sentencing of drug trafficking offenders in Michigan: The influence of pretrial status and district on sentencing outcomes. Student: Linze Zehel. Chair.

2009 Judge, jury, and executioner: Organizational factors that affect police use of lethal force. Student: Mikaela Cooney. Committee member

SERVICE

To the University

2023- College Diversity Committee (2-year appointment)
2023- Volunteer for CNP (Career Speed Networking Program for high school students)
2022- UTC Spring Research Conference Planning Committee
2022-2023 UTC Global Education Advisory Board
2023- Learning Environment Committee (Chair)
2021-2023 Learning Environment Committee
2020-2021 UTC Police Advisory Committee (Chair)
2019-2021 UTC Police Search Committee
2019-2019 Gear Up (Volunteer at Howard School-FAFSA assistance initiative)
2016-2020 Student Rating of Faculty Instruction Committee
2015-2017 Faculty Senate
2015-2017 Faculty Senate Handbook Committee
2013-2014 Media Relation Board
2014-2014 Search Committee – Instructional Developer for Walker Teaching Resource Center
2013-2013 Search Committee – Vice Chancellor for Development & Alumni Affairs
2011-2013 Honors Court
2008-2009 Efficiency & Effectiveness Committee Strategic Planning Implementation Committee
2017- Faculty Advisor for UTC Biggs Student Organization
2017-2019 Undergraduate Grade Appeal Committee
2018-2020 Graduate Council
2007-2011 Graduate Council
Ad-hoc graduate council committees
Graduate Council Chair Appointment Committee (Chair) Graduate Dean Search Committee
400-Level Course Committee (Chair) Graduate Petitions
2007-2014 Africana Minor Committee
2007-2008 Special Events and Speakers Committee

To the Department

2019- Student Recruitment (includes Blue & Gold activities)
2012- Retention, Tenure and Promotion committee
2010- Search committee
2006- Comprehensive exam grader

To the Profession

Peer Reviewer for:

2022- Social Sciences (Springer)
2018- International Journal of Conflict & Violence
2017- International Journal of Criminology & Sociology
2014- Sage Publishing
2014- Criminal Justice Policy Review
2013- Jones and Bartlett Publishing
2012- Rowman & Little Publishing

Grant Reviewer for:

2008 National Science Foundation

External Reviewer for tenure and promotion 2023 University of Oklahoma
2022 Auburn University at Montgomery

Program Reviewer

2024 Simpson College

Discussant/Moderator

2014 Chair/moderator - for the Comparative criminology paper session at the American Sociological Association Annual Meeting; San Francisco, CA.

2016 Discussant – for the Police Data, Police Representations Panel. New Directions in Critical Criminology Conference, University of Tennessee-Knoxville: Knoxville, TN.

Other forms of service to the field

2023- Editorial Board Member for International Journal of Criminology & Sociology 2017-2018 Editorial Board Member for International Journal of Criminology & Sociology

To the Community

Panelist/Discussant

2023 Presentation on "Citizenship in Society". Presented to the Boy Scouts of America. Chattanooga, TN.

2020 Panelist – Systemic Racism, State Violence, and Criminal Justice Reform; Zoom Webinar. UTC. Chattanooga, TN.

2016 Panelist. Students Know your Rights Forum. Ninth Annual Chattanooga Hamilton County NAACP Criminal Justice Seminar. Chattanooga, TN (June 4, 2016).

2008 Sequence of Events in the Criminal Justice: Do you Know your Rights? Presented at the inaugural Chattanooga Hamilton County NAACP Criminal Justice Seminar: Chattanooga, TN

2007 Roundtable Moderator: The Holocaust and its Aftermath. Jewish Community Confederation. Chattanooga, TN.

Other Forms of Community Service

2021-	Hamilton County Community Corrections Advisory Board
2019-2023	Researcher: Family Justice Center, Chattanooga, TN (Polivictimization federal grant)
2019-2020	Evaluator: Veterans Treatment Court Planning Initiative
2016-2022	Board of Directors, Big Brothers and Big Sisters of Greater Chattanooga
2013-2013	Volunteer at Tennessee Immigrant & Refugee Rights Coalition (Attended the mandatory training/workshop and assisted community members in completing the citizenship application process.
2010-2019	Salvation Army Community Relations Affiliate
2009-	L'abri Symphony Orchestra (Flautist), Dalton, GA
2008-2011	Board of Directors – Tennessee for Alternatives to the Death Penalty: Nashville, TN
2008-2012	Research Associate – The OCHS Center for Metropolitan Studies
2007-	Big Sister in the BBBS of Greater Chattanooga
2007-	Hamilton County Coalition

MEDIA COVERAGE AND INTERVIEWS

2021 "The Sword and the Shield" Film Festival. https://www.youtube.com/watch?v=1dM6UvpC1vQ

2020 "Criminal Justice and George Floyd." WUT Scenic Roots 88.1 FM. Chattanooga, NPR. https://www.wutc.org/news/2020-06-14/utcs-gale-iles-on-criminal-justice-and-_george-floyd

2019 L'abri Symphony Orchestra https://www.youtube.com/watch?v=FRPGKWNDcDA

2010 "UTC Professor uses Speeding Ticket as Tool". Chattanooga Times Free Press. https://www.timesfreepress.com/news/2010/apr/23/utc-professor-uses-ticket-as-teaching-tool/

PROFESSIONAL MEMBERSHIP

Academy of Criminal Justice Sciences

AHMET KULE

Department of Social, Cultural, and Justice Studies University of Tennessee
at Chattanooga
540 McCallie Avenue
Chattanooga, TN 37403
Phone 423.425.4512
Ahmet-Kule@utc.edu

FORMAL EDUCATION AND DEGREES:

2001 – 2007 **Ph.D. in Criminal Justice**
City University of New York Graduate Center & John Jay College of Criminal Justice
New York, NY

1999 – 2005 **Master of Arts in Criminal Justice**
City University of New York Graduate Center & John Jay College of Criminal Justice
New York, NY

1988 - 1992 **Bachelor of Art in Law & Police Science**
Turkish National Police Academy Ankara, Turkey

OTHER PROFESSIONAL EDUCATION AND TRAINING:

2-5/2007 **European Union – Advanced Study**
Ankara University
Centre of European Union – ATAUM
Ankara, Turkey

1-3/1995 **FBI National Academy**
180. Session
A professional development course for U.S. and international law enforcement leaders
Quantico, Virginia, VA

1-2/1993 **Swedish Police Academy**
Human Rights and Police
Stockholm, Sweden

PROFESSIONAL EXPERIENCE:

08/2016 – Present University of Tennessee at Chattanooga
Department of Social, Cultural, and Justice Studies Associate Professor

Courses – Fall 2024:

- CRMJ 2600: Cyber Crimes *(online)*
- CRMMJ 3100: Policing
- CRMJ 4140: Terrorism *(online)*

Courses – Summer 2024:

- CRMJ 4140: Terrorism *(online)*

Courses – Fall 2023:

- CRMJ 5100: Cyber Crime *(online/graduate)*
- CRMJ 2600: Cyber Crimes *(online)*
- CRMJ 3999: Transnational Crime *(online)*
- CRMJ 4140: Terrorism

Courses – Summer 2023:

- CRMJ 3100: Policing *(online)*

Courses – Spring 2023:

- CRMJ 3100: Policing
- CRMJ 4750: Hate Crimes

Courses – Fall 2022:

- CRMJ 5420: Terrorism & the CJ System *(online/graduate)*
- CRMJ 2600: Cyber Crimes *(online)*
- CRMJ 4140: Terrorism

Courses – Summer 2022:

- CRMJ 4140: Terrorism *(online)*

Courses – Spring 2022:

- CRMJ 3100: Policing
- CRMJ 4999: Hate Crimes

Courses – Fall 2021:

- CRMJ 2100: Criminology
- CRMJ 4140: Terrorism

Courses – Summer 2021:

- CRMJ 3100: Policing *(online)*

Courses – Spring 2021:

- CRMJ 3100: Policing *(online)*
- CRMJ 4999: Hate Crimes *(online)*

Courses – Fall 2020:

- CRMJ 5100: Cyber Crimes *(online/graduate)*
- CRMJ 4140: Terrorism *(online)*

Courses – Summer 2020:

- CRMJ 4140: Terrorism *(online)*

Courses – Spring 2020:

- CRMJ 5420: Terrorism & the CJ System *(online/graduate)*
- CRMJ 4999: Hate Crimes
- CRMJ 3100: Policing

Courses – Fall 2019:

- CRMJ 4999R: Cyber Crimes
- CRMJ 4140: Terrorism

Courses – Summer 2019:

- CRMJ 4140: Terrorism *(online)*

Courses – Spring 2019:

- CRMJ 4999: Hate Crimes
- CRMJ 3100: Policing

Courses – Fall 2018:

- CRMJ 5420: Terrorism & CJ System*(online)*
- CRMJ 4140: Terrorism *(online)*
- CRMJ 4140: Terrorism

- CRMJ 3030: Comparative Criminal Justice Systems

Courses – Summer 2018:

- CRMJ 4140: Terrorism *(online)*
- CRMJ 4999: Cyber Crimes

Courses – Spring 2018:

- CRMJ 3100: Policing
- CRMJ 4999: Hate Crimes

Courses – Fall 2017:

- CRMJ 4140: Terrorism
- CRMJ 3030: Comparative Criminal Justice Systems

Courses – Summer 2017:

- CRMJ 4140: Terrorism *(online)*

Courses – Spring 2017:

- CRMJ 3100: Policing
- CRMJ 5050: CJ Policy & Administration *(online/graduate)*

Courses – Fall 2016:

- CRMJ 4140: Terrorism
- CRMJ 3030: Comparative Criminal Justice Systems

04/2008 – 08/2016 **NATO School in Germany** (Oberammergau, Germany)
Senior Instructor

Courses Developed and Taught:

- Internal Security Structures: The U.S.A. – The EU Countries – Turkey / A Comparative Approach
- Suicide Terrorism: Istanbul Bombings-2003
- Criminal Interrogations
- Defense Against Terrorism
- Role of Intelligence in Countering Terrorism
- Crisis Management and Terrorism
- Managing Consequences of Terrorism

09/2015 – 08/2016 **John Jay College of Criminal Justice** (New York, NY)
Department of Law, Police Science, and Criminal Justice Administration
Adjunct Assistant Professor

Courses:

- CJBS 415: Capstone Seminar for BS in Criminal Justice *(online)*
- CJBS 101: Introduction to the American Criminal Justice System *(online)*

04/2008 – 08/2016 **Centre of Excellence** (NATO-Ankara)

Senior Instructor

Courses Developed and Taught:

- Suicide Attacks and Law Enforcement Agencies
- Social and Psychological Factors of Terrorist Recruitment
- Managing Consequences of Terrorism
- The New Security Environment and Unmanned Aerial Systems

4/2015 Retired from Turkish National Police as a Second Degree Chief Superintendent after serving fifteen years at various ranks.

09/2002 – 12/2006 **John Jay College of Criminal Justice**
Department of Law, Police Science & CJA Graduate
Teaching Fellow / Adjunct

Courses:

- CRJ 101: Introduction to Criminal Justice
- ICJ 101: Introduction to International Criminal Justice
- PSC 201: Police Organization and Administration
- PSC 202: Police and Community Relations
- PSC 397: Changing Landscape of Terrorism
- PSCT 511: Urban Policing in the Age of Terror
- COR 101: Institutional Treatment of the Offender
- SOC 101: Introduction to Sociology
- SOC 203: Criminology

8/2005-12/2005 **Montclair State University**

Department of Justice Studies Adjunct

Courses:

- JUST 499: Selected Topics in Justice Studies: Terrorism

OTHER PROFESSIONAL ACTIVITIES:

9/2008 **Invited** lecture**, key note speaker, Suicide Terrorism and Law Enforcement Agencies**, U.S. Naval Post Graduate School, CCMR, Monterey, CA.

6/2005 **Co-Organizer**, "Istanbul Conference on Democracy and Global Security", Istanbul, Turkey.

PUBLICATIONS:

Books:

Ivkovich, Sanja, K., Maskaly, John, & **Kule, Ahmet**, Haberfeld, Maria. (2022). *Police Code of Silence in Times of Change*. New York: Springer.

Kule, Ahmet (2015). *Unmanned Aerial Systems: Past, Present and Future.* Beta Yayinlari. Istanbul.

Kule, Ahmet (1997). *Criminal Interrogations and Confessions.* Ankara (Translation).

Journal Publications:

Kule, Ahmet, Demir, Mustafa, Ekici, Niyazi, & Akdogan, Huseyin (2021). Perceptions of generation Z regarding terrorism: A cross-regional study. *Studies in Conflict and Terrorism.* March 2021.

Demir, Mustafa **& Kule, Ahmet** (2020). The effect of body-worn cameras on satisfaction and general perceptions of police: Findings from a quasi-randomized controlled trial. *European Journal of Criminology.* February 2020.

Kule, Ahmet, Bumphus, Victor & Iles, Gale (2019). Intersectionality of race, class, and gender in predicting police satisfaction. *Journal of Ethnicity in Criminal Justice*. October 2019, Vol. 17(4), pp. 325-340.

Akgul, Arif, Akbas, Halil, & **Kule, Ahmet** (2019). Probation system in Turkey: An analysis of a public policy formation using multiple streams framework. *Journal of Comparative and Applied Criminal Justice.* February 2019, p. 1-16.

Kule, Ahmet & Gul, Zakir (2015). How Individuals Join Terrorist Organizations in Turkey: An Empirical Study on DHKP-C, PKK, and Turkish Hezbollah. *The Global: A Journal of Policy and Strategy, vol. 1, number 1.*

Gul, Zakir & **Kule, Ahmet** (2013). Intelligence –Led Policing: How the Use of Crime Intelligence Analysis Translates into the Decision-Making. *International Journal of Security and Terrorism, vol. 4 (1)*

Kule, Ahmet (2009) Comparing Dostoyevsky's Approach to Rational Choice Theory and Low Self-Control Theory. *The Journal of Criminology and Criminal Justice, vol. 1, number1.*

Kule, Ahmet (2005) Policing the European Union. *Istanbul Conference on Democracy and Global Security Publications.* Istanbul.

Book Chapter:

Kule, Ahmet, Ekici, Niyazi, Ozer, Murat & Gultekin, Sebahattin. Fear and Risk Perceptions of College Students Regarding Terrorism (Ed.). *Understanding Deviance, Crime, Social Control, and Mass Media: The Construction of Social Order*. Lanham, Maryland: Hamilton Books of Rowman Littlefield.

Conference Proceedings:

Namli, Umit, Ekici, Niyazi, **Kule, Ahmet**, Bitner, Chris, & Daugherty, Glenn (2021). The Modus Operandi and Characteristics of Street Level Drug Distribution in "Regional Economy: Experience and Problems." The XIV International Scientific and Practical Conference proceedings. May 12, 2021 / Ed. A.E. Illarionov. Vladimir branch of RANEPA, Vladimir, Pp. 12-31.

PROFESSIONAL PRESENTATIONS:

Kule, Ahmet. "A Cross-country Analysis of General and Specific Attitudes regarding the Police", The Academy of Criminal Justice Sciences (ACJS) Annual Meeting, National Harbor, MD, March 2023.

Kule, Ahmet. "A Cross-country Analysis of Terrorism Perceptions". The Academy of Criminal Justice Sciences (ACJS) Annual Meeting, Las Vegas, NV, March 2022.

Ivkovich, Sanja, K., Maskaly, John, & **Kule, Ahmet**, Haberfeld, Maria. "Police Code of Silence in Times of Change". The American Society of Criminology (ASC) Annual Meeting, Chicago, IL, November 2021.

Ekici, Niyazi & **Kule, Ahmet**. "Regional Comparisons of Terrorism Perceptions among the University Students in the US". International Scientifically-Practical Conference "Peculiarities of regional development in a pandemic: problems and experience", Vladimir, Russia, May 2021.

Kule, Ahmet, Demir, Mustafa & Akgul, Arif. "Perspectives of Generation Z Regarding Terrorism: A Cross-Regional Study." The American Society of Criminology (ASC) Annual Meeting, San Francisco, CA, November 2019.

Kule, Ahmet. "A Comparative Analysis of Drones in Turkey: Social and Legal Implications, and Challenges". The American Society of Criminology (ASC) Annual Meeting, San Francisco, CA, November 2019.

Kule, Ahmet & Bumphus, Vic. "Considering External Police Oversight Within a Deterministic Framework." The Academy of Criminal Justice Sciences (ACJS) Annual Meeting, Baltimore, MD, March 2019.

Duru, Haci & **Kule, Ahmet.** "Microcycles of Terrorist Violence in Turkey: A Spatio-Temporal Analysis of the PKK Attacks." The American Society of Criminology (ASC) Annual Meeting, Atlanta, GA, November 2018.

Kule, Ahmet, Bumphus, Victor, & Iles, Gale. "Intersections of Race, Class, and Sex in Predicting Police Satisfaction." The Academy of Criminal Justice Sciences (ACJS) Annual Meeting, New Orleans, LA, February 2018.

Bumphus, Victor, **Kule, Ahmet** & Iles, Gale. "General and Specific Attitudes Regarding the Police". The Academy of Criminal Justice Sciences (ACJS) Annual Meeting, Kansas City, MO, March 2017.
Kule, Ahmet. "Democratic Control of Intelligence Agencies and Activities". International Intelligence Symposium, Istanbul, Turkey, June 2010.

Kule, Ahmet. "Accountability and Countering Terrorism". Policing Across the Borders Project. John Jay College of Criminal Justice, New York, NY, December 2009.

Kule, Ahmet "Suicide Terrorism and Law Enforcement Agencies". U.S. Naval Post Graduate School, CCMR. Monterey, CA, 2008.

Kule, Ahmet. "Problems of Cooperation and Coordination in the Fight Against Terrorism". Policing Across the Borders Project. John Jay College of Criminal Justice, New York, NY, December 2007.

Kule, Ahmet. "Policing in the European Union". Istanbul Conference on Democracy and Global Security, Istanbul, Turkey, 2005.

Kule, Ahmet. "Terrorism Experience of Turkey". Ohio Law Enforcement Conference, Ohio, OH, 2004.

SERVICE:

Service to the College/University:
The UTC National Center for Academic Excellence for Cyber Defense (CAE-CD) Advisory Board, Member (2018-Present)
Undergraduate Academic Standards Committee, Member (2021)
The UTC Faculty Senate, Member (2018-2019)
Statewide Dual Credit Exam Validation Teams in Nashville, Member (2018)
CAT grader for Walker Center for Teaching & Learning (2016)
The UTC Law Enforcement Selection Board, Member (2016-Present)

Service to the Department:
Bylaws Committee, Member, (2023-2024)
Curriculum Committee, Chair (2021-2022; 2022-2023)

Curriculum Committee, Member (2020)
Comprehensive Exam Grader for the Criminal Justice Graduate Program (2016-Present)
Search Committee for the CJ Assistant Professor position, Member (2022-2023)
Search Committee for the CJ lecturer position, Member (2020-2021)
Search Committee for the Geography lecturer position, Member (2020-2021)
Drafted and submitted the proposals for creating CRMJ 3450-Cyber Crimes and CRMJ 4750-Hate Crimes (2021)
Search Committee for the CJ lecturer position, Member (2019)
Search Committee for the CJ Assistant Professor position, Member (2017)
Terrorism Lecture by Dr. Bruce Hoffman, Lead role in organization (October, 2018)
Major Showcases, Departmental Representative (November, 2019)
Drafted and submitted the proposal for creating CRMJ 4500: Criminal Justice Administration course (2018)
Grade Appeal Hearing, Departmental Representative (2017)
Thesis committee member for Whitney Harvey (2017)
Search committee for the CJ Assistant Professor, Member (2017)
Presented on ISIS & its Objectives at Lambda Alpha Honors Society Symposium (November, 2016)

Service to the Community:
Fulton Science Academy, Lecturer, (2021-2022)
Hamilton County Schools, Volunteer (2019-2020)
Project Homeless Connect, Volunteer (2017-2018)

Service to the Discipline:
American Society of Criminology (ASC), Division of International Criminology, the Outstanding Book Award Committee, Member (2022 - 2023)
Academy of Criminal Justice Sciences (ACJS) Annual Meeting, National Harbor, MD, Panel Chair (2023)
American Society of Criminology (ASC), Division of International Criminology, the Student Paper Award Committee, Member (2020-2021)
American Society of Criminology Annual Meeting (ASC) in Atlanta, GA, Panel Chair (2018)

Journal Reviewer:
Journal of Interpersonal Violence International
Journal of Law and Society
Policing: An International Journal
Rowman & Littlefield Publishing House

Textbook Reviewer:
Cognella Publishing Inc.

GRANTS:

Faculty Grant (2018). The University of Tennessee at Chattanooga. Supporting travel to the

Annual Meeting of the American Society of Criminology in Atlanta, GA, November 2018 ($495.62).

Co – Investigator (2004). PSC – CUNY Research Foundation Grant. Supporting the research on the relationship between drugs and homicides in Istanbul, Turkey ($ 5,000). Status: Funded.

FINANCIAL AWARDS:

Merit Increase Award (2018). The University of Tennessee at Chattanooga ($ 704.55).

Study Abroad Scholarship (August, 1999). The Turkish National Police ($ 240,000).

Scholarship to study at the FBI National Academy (January, 1995). The Turkish National Police ($ 8,400).

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS/ORGANIZATIONS:

- American Society of Criminology
- Academy of Criminal Justice Sciences
- International Police Association (IPA) (renewal needed)
- FBI National Academy Associates (FBINAA) (renewal needed)

Association for Unmanned Vehicle Systems International (AUVSI) (renewal needed)

Karen M. McGuffee
P.O. Box 1
Chattanooga, TN 37401
(423) 280-0323

Education:

University of Tennessee College of Law
Knoxville, Tennessee
Doctor of Jurisprudence
Licensed to practice in Tennessee on October 23, 1990
Licensed to practice in Federal Courts on November 12, 1991

- Activities:
  - Client Counseling Moot Court Board
  - Moot Court Board
  - Student Bar Association
  - Intramural Athletics
- Professional Associations:
  - Tennessee Bar Association
  - Chattanooga Bar Association
  - Tennessee Trial Lawyers Association

University of Tennessee at Chattanooga

Chattanooga, Tennessee

Bachelor of Science magna cum laude in Criminal Justice, May 1987, G.P.A. 3.9

- Honors:
  - Judge Hinson Scholarship
  - Outstanding Senior Award
  - Academic Scholarship
  - Music Scholarship
  - Dean's List — all semesters
  - Alpha Lambda Delta Honor Society
  - Golden Key Honor Society
  - Alpha Honor Society
  - Phi Eta Honor Society

U.T.C. Employment:

Professor in Criminal Justice and Associate Department Head for Social, Cultural, and Justice Studies

University of Tennessee at Chattanooga, August 2019- present

Professor and Associate Department Head for Social, Cultural, and Justice Studies and Coordinator for Legal Assistant Studies Program
University of Tennessee at Chattanooga, August 2016- August 2019

Associate Professor and Coordinator for Legal Assistant Studies Program
University of Tennessee at Chattanooga, August 2006- August 2016

Assistant Professor and Coordinator for Legal Assistant Studies Program
University of Tennessee at Chattanooga, January 2000-2006

Teaching:

Courses:

- CRMJ 4060 Juvenile Law (face-to-face)
- CRMJ 3250 Courts (face-to-face and online)
- CRMJ 3600- Law of Evidence (face-to-face and online)
- CRMJ 1700- Criminal Law (face-to-face and online)
- CRMJ 4050 Constitutional Law (face-to-face and online)
- CRMJ 3250 Law and the Justice System (face to face)
- CRMJ 2450 Family Law (face-to-face and online)
- LAS 1010 Law and the Legal Assistant (face-to-face)
- LAS 2100 Legal Research and Writing (face-to-face)
- LAS 2250 Commercial Law (face-to-face)
- LAS 2500 Personal Injury Litigation (face-to-face)
- LAS 3400 Law Office Management (face-to-face)
- LAS 4700 Internships
- LAS 4710 Legal Ethics and Professionalism (face-to-face)
- LAS 4999- Special Topics—CLA Review Course (face-to-face)

I have received excellent student evaluations every semester in every class.

Associate Department Head Activities:

- Prepare schedules for all SCJS faculty
- Coordinate and report for Compliance Assist
- Organize and help write CJ program reviews
- Assist the SCJS Department Head in preparing for meetings/attending meetings
- Assist in coordinating and holding meetings for adjuncts and various other committees
- Assist in hiring adjuncts for SCJS and assisting them with book orders, schedules, room assignments

Publications (Peer-Reviewed)

- Garland, T., McGuffee, K., Ford, D., Dotson, E., (2023) Politicizing Vaccination Requirements: American University Responses in the Era of COVID-19, Higher Education Policy https:://doi.org/10.1057/s41307-023-00319-y

- Iles, G. Basham, S., McGuffee, K., Ashmore, P., Fuller, R. (2022) *Pet Primates: Attacks, Escapes, and the Law.* Society & Animals. (Accepted for publication Dec. 2022- should be published in 2024)

- Gately, H. Crittenden, C. Policastro, C., McGuffee, K. (2022), "Heteronormativity in Criminology: Call for Inclusive Measurement of Sexuality" Criminal Justice Review https://doi.org/10.1177/07340168221138572.

- Fortunato, O., Dierenfeldt, R., Basham, S., McGuffee, K. (2021) Examining the Impact on the Obama and Trump candidacies on Right-Wing Domestic Terrorism in the United States: A Time-Series Analysis, *Journal of Interpersonal Violence*

- Gately, H. Policastro, C., Crittenden, Co. McGuffee, K. (2020), Exploring How Gender and Sex are Measured in Criminology and Victimology: Are we measuring what we say we are measuring? *Women and Criminal Justice*

- Cole, T., Policastro, C., Crittenden, C., McGuffee, K., (2020) Freedom to Post or Invasion of Privacy? Analysis of U.S. Revenge Porn State Statutes, *Victims and Offenders*, DOI: 10.1080/15564886.2020.1712567

- Garland, T., McGuffee, K. (2016) Juvenile Court, *The Wiley Encyclopedia of Crime and Punishment*, edited by Wesley Jennings

- Browne, A., Hensley, C., McGuffee, K. (2016) Does Witnessing Animal Cruelty and Being Abused During Childhood Predict the Initial Age and Recurrence of Committing Childhood Animal Cruelty? *International Journal of Offender Therapy and Comparative Criminology*

- Iles, G., Bumphus, V., McGuffee, K. (2014). U. S. Territorial Exclusion in Federal Sentencing: Can it be Justified. *International Journal of Criminology and Sociology* (Vol. 2), 113-124.

- Richards, T. N., Crittenden, C., Garland, T.S., McGuffee, K. (2014) An Exploration of Policies Governing Faculty-to-Student Consensual Sexual Relations on University Campuses: Current Strategies and Future Directions*, Journal of*

College Student Development, 55 (4), 337-352.

- Love, S., McGuffee, K. (2013) Division of Debt, In R. Emery and G. Golson (eds.) *Cultural Sociology of Divorce*, (Encyclopedia) Sage Publications.

- Eigenberg, H., Kappeler, V., McGuffee, K. (2012). Confronting the Complexities of Domestic Violence: A Social Prescription for Rethinking Police Training*. Journal of Police Crisis Negotiations*, 12(2), 122-145.

- Eigenberg, H., McGuffee, K., Iles, G., Garland, T. (2012) Doing Justice: Perceptions of Gender Neutrality in the Jury Selection Process. *American Journal of Criminal Justice*. Vol. 37, Issue 2, 258-275.

- Garland, T. Eigenberg, H., McGuffee, K. (2009) Race and Jury Selection, In H. Green & S. Gabbidon (eds.). *Encyclopedia of Race and Crime*. Sage Publications.

- McGuffee, K., Garland, T., Eigenberg, H. (2007) Is Jury Selection Fair? Perceptions of Race and the Jury Selection Process, *Criminal Justice Studies: A Critical Journal of Crime, Law, and Society* 20(4), 445-468.

- Ely, G., McGuffee, K. (2005) Partner Violence, *Handbook of Preventive Interventions for Adults*, John Wiley & Sons, Inc.

- Harrell, S., McGuffee, K. (2004) Common Ground? The Definition of "The Practice of Law" in the United States*, The Professional Lawyer*, Vol. 14, No. 4.

- Berry, P., McGuffee, K., Rush, J., Columbus, S. (2004) Discrimination in the Workplace*:* The Firing of a Transsexual*, The Journal of Human Behavior in the Social Environment*, Vol. 8, No. 3-4.

- Berry, P., McGuffee, K., Rush, J., Columbus*,* S. (2003) Discrimination in the Workplace: The Firing of a Transsexual, M.K. Sullivan (Ed.), *Sexual Minorities: Discrimination*, *Challenges and Development in America*. Haworth Press: Binghamton, New York.

- Eigenberg, H., McGuffee, K., Berry, P. Hall, W. (2003) Protective Order Legislation*:* Trends in State Statutes, *Journal of Criminal Justice*, Vol. 31, No. 5.

- Harrell, S., McGuffee, K. (2002) The Utilization of Disbarred or Suspended Attorneys as Paralegal Instructors, *Journal of Paralegal Education and Practice*, Vol. 16, No. 1

- Harrell, S., McGuffee, K. (2002) A Fallback Career? Can a Disbarred or Suspended Attorney be Employed as a Paralegal? A Survey of Current Laws*, Journal of Paralegal Education and Practice*, Vol. 16, No.1.
- Rush, J., McGuffee, K., McGuffee, W. (2001) *Court Officer Book*, 9th ed.

Publications In Progress

- Injunctions in the United States and how they were implemented during COVID-19 times. Dr. Garland and I have a draft of the paper and it should be submitted during summer, 24.

Publications (non-peer reviewed journals):

- San Juan, V. McGuffee, K. Goren, W. Jacobs, J. (2012) Advising Students Who are Considering Going to Law School, *The Paralegal Educator*, Vol. 27, No. 3.

- McGuffee, K., (2004) Make Litigation Fun*, The Paralegal Educator*, Vol. 18, No.2.

Presentations:

- Iles, G., Basham, S. L., McGuffee, K., Ashmore, P. C., & Fuller, R. (2023, April). *Pet primates: Attacks, escapes, and the law*. Poster presented at the University of Tennessee at Chattanooga 2023 Research and Arts Conference, Chattanooga, TN.

- *Who's Writing What We Read: Authorship in Criminological Research*, Academy of Criminal Justice Sciences Annual Meeting, San Antonio, Texas (March 24-28, 2020)

- *Comparing the Inclusion of Sexuality and Gender in Criminology and Victimology,* Academy of Criminal Justice Sciences Annual Meeting, San Antonio, Texas (March 24-

28, 2020)

- *Enhance the Value of your Program to your Institution,* American Association for Paralegal Education National Conference, Phoenix, Arizona (November 8, 2013).

- *Tips for the Department of One*, American Association for Paralegal Education National Conference, Phoenix, Arizona (November 7, 2013).

- *Paralegal Ethics*, Tennessee Paralegal Association Annual Seminar, Chattanooga, Tennessee (April 20, 2013).
- *Elder Law*, Smoky Mountain Paralegal Mountain Association Annual Seminar, Chattanooga, Tennessee (September 28, 2012)

- *Search and Seizure*, National Association of Legal Assistants Region 4 Conference, Chattanooga, Tennessee (July 14, 2012)

- *Search and Seizure,* Chattanooga Legal Professionals Continuing Legal Education, Baker, Donelson, Bearman, Caldwell & Berkowitz (June 9, 2011)

- *Search and Seizure*, Tennessee Paralegal Association's Spring Seminar, Chattanooga, Tennessee (April 29, 2011)

- *Family Law,* Tennessee Paralegal Association Spring Seminar, Chattanooga, Tennessee (April 29, 2011)

- *Advising Students and Choosing the Right Law School*, American Association for Paralegal Education National Conference, Baltimore, Maryland (October 2011)

- *Teaching to Other Majors,* American Association for Paralegal Education Regional Conference in Arlington, Virginia (March 20, 2011)

- *Teaching to Other Majors,* American Association for Paralegal Education

National Conference, Indianapolis, Indiana (October 31, 2010)

- *Recruitment and Retention of Students,* American Association for Paralegal Education National Conference, Portland, Oregon (October 2009)

- *Constitutional Law: 1st Amendment Freedom of Speech*, Smokey Mountain Paralegal Association Annual Conference (June 12, 2009)

- *Ethics in Juvenile Law: Confidentiality, Unauthorized Practice of Law, Competency in Juvenile Court,* Bradley Court Juvenile Court (May 1, 2009)

- McGuffee, Karen and Helen Eigenberg presented the paper*: Is the Jury Selection Process Fair: Perceptions of Race and the Jury Selection Process?* UTC faculty and students, (February 25, 2009).

- Panel, *Jurors and Jury: What we know and wish we knew about Juries*, the American Society of Criminology, Atlanta, Georgia (November 14, 2007).
- Panel*, Is the Jury Selection Process Fair? Race and the Jury*, the Academy of Criminal Justice Sciences, Seattle, Washington (March 15, 2007).

- *Legal Research,* the Tennessee Official Courts Reporters Association Annual Conference*,* Chattanooga, Tennessee (June 12-14, 2002).

- *Mediation for Paralegals*, the American Association for Paralegal Education Regional Conference in Charleston, S.C. (March 2002).

- Panel, *The Status of Domestic Violence Legislation in the United States*, the Academy of Criminal Justice Sciences, Washington, D.C. (April 3-7, 2001).

- *Protective Order Legislation in the United States,* the American Society of Criminology Conference, San Francisco, California (November 15-18, 2000).

THESES COMMITTEES:

- Lovelace, T. (2024), ----------

- Still, E. (2021), Honors Thesis: *Compensation and Exoneration: What is Done, What Works, and What Needs to be Done?*

- Fortunato, O. (2021), *Comparing the Narrative with Facts: Examining the Impact of the Presidency on Domestic Terrorism in the United States*

- Eggenberger-Lips, A. (2020), *A Proposal to Strengthen Juvenile Miranda Rights Requiring Parental Presence in Interrogations*

- Bray, B. (2020), *Who's Writing What We Read: Authorship in Criminological Research*

- Gately, H. (2020), *Awakening from Androcentrism: Calls for Measurement of Gender and Sexuality in Criminology*

- Malone, D. (2020), *An Analysis of the Effects Between Prison Documentaries and Popularity Among Viewers*

- Ridley, W. (2018), *A Comparative Look of Sentencing Outcomes based on the Defendant's Country of Citizenship*
- Piety, T. (2018), *A Civil Liberty of Sexual Exploitation: Revenge Porn and Section 230 of the Communication Decency Act*

- Ketron, B. (2017), *Childhood Animal Cruelty Motives and Their Relationship to Adult Interpersonal Crimes*

- Trentham, C. (2016), *The Link Between Recurrent Animal Cruelty and Recurrent Adult Interpersonal Violence*

- Henderson, H. (2010), *Childhood Animal Cruelty Methods and Their Link to Adult Interpersonal Violence*

- Crittenden, C. (2009), *Examining Attitudes and Perceptions of Sexual Harassment on a University Campus: What Role Do Myths and Stereotypes Play?*

- Crump, Jr. L, (2009), *How Teachers Perceive the "School Violence Issue*."

- Dutkiewicz, E. (2008), *Examining the Laws of War and the Necessity of Evolving Legal Principles to Counter Terrorism.*

- Overton, A., (2008), *Media Depictions of Wrongful Conviction: Reality or Distortion?*

- Richards, T. (2007), *An Evaluation of the Plight of the Homeless: A Socialist Feminist Perspective*

- Seymour, D. (2007), *Law Enforcement Training Issues in Search and Seizure*

- Strand, J. (2007), Pop Culture and Policing: Exploring the Fourth Amendment in Popular Police Films
- Newman, T. (2006), *The Comparative Influences of Climate, Region, and Population Density on Homicide Trends*
- Parks, C. (Chair, 2006), *Public Policy and Incarcerated Pregnant Offenders*
- DelCul, N. (2006), *A Comparative Study of Compliant and Non-Compliant Sexual Offenders in the State of Tennessee*
- Powell, M. (2006), *Female vs. Male Serial Killers: An Analysis of Characteristic Traits and Typologies*
- Inesia-Forde (2005), *The Presence of Learning-Disabled Youth in our Juvenile Institutions: Excusable or Gross Negligence?*
- Metzger, R. (2005), *The Impact of College Experience on Hate Crime Attitude*

Reviewer:

Articles:

- The Legal Educator, 2022, The Effects of Gender Identity in Non-Traditional Student's Interpersonal Communication

- The Legal Educator, 2021, *Setting Your Cites on the Future: Using the Newest ALWD Guide to Legal Citation for the Sources and Students of Today*

- The Legal Educator, 2021, *Access Through Education and Innovation: Using Paralegal Programs to Help Close the Justice Gap*

- The Legal Educator, 2021*, Facilitating Prison Reading Groups: Creating Opportunities for Legal Studies Students*

- The Legal Educator, 2020, *Burnout in the Grinding Legal Professional: A call for Recognition of the Imperative Need to Integrate Wellness into Legal Education*

- The Legal Educator, 2020, *The Influence of Legal Education on the Legal Profession*

- The Legal Educator, 2018, *Who Speaks for the Paralegal Student? An Educator's Perspective when Teaching Forensic Science to the Legal Studies Student*

- The Legal Educator, 2018, *Experiential Access to Justice: Formulating Clinical Education Programs for Paralegals*

- The Legal Educator, 2017, *Using the Power of Story to Teach the Law*

- The Legal Educator, 2017, *Capitalizing on the Popularity of social media*

- The Legal Educator, 2017, *On a Mission to Help Survivors of Domestic Violence*
- The Paralegal Educator, 2016, *Peer Groups in Paralegal Education*

- The Paralegal Educator, 2016, *Integrating Factual Investigation Skills into Legal Studies Courses*

Books and Journals**:**

- Introduction to Law, 6th Edition, Hames & Ekern, Pearson Education (2019)

- Family Law and Practice, 4th Edition by Luppino and Miller, Pearson Education (2015)

- Ethics for the Legal Professional, 8th Edition, Orlik, Pearson Education (2014)

- Family Law and Practice, 3rd Edition by Luppino and Miller, Pearson (2012)
- Employment Law of Human Resource Practice, Walsh, Cengage Learning (2011)
- Contract Law for Paralegals, Yelin, Prentice Hall Publishing, Chapters 1-4 (2009)
- Contract Law for Paralegals, Yelin, Prentice Hall Publishing, Preface, TOC, Chapters 1 and 2 (2008)
- Journal of Paralegal Education and Practice (2003)
- Journal of Paralegal Education and Practice (2002)
- Journal of Paralegal Education and Practice (2001)

Editor:

- Journal of Paralegal Education and Practice (2003)
- Journal of Paralegal Education and Practice (2002)

U.T.C. Awards:

- Outstanding Advising Award for the University 2016
- Outstanding Advising Award for the College of Arts and Sciences 2016
- College of Arts and Sciences Outstanding Service Award, Faculty Honors Day, (2012)
- UC Foundation Professor
- Golden Key International Honor Society membership for faculty (2011)
- College of Arts and Sciences Excellence in Teaching Award (2007)
- Student Government Association Outstanding Professor (2001-2002)

- Outstanding Advising Award for the University

- Outstanding Advising Award for the College of Health and Human Services (2000)

- Outstanding Advising Award for the College of Health and Human Services (2002)

Internal Funding Grants:

- Individual Faculty Development Grant, AAfPE Annual Conference, Presentation Phoenix, Arizona 1,000.00 (2013)

- Individual Faculty Development Grant, AAfPE Annual Conference, 200.00 (2012)

- Collaborative Research Initiative for Sponsored Programs 10,000.00- Cross-cultural caregiver systems- not funded (2012)

- Individual Faculty Development Grant, AAfPE Annual Conference, Indianapolis, Indiana 950.00 (2010)

- Individual Faculty Development Grant, AAfPE Annual Conference, Presentation, Portland, Oregon, 1,000.00 (2009)

- Individual Faculty Development Grant, AAfPE Annual Conference, Dallas, Texas, 1,000.00 (2008)
- Individual Faculty Development Grant, AAfPE Annual Conference, Baltimore, Maryland, 500.00 (2007)

- Individual Faculty Development Grant, AAfPE Annual Conference, New Orleans, Louisiana, 750.00 (2006)

- Individual Faculty Development Grant, AAfPE Annual Conference, Tampa, Florida, 500.00 (2005)

- Individual Faculty Development Grant, AAfPE Annual Conference, Albuquerque, New Mexico, 1,140.00 (2004)

- Lupton Faculty Professional Participation Grant, AAfPE Annual Conference, St. Louis Missouri, 500.00, (2003)

- Faculty Development Grant, Tennessee Supreme Court Rule 31 Mediator Training, Chattanooga, TN, 500.00 (2002)

- Individual Faculty Development Grant, AAfPE Annual Conference, Presentation, Orlando, Florida, 600.00 (2002)

- Individual Faculty Development Grant, AAfPE Annual Conference, San Antonio, Texas, 200.00 (2001)

Service:

University Committees:

- Undergraduate Petitions Committee (2023-2024- Chair) (2022-2023)

- Course Learning Evaluation Committee (2022-2023; 2021-2022- Chair)

- Student Rating of Faculty Committee (2011-2012, Chair); (2010-2011, Chair); (2016-2017); (2003-2004; 2002-2003; 2001-2002)

- Pre-Law Committee (2021- present)

- Faculty Rating of Administration (2020-2021; 2019- 2020; 2018-2019; 2017-2018; 2007-2008; 2004-2005)

- Read 2 Achieve Committee and served as co-chair for the Book Selection Sub-Committee (2016-2017) (2015-2016) Served as the head of a reading group for the Read 2 Achieve Committee in 2016 during orientation.

- Committee to plan the Sexual Assault Awareness Month week of activities. I served as a moderator for the presentation, *"Sexual Assault Interview Techniques: The Good, The Bad, and The Ugly"* (4/14/2016)

- Admissions Committee (2016-2017; 2015-2016; 2013-2014)

- Honor Court (2014-2015, Chair); (2011-2012; 2010-2011; 2005-2006; 2004-2005; 2003-2004

- Student Conduct Board (2011-2012)

- Mediation (2010- 2011; 2009-2010) (2006-2007, Chair) (2005-2006; 2004-2005)

- Blue Ribbon Task Force (chair) to determine the levels of skill and accomplishment needed by students to fulfill the ASK description (2010)

- Served as United Way team captain (2011; 2010; 2009; 2008; 2007; 2005; 2003)

- Library Committee (2009- 2010, Chair); (2008-2009)

- Post-Grier Statement of Commitment to Diversity under the University Planning and Resource Advisory Council, Partnership for Diversity group (2008)

- Library Planning Committee for construction of the new library (2007-2008)

- Bookstore Committee (2007-2008, Chair)

- Athletics (2005-2006)

- Search Committee for the Dean of the Library (2003-2004; 2002-2003)

- Selection Committee for the Public Service Award (2002-2003)

University Service:

- Attended the CAS Assessment Workshop on 8/8/23 to learn about the SACSCOC standards for Compliance Assist

- Attended the Course Learning Evaluation session with the team from Nebraska to evaluate our CLE forms and ways to make evaluations equitable and reliable 4/10/23.

- Attended the Majors and Minors Fair (2023) (2/22/2022) (2/13/2020) (1/30/2019)

- Attended the Statewide Tennessee Transfer Pathways meeting and gave feedback for potential changes for CRMJ (2023)
- Participated in a focus group for the DRC regarding faulty relationships (2022)
- Attended the Blue and Gold Events (2023) (2022) (11/6/2021) (11/9/2020) (3/28/2015)
- Attended Focus Friday for recruitment to UTC (2/15/2019)
- Attended a recruitment session for UTC- TN room (3/2/2018)
- Met with students from the Athletic department about majors (2018-2022)
- Attended the Fall Majors Fair (11/21/2016) (11/2014)
- Helped host the Career Fair at UTC by coordinating with the Chattanooga Bar Association to invite law firms to the fair. (3/22/2016)
- Attended and agreed to serve on the Career Development Alliance to help with career development for students (11/9/2016)
- Instructional Excellence Retreat Presentation (2014)
- Gender Inequality Presentation (2012)
- Attended the CSAS Career Fair (4/21/05)
- Attended 3 Freshman Friday sessions (2005)
- Attended Fall Visit Day (2004)
- Attended Career Crunch (11/17-18/2004)
- Departmental Honor Roundtable (2004)

College Committees:

- Served on the Post-Tenure Review Committee for CAS (2023-2024)
- College of Arts and Sciences Tenure and Promotion Committee (2021-2022)
- Participated in multidisciplinary group discussions concerning curriculum across the campus (2001-2013)
- Strategic Planning Committee (2002-2003)
- College of Health and Human Services Award Committee (2001-2002)

College Service:

- College of Arts and Sciences major/department overview (11/30/2021)
- Served on Dr. Chris Horne's promotion committee (2018-2019)
- Submitted American Bar Association approval reports (after implementing changes necessary to qualify). The ABA approved the program. (2000-2019)
- Participated in Welcome Week Meet and Greet (8/19/2020) (8/22/2017)
- Participated in the Arts and Sciences Fair (2/13/2015)
- Spoke to the Pre-Law club at UTC (2009)

Departmental Committees:

- Retention, Tenure, and Promotion Committee (2023-2024- Chair), (2022-2023) (2021-2022- Chair) (2016- present)
- Bylaws Committee (2020-2021; 2019-2020 (Co-Chair); 2018-2019 (Chair); 2017-2018; 2015-2016)

- Departmental Search Committees: 2022- Chair (Assistant Professor in Anthropology) 2021-2022 (Assistant Professor Search for Sociology); 2020-2021 (lecturer search); 2019-2020 (lecturer search); 2019-2020 (2 Assistant Professor Searches); 2019 (Administrative Assistant Search); 2017-2018 (chair) Assistant Professor; 2016-2017 (Assistant Professor)

- Committee on Racial Justice (2021-2022) (2020-2021)

- Adjunct Faculty Committee (2023-2024) (2021-2022)

- Curriculum (2018-2019, Chair; 2017-2018; 2016-2017; 2015-2016; 2002-2003; 2001-2002; 2000-2001)

- Served on the Transitional Executive Committee in the department (2015-2016)

- Recruitment Committee (2021-2022) (2000-2003)

Departmental Service:

- Attended EDO training on the new process in place 1/22/2024.

- Attended the Salute to First Responders on 10/25/2023 to recruit students.

- Attended the Chattanooga State Transfer Fair on 10/26/2023 to recruit students.

- Attended the Mocs Resource Fair for Freshman on 8/17/2023.

- Addressed students interested in criminal justice from Arlington High School for one hour during their campus tour on 4/13/2023.

- Attended the Board of Professional Responsibility Ethics Workshop- 11/3/2023 toget updates in the law and keep my license current.

- Peer Reviewer for colleagues Dr. Anovia Slaughter, Dr. Natalie Blanton, and Dr. Rick Dierenfeldt (2023-2024)
- Peer Reviewer for adjunct faculty members Jennifer Arnold (face-to-face), Jack

Benson (online), and Audrey Headrick (face-to-face). (2023-2024)

- Reviewed applications and awarded scholarships to criminal justice undergraduate and graduate students. (2022-present)

- Spoke to Dr. Crittenden's graduate class on legal research and protective orders/revenge porn legislation. (2023)
- Peer Reviewer for colleague Dr. Christina Policastro and Dr. Tammy Garland (2022-2023)
- Helped revise the integrated studies major for those who want CRMJ as a part of the major. (2022)
- Peer Reviewer for colleagues Dr. Katelyn Hancock, Dr. Natalie Blanton, and Dr. Gale Iles (2022)

- Peer Reviewer for colleagues Professor Bethany Bray, Dr. Eli Sheff, and Dr. Jared Rosenberger (2021)
- Peer Reviewer for colleagues for Dr. Darrell Walsh and Dr. Sherah Basham (2020)
- Helped write the program review for CRMJ (2019-2020)

- Worked with those on Chattanooga State's Advisory Board to change the curriculum to create a pathway for Criminal Justice students at Chattanooga State to transfer to UTC. (2019)

- Arranged and scheduled the Senior Exit Exam for graduating seniors for OPEIR (2019)
- Met with Athletes on their visits to UTC to answer questions about CRMJ (2019, 2020, and 2021)

- Peer Reviewer for colleagues Dr. Emma McDonell, Dr. Rick Dierenfeldt, Dr. Courtney Crittenden (2019)
- Prepared and submitted the documentation which enabled the program to receive American Bar Association Approval and Re-Approval (2000-2018)

- Peer reviewer for colleagues Dr. Kule, Dr. Crittenden, and Dr. Policastro (2018)
- Participated in Research Dialogues in the UC. (4/11/2017)
- Attended Chattanooga State's College Fair (3/23/17)
- Spoke at Chattanooga State about transferring to UTC (2/16/2016)
- Submitted numerous curriculum committee proposals regarding the LAS program (2001-2014)
- Taught Command College for CRMJ program (2005-2014)
- Advised all Legal Assistant Studies students (2000-2019)
- Found placements and monitored students in internships (2000-2018)

Advising:

- Attended the December 5th, Orientation for SCJS students (2023)
- Attended the following summer orientations: July 13, August 1, June 5/6, June 15/16, and July 10/11.
- Attended 3 summer freshman orientations (2022)
- Advised students from the HUB about the CJ program (2022-2021)
- Attended 4 freshman and transfer orientation sessions (2019-2020)
- Attended 6 freshman and transfer orientation sessions (2018-2019)
- Attended 5 freshman and transfer orientation sessions (2016-2017)
- Attended 5 freshman and transfer orientation sessions (2015-2016)
- Attended 20 freshman orientation and think/achieve sessions (2014-2015)

- Attended 17 freshman and transfer orientation sessions (2013-2014)
- Attended 23 freshman and transfer orientation and think/achieve sessions (2012-2013)
- Attended 17 freshman and transfer orientation sessions (2011-2012)
- Attended 12 freshman orientation sessions (2010-2011)
- Attended all but one freshman orientation sessions. (2009-2010)
- Attended 6 freshman orientation sessions and Freshman Friday (2008-2009)
- Attended 6 freshman and transfer orientation sessions (2007-2008)
- Attended 8 freshman and transfer orientation sessions and Freshman Friday (2006-2007)
- Attended 8 freshman and transfer orientation sessions (2005-2006)
- Attended 3 Freshman Friday sessions (2005-2006)
- Attended 7 freshman and transfer orientation sessions (2004-2005)

Community Service:

- Speaker for Tennessee Victim's Assistance Academy (2023-2021) (2006- 2019)
- Worked with administration at First Things First to provide legal advice to those without attorneys in domestic relations cases
- Serve lunch at the Community Foundation formerly knows as the Community Kitchen (2022-present)
- Worked with the District Attorney's Office on a grant to examine offenses and sentencing in Bradley County, Tennessee (2020-2021)
- I worked with Clements and Cross (attorneys) to submit a survey to students about DNA testing and followed up by testifying in Altamont, TN on November 16, 2018, about the survey and student participation. This was an appeal from a prison

sentence. (2018)

- I spoke to the Southeast Tennessee Paralegal Association meeting on 3/15/2016 concerning the National Association of Legal Assistant Certification. (2016)

- Served on the Chattanooga State Community College Business and Information Technologies Division Advisory Board (2012)

- Serve on the Partnership's Elder Abuse Board (Sarah Project), (2011- 2014)
- Created and sponsored a Legal Workshop for Artists (2014)

- Wrote (with Sarah Project) an elder abuse handbook with criminal and civil statutes from Tennessee and surrounding states (2013)

- Serve on the Scholarship Committee for Siskin Steel (2004- 2008)

- Served on the Moccasin Bend Mental Health Human Rights and Ethics Committee (2005-2011)

- Coach for Baylor Mock Trial Team (2011- 2014)

- Coach for UTC Mock Trial Team (2008-2009)

- Served as Jury Commissioner for Hamilton County, Tennessee (2000-2008)

- Sat as Magistrate for Hamilton County Court, as needed, to set bonds for inmates and sign search and arrest warrants (2002 – 2007)

- Speaker for Girls, Inc. Law Academy (2007)

- Serve on the Advisory Board for Girls, Inc. (2005- 2007)

- Guest speaker for the Association of Legal Administrators (2005)

- Worked with the Board of the Domestic Violence Coalition (2004)

- Guest speaker for community groups, such as the Tennessee Paralegal Association, and The Federal Bureau of Investigation, addressing various legal topics.

- Guest speaker for area schools on several occasions, addressing topics such as women in the legal profession and the inter-workings of the legal system. (2004)

Discipline Service:

- Served as reviewer for The Legal Educator (2017-2022)
- Served as a reviewer for The Paralegal Educator and The Journal of Paralegal Education and Practice (2001-2017)
- Judged for the Black Squirrel Invitational Mock Trial Competition (7/6/2021). Teams were from Yale, Washington and Lee, Stevenson University, University of South Carolina, University of Penn., Vanderbilt University, Swarthmore College, Haverford College, John Hopkins University, Lafayette College, University of Maryland, Wellesley College, University of California, Santa Cruz, and Howard University.
- Serve on the Advisory Board at Chattanooga State Paralegal Program (2008- present)
- Spoke at the Annual Seminar of the Tennessee Paralegal Association about Legal Ethics (2018)
- Met with the American Bar Association members for Chattanooga State's ABA reapproval site visit (2012)
- I created and program and hosted the AAFPE Regional meeting in 2003. This was a 3 -day conference where I planned guest speakers, events, and meetings. (2003)
- Guest speaker at Chattanooga State Paralegal Studies program (2016, 2015, 2014, 2013, 2010, 2009, 2005, 2004)

U.T.C. Training Sessions:

Chat GPT presentation 9/21/23

TurnITIN presentation 3/1/23

Argos Training (2022)

What is Poll Everywhere and How Can I use it in My Course?

(2/18/2022) What are interactive videos and how can I create one?

(10/26/2021)

EAB Navigate – informational session to discuss ways to assist in advising for the College of Arts and Sciences (2020)

Banner Support Training – Where's the Data- (2019)

Excel 101: Spreadsheet Calculations, Graphs, and Charts (2/8/2018)

Independent Applying the QM rubric (2018)

WCTL: Incorporating Quality Matters in Your Course: Developing Learner Interaction (4/7/2017)

Camtasia training (10/23/2017)

SSC Campus Pilot Advisor Training (3/9/2017)

CPI Training to learn the new tools for entering schedules (6/2017)

Activity Insight Training (4/24/2017)

Argos Training (2/22/2016)

Google Earth as a Pedagogical Tool (2/18/2016)

Title IX and its relationship to Sexual Assault (2/15/2016)

You Tube for You and Your Students (4/15/2016)

Quality Matters – learning the process for certification (2016)

CPI training for schedules (8/24/2016)

EAB Collaborative Training (11/18/2015)

Electronic Dossier Training (9/24/2015)

UTC Learn Gradebook Session

(4/23/2015) Mobile Technology

(3/31/2015) Instructional Excellence

Retreat (5/1/2014) Active Learning

Strategies (10/15/2014) Crime Forum

(2/25/2014)

Active Learning for Retention and Critical Thinking

(10/9/2013) Litigation Solutions Seminar from Westlaw

(4/2/2013)

OU Campus Training (4/15/2013)

Course Design for Team-Based Learning (3/22/2013)

Understanding Team-Based Learning from the Inside Out (3/21/2013)

Gender, Sexual Orientation and Workplace Issues Workshop

(4/23/2012) Team-Based Learning (4/5/2012)

Diversity Training (5/18/2011)

Introduction to Critical Thinking (9/29/2010)

Blackboard Basics (8/5/2010)

Iclicker Training (11/20/2009)

Academic Advising (2/7/2008)

Academic Advisor Training (10/31/2007)

Women's Studies Conference (3/22/2007)

Helping Students: Increasing your student's chances for success (9/15/2006)

Domestic Violence Conference (10/27/2005)

Collaborative Learning Techniques (3/25/2004)

Teams in the Classroom (2001)

Web -Age Design Class (2000)

Adjunct Faculty Member
University of Tennessee at Chattanooga, spring 1996 to January 2000

Taught the following courses:
- LAS 300 Interviewing and Investigation
- LAS 350 Law of Evidence
- LAS 225 Commercial Law
- LAS 101 Law and the Legal Assistant
- CRMJ 315 Prisoners' Rights
- CRMJ 408 Advanced Criminal Procedure
- CRMJ 525 The American Justice System—satellite class with UT Knoxville

Work Experience Prior to U.T.C.

Assistant District Attorney General
IV-D Support Division, Chattanooga, Tennessee
Part-time June 1999 to December 2000; Full-time March 1992 to August 1995

- Prepared and tried cases involving domestic matters for the State of Tennessee.
- Prepared and tried income tax appeal hearings for the State of Tennessee.
- Interviewed and counseled clients extensively, informing and advising them of their legal rights.
- Managed prodigious client caseload under severe time constraints.
- Worked with numerous other attorneys in case negotiations and trials; worked with numerous

paralegals in preparation of caseload and trial work.

- Tried cases in Juvenile Court, Circuit Court, and Chancery Court daily.
- Promoted efficiency and harmonious relationships in an office setting of 30+ diverse employees where cooperative efforts were essential to effective operations.
- Received superior evaluations each year of employment.
- Built solid working relationships with clients as evidenced by their willingness to make contacts outside of the workplace.

Chattanooga Bar Association Continuing Legal Education Committee Chair
January 1996 to January 2000

- Initiated and arranged various Chattanooga Bar Association Continuing Legal Education seminars.
- Worked with numerous attorneys and judges in organizing Chattanooga Bar Association lectures.

- Introduced lecturers and provided general Chattanooga Bar Association information in the Continuing Legal Education seminars.

Special Referee for Juvenile Court

Chattanooga, Tennessee, 1997

- Sat as special referee in Juvenile Court, appointed by Judge Bailey, hearing child support, paternity, legitimation, and contempt cases

Elected to the Chattanooga Bar Association Board of Governors January 1994 to December 1995

- Formulated and implemented Chattanooga Bar Association policies and procedures.
- Presented ideas and suggestions of various Bar Committees to the Board for consideration and vote.
- Reviewed and revised the budget for the Chattanooga Bar Association.
- Attended and participated in various Chattanooga Bar Association functions.

McPheeters Law Offices

Rhea County, Tennessee, August 1991 to March 1992

During my time in private practice, I worked with a full-time paralegal.

- Managed a general civil and criminal caseload in a broad-based law practice.
- Volunteered to accept judicial appointments for Juvenile Court and Chancery Court cases.
- Worked effectively with judges and lawyers in Hamilton, Rhea, and surrounding counties; worked effectively with paralegal in the law office preparing cases for court.

Hamilton County Chancery Law Clerk

Chattanooga, Tennessee, August 1990 to August 1991

- Researched and prepared court opinions for Chancellors R. Vann Owens and Howell Peoples.
- Prepared all legal research for motions for Chancellor R. Vann Owens.

- Computerized all information, including listing of issues and applicable law, pertaining to new cases filed in Chancery Court for easy access and reference.
- Read and researched case files, summarizing attorneys' legal positions for judicial review.

University of Tennessee Legal Clinic

Knoxville, Tennessee, spring 1990

- Interviewed and counseled the criminally accused.
- Met with members of the legal community to negotiate and facilitate the settlement of legal proceedings.
- Researched legal issues and attended court proceedings on behalf of clients.
- Collaborated with fellow classmates to organize and prepare cases.

Law Clerk

Lowe, Hogan, Shirley, and Yeager

Knoxville, Tennessee, spring 1988 to spring 1990 (Full-time summer; Part-time school term)

- Researched assigned legal issues.
- Summarized depositions, interrogatories, and legal briefs for attorney review.
- Wrote legal memorandums to attorneys to provide synopses of cases.
- Managed caseloads to several attorneys simultaneously under strict time constraints.
- Organized, summarized, and determined legal relevance of scientific research.
- Organized trial notebooks.

CHRISTINA N. POLICASTRO

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EDUCATION

Georgia State University
Doctor of Philosophy, Criminal Justice & Criminology, 2013

University of Tennessee at Chattanooga, 2010
Master of Science, Criminal Justice

University of Tennessee at Chattanooga, 2008
Bachelor of Science, Criminal Justice

PROFESSIONAL EXPERIENCE

University of Tennessee at Chattanooga, Department of SCJS
UC Foundation Associate Professor of Criminal Justice 2020-Present

University of Tennessee at Chattanooga, Graduate School 2024
Present Interim Assistant Dean

University of Tennessee at Chattanooga, Department of Criminal Justice
MSCJ Graduate Program Director 2020-2023

University of Tennessee at Chattanooga, Department of Criminal Justice
UC Foundation Assistant Professor 2015-2020

Georgia Southern University, Department of Criminal Justice & Criminology
Assistant Professor 2013- 2015

RESEARCH AREAS

Intimate Partner Violence, Victimization/Victimology, Elder Abuse, Family Violence, Violence Against Women, Sexual Violence

TEACHING AREAS

Criminal Justice, Criminology, Victimology, White-Collar Crime, Research Methods, Family Violence, Gender and Criminal Justice

PUBLICATIONS

[+]denotes work with graduate students.

PEER-REVIEWED SCHOLARLY JOURNAL ARTICLES

Cole, Tessa[+], **Policastro, Christina**, Crittenden, Courtney, & McGuffee, Karen (2020). Freedom to post or invasion of privacy?: Analysis of U.S. revenge porn state statutes. *Victims and Offenders*, *15*(4), 483-498. DOI: https://doi.org/10.1080/15564886.2020.1712567 (First published online: January 31, 2020).

Crick, Skylar[+], Crittenden, Courtney, **Policastro, Christina**, Garland, Tammy, & Dierenfeldt, Rick. (2023). Adverse Childhood Experiences (ACEs) and Co-Occurring Disorders (CODs): Is there a Relationship Among ACEs, Mental Health Issues, and Substance Use Among Inmates? Accepted at *Journal of Drug Issues*.

Crittenden, Courtney, **Policastro, Christina**, & Eigenberg, Helen (2017). Attitudes toward dating violence: How does sexual identity influence perceptions? *Journal of Aggression, Maltreatment, and Trauma*, *26*(7), 804-824.

Crittenden, Courtney, Gateley, Hannah[+], **Policastro, Christina,** & McGuffee, Karen. (2020). Measuring gender in criminology and victimology: Are we measuring what we say we are measuring? *Women and Criminal Justice*, DOI: https://doi.org/10.1080/08974454.2020.1826388 (First published online: October 17, 2020).

Daigle, L. E**.**, Hancock, K. P., **Policastro, C.**, & Napper, S. (2024). "Examining Intersectionality: Disability, Sexual/Gender Identity, and Victimization." *Journal of School Violence.* DOI: 10.1080/15388220.2024.2326896

Eigenberg, Helen & **Policastro, Christina**. (2015). Blaming victims in cases of interpersonal violence: Attitudes associated with assigning blame to female victims. *Women and Criminal Justice*, *26*, 37-54.

Felix, Shanna[+], Daigle, Leah, Hawk, Shila, & **Policastro, Christina**. (2021). Crime reporting behavior among LGBT individuals: Results from the NISVS data. *Sexuality Research and Social Policy*, *18*, 281-289. (First published online: May 23, 2020).

Felix, Shanna[+], **Policastro, Christina**, Agnich, Laura, & Gould, Laurie. (2016). Psychological Victimization among College Students. *Violence and Gender*, *3*(1), 42-48.

Garland, Tammy, **Policastro, Christina**, Branch, Kathryn, & Henderson, Brandy. (2019). Bruised and battered: Reinforcing intimate partner violence in comic books. *Feminist Criminology*, 14(5), 584-611. DOI: 10.1177/1557085118772093. (First published online May 17, 2018).

Garland, Tammy, **Policastro, Christina**, Richards, Tara & Miller, Karen. (2017). Blaming the victim: University student attitudes toward bullying. *Journal of Aggression, Maltreatment, & Trauma*, *26*(1), 69-87.

Gateley, Hannah[+], Crittenden, Courtney, **Policastro, Christina**, & McGuffee, Karen. (2022). Heteronormativity in Criminology: Call for Inclusive Measurement of Sexuality. *Criminal*

Justice Review.

Hancock, Katelyn[+], Garland, Tammy, **Policastro, Christina**, Bray, Bethany[+], Kennedy, Katelyn[+], & Miller, Brandon[+]. (2021). Abusive Beats: Reinforcing Intimate Partner Violence in Music. *Journal of Criminal Justice and Pop Culture*, *21*(1), 81-103.

Hancock, Katelyn[+], **Policastro, Christina**, Crittenden, Courtney, & Garland, Tammy. (2021). Major blame: Student attitudes toward male rape victims. *Journal of Criminal Justice Education*, *32*(1), 108-125. DOI: https://doi.org/10.1080/10511253.2021.1882518 (First published online: February 11, 2021).

Lindley, L.C, Beebe, L.H**.,** Davis, H.A**., Policastro, C**., & Svynarenko, R. (Forthcoming). Healthcare professionals and extreme risk protection orders: A concise review. *Journal of Trauma Nursing*.

Lindley, L.C., **Policastro, C.,** Dosch, B., Ortiz Baco, J.G., & Cao, C.Q. (Forthcoming). Artificial intelligence and the National Violent Death Reporting System: A rapid review. *CIN: Computers, Informatics, Nursing.*

Lindley, L.C, **Policastro, C**., Svynarenko, R., Davis, H.A., & Beebe, L.H. (2024) Nurses as petitioners: A legal mapping of state extreme risk protection order laws. *Policy, Politics, & Nursing Practice,* 1-7, DOI: 10.1177/15271544241262744

Mummert, Sadie, **Policastro, Christina** & Payne, Brian K. (2014). Revictimization through Education: Does Learning about Victimization Lead to Anxiety and Identification as a Victim Among College Students? *Journal of Criminal Justice Education, 25*(4), 435-451.

Policastro, Christina & Daigle, Leah. (2019). A Gendered Analysis of the Effects of Social Ties and Risky Behavior on Intimate Partner Violence Victimization. *Journal of Interpersonal Violence*, *34*(8), 1657-1682. (First published online: June 1, 2016)

Policastro, Christina, & Finn, Mary A. (2021). Coercive Control in Intimate Relationships: Differences Across Age and Sex. *Journal of Interpersonal Violence, 36*(3-4), 1520-1543. (First published online: November 17, 2017)

Policastro, Christina & Finn, Mary A. (2017). Coercive Control and Physical Violence in Older Adults: Analysis Using Data from the National Elder Mistreatment Study. *Journal of Interpersonal Violence*. *32*(3), 311-330. (First published online: 5/14/2015)

Policastro, Christina & Payne, Brian K. (2015). Can You Hear Me Now?: Telemarketing Fraud Victimization and Lifestyles. *American Journal of Criminal Justice, 40*(3), 620-638.

Policastro, Christina & Payne, Brian K. (2014). Assessing the level of elder abuse knowledge pre-professionals possess: Implications for the further development of university curriculum.

Journal of Elder Abuse & Neglect. *26*(1), 12-30.

Policastro, Christina & Payne, Brian K. (2013). An examination of deviance and deviants in the durable medical equipment (DME) field: Characteristics, consequences, and responses to fraud. *Deviant Behavior, 34*(3), 191-207.

Policastro, Christina & Payne, Brian K. (2013). The blameworthy victim: Domestic violence myths and the criminalization of victimhood. *Journal of Aggression, Maltreatment, & Trauma, 22*(4), 329-347.

Policastro, Christina, Payne, Brian K., & Gainey, Randy R. (2015). Conceptualizing crimes against older persons: Elder abuse, domestic violence, white-collar offending, or just regular 'old' crime. *Journal of Crime and Justice, 38*(1), 27-41.

Policastro, C., Rush, Z.[+], Crittenden, C., & Garland, T. (2024). "Spare the rod?: College Students' Experiences with and Attitudes Towards Corporal Punishment." Accepted at *Journal of Child and Family Studies*.

Policastro, C., Teasdale, B., & Daigle, Leah E. (2015). The recurring victimization of individuals with mental illness: A comparison of trajectories for two racial groups. *Journal of Quantitative Criminology, 32*, 675-693.

Posick, Chad, Agnich, Laura, **Policastro, Christina**, & Hatfield, Heather[+]. (2016). Who Seeks Counseling for Intimate Partner Violence? The Role of Emotional Distress. *Criminal Justice Review, 41*(2), 159-172.

Posick, Chad & **Policastro, Christina**. (2013). Victim injury, emotional distress, and satisfaction with the police: Evidence for a victim-centered, emotionally-based police response. *The Journal of the Institute of Justice & International Studies*, *13*, 185-195.

Stripling, D.[+], Dierenfeldt, R., Drawve, G., **Policastro, C.,** & Iles, G. The Impact of Neighborhood Characteristics on Routine and Gang-Involved Gun Violence: Are Structural Covariates Salient?" Accepted at *Deviant Behavior*.

Trentham, Caleb[+]**,** Hensley, Christopher, & **Policastro, Christina** (2018). Recurrent childhood animal cruelty and future interpersonal violence. *International Journal of Offender Therapy and Comparative Criminology, 62*(8), 2345-2356. (First published online: 7/14/17)

BOOK

Johnson, Thaddeus[+], Johnson, Natasha[+], & **Policastro, Christina**. (2019). *Deviance Among Physicians: Fraud, Violence, and the Power to Prescribe.* New York: Routledge.

BOOK REVIEW

Policastro, Christina. (2011). Review of the book *Female Offenders and Risk Assessment: Hidden in Plain Sight. Criminal Justice Review, 36*(3), 368-370.

BOOK CHAPTERS, ENCYCLOPEDIA ENTRIES, AND BIBLIOGRAPHIES

Crittenden, C. A. & **Policastro, Christina**. (2018). "Feminist victimization theories." *Oxford Bibliographies* in "Criminology." Ed. Beth M. Huebner. New York: Oxford University Press. DOI: 10.1093/obo/9780195396607-0231

Garland, Tammy G. & **Policastro, Christina**. (2015). "Sexual victimization of the vulnerable." In Richards, Tara & Marcum, Cathy (eds.), *Sexual Victimization,* Sage.

Payne, Brian K. & **Policastro, Christina**. (2016). "Interventions, policies, and future research directions in family violence." In Cuevas, Carlos & Rennison, Callie M. (eds.), *The Wiley-Blackwell Handbook on the Psychology of Violence,* Wiley-Blackwell.

Policastro, Christina. (2014). "Elder abuse." In Forsyth, Craig J. & Copes, Heath (eds.), *Encyclopedia of Social Deviance,* Sage.

Policastro, Christina. (2016). "Feminist theory." In Jennings, W., Higgins, G., Maldonado-Molina, M., & Khey, D. (eds.), *Encyclopedia of Crime & Punishment*, Wiley.

Policastro, Christina, Gainey, Randy R., & Payne, Brian K. "Elder neglect and strain: Can't get no satisfaction in the caregiver role?" (2017). In Moriarty, Laura & Jerin, Bob (eds.), *Current Issues in Victimology Research,* Carolina Academic Press.

Policastro, Christina & Hancock, Katelyn. (2019)**. "**Ethical issues and the criminal victimization of the elderly." Invited book chapter for Cognella Academic Publishing's *Ethics and Vulnerable Adults: The Quest for Individual Rights and a Just Society* edited by Georgia Antezberger, Candace Heisler, and Pamela Teaster.

TECHNICAL REPORTS

Dierenfeldt, Rick, Garland, Tammy, Crittenden, Courtney, & **Policastro, Christina.** (2019). Drug abuse and recovery in rural Tennessee communities: A needs assessment. Technical report prepared for the Southeast Tennessee Human Resource Agency.

WORKS IN PROGRESS AND UNDER REVIEW

Clark, J.[+], Crittenden, C., **Policastro, C**., & Hancock, K. P. "Pervasive Apathy or Bad Research Methodology? Examining the Quality of Gender Measurements in Criminological and Criminal Justice Research." Under Review at *Sociological Methods & Research*.

Dotson, E.[+], Garland, T., & **Policastro, C.** "She's Only Seventeen: Statutory Rape in Popular Music." Developing manuscript based on student's thesis.

Garland, Tammy, **Policastro, C.**, & Dotson, E.[+] "Statutory Rape Depictions in Modern Music." Under Review at *Journal of Criminal Justice & Popular Culture.*

Marcum, Cathy, Crittenden, Courtney, & **Policastro, C**. "University Student Resource Assessment." Data collected and preliminary results presented at ASC 2023.

Policastro, C., Crittenden, C., Clark, J.[+], & Arrington, R.[+] "Oh, are you gay?": An Exploration of LGBTQ+ Students' Lived Experiences with Microaggressions on a University Campus." Submitted to the Under review at *Qualitative Criminology.*

Policastro, C., Garland, T., & Hancock, K. "Negative Online Experiences Among College Students." Project approved by IRB and data collection starts Spring 2024.

Policastro, C., Daigle, L. E., & Hancock, K. P. "What's Sex (and Gender) Got To Do With It?: The Impact of Gender and Sexual Identity on IPV Risk Among College Students." Under Review at the *Journal of Interpersonal Violence*.

PROFESSIONAL PRESENTATIONS

*denotes work with undergraduate students; [+]denotes work with graduate students

Policastro, Christina, Crittenden, Courtney, & Marcum, Cathy. "University Student Resource Assessment." Paper presented at the annual meeting of the American Society of Criminology, Philadelphia, PA, November 2023.

Policastro, Christina. "Victimology Curriculum: Course Development and Evolution." Discussant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, National Harbor, MD, March 2023.

Dotson, Emma[+], **Policastro, Christina**, & Garland, Tammy S. "Statutory Rape Depictions in Modern Music." Paper presented at the annual meeting of the Southern Criminal Justice Association, Asheville, NC, September 2022.

Crittenden, Courtney & **Policastro, Christina.** "Concept Conflation: Measuring Sex and Gender in Criminology." Paper presented at the annual meeting of the Southern Criminal Justice Association, Asheville, NC, September 2022.

Clark, Jadon[+], Arrington, Rileigh[+], **Policastro, Christina**, & Crittenden, Courtney**.** "Exploring Avoidance Behaviors on Campus among Gender and Sexual Minorities." Poster presented at the annual meeting of the Southern Criminal Justice Association, Asheville, NC, September 2022.

Hancock, Katelyn, **Policastro, Christina**, & Daigle, Leah E**.** "Examining Intersectionality: Disability, Sexual/Gender Identity, and Victimization." Paper presented at the annual meeting of the Southern Criminal Justice Association, Asheville, NC, September 2022.

Skylar Crick[+], Crittenden, Courtney, **Policastro, Christina,** & Garland, Tammy S. "Adverse Childhood Experience and Co-Occurring Disorders Among Jail Inmates." Paper presented at the annual meeting of the Southern Criminal Justice Association, Daytona Beach, FL, September 2021.

Portugal, Vivian [+], **Policastro, Christina**, Crittenden, Courtney, & Garland, Tammy S. "Rape Myth Acceptance and Fear of Sexual Victimization on College Campuses." Paper presented at

the annual meeting of the Southern Criminal Justice Association, Daytona Beach, FL, September 2021.

Rush, Zachary[+], **Policastro, Christina,** Crittenden, Courtney, & Garland, Tammy S. "Spare the Rod? The College Student Perspective on Corporal Punishment." Poster presented at the annual meeting of the Southern Criminal Justice Association, Nashville, TN, September 2019.

Hancock, Katelyn[+], **Policastro, Christina,** Crittenden, Courtney, & Garland, Tammy S. "Perceptions of Male Rape Victims: Examining Rape Myth Acceptance and Victim Blaming Attitudes Among a Sample of College Students" Poster presented at the annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, March 2019.

Policastro, Christina. "Sage Junior Faculty Development Workshop." Participant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, March 2019.

Policastro, Christina, Crittenden, Courtney A., Garland, Tammy S., & Hancock, Katelyn[+]. "Victim Blaming Attitudes Among College Students: Exploring Perceptions Of Male Rape Victims." Paper presented at the annual meeting of the Southern Criminal Justice Association, Pensacola, FL, September 2018.

Policastro, Christina, Garland, Tammy, Crittenden, Courtney A., & Ridley, Whitney. "Perceptions of Male Rape Victims." Preliminary results presented at University of Tennessee Research Dialogues, Chattanooga, TN, April, 2017.

Policastro, Christina. "Innovations in Teaching in the Traditional and Online College Classroom." Participant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Kansas City, MO, March, 2017.

Crittenden, Courtney A., **Policastro, Christina**, & Eigenberg, Helen M. "Attitudes toward dating violence: How does sexual identity influence perceptions?" Paper presented at the annual meeting of the American Society of Criminology, New Orleans, LA, November 2016**.**

Policastro, Christina, Crittenden, Courtney, & Eigenberg, Helen. "Educational professionals' perceptions of intimate partner violence." Paper presented at the annual meeting of the Southern Criminal Justice Association, Savannah, GA, September 2016.
Policastro, Christina. "Motherhood in Academia." Participant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Denver, CO, April 2016

Policastro, Christina & Finn, Mary A. "Coercive control across age groups: Findings from the National Intimate Partner and Sexual Violence Survey (NISVS)." Paper presented at the annual meeting of the American Society of Criminology, Washington, DC, November 2015.

Mummert, Sadie, **Policastro, Christina**, & Snyder, Jamie. "Violence against women and reporting: Examining formal and informal reporting among college women." Paper presented at the annual meeting of the American Society of Criminology, Washington, DC, November 2015.

Hartman, Kelley[+], Agnich, Laura, & **Policastro, Christina**. "Sex differences in the likelihood to endorse bystander intervention strategies among a sample of university students." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March 2015

Latham, Krista[+], Agnich, Laura & **Policastro, Christina.** "The effects of alcohol, drug abuse, and sexual orientation on sexual victimization." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March 2015

Policastro, Christina. "Advice on how to successfully navigate graduate school and academia." Moderator of roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March 2015

Policastro, Christina & Finn, Mary A. "Prevalence and risk factors for intimate partner violence among the elderly: An examination of the National Elder Mistreatment Study." Paper presented at the annual meeting of the American Society of Criminology, San Francisco, CA, November 2014.

Agnich, Laura, Gould, Laurie, & **Policastro, Christina**. "An examination of sexual assault, intimate partner violence, and dating violence among university students in a rural setting." Paper presented at the annual meeting of the American Society of Criminology, San Francisco, CA, November 2014.

Felix, Shanna[+], **Policastro, Christina**, Agnich, Laura, & Gould, Laurie. "The effects of self-control, sex, and sexual orientation on dating violence victimization." Paper presented at the annual meeting of the Southern Criminal Justice Association, Clearwater Beach, FL, September 2014.

Felix, Shanna[+], Breed, Alexandra*, Agnich, Laura, Gould, Laurie, & **Policastro, Christina**. "Sexual orientation and the likelihood to intervene as a bystander in cases of sexual assault." Poster presented at the Georgia Southern University Research Symposium, Statesboro, GA, April 2014.

Policastro, Christina, Teasdale, Brent, & Daigle, Leah E. "The recurring victimization of individuals with mental illness." Paper presented at the annual meeting of the American Society of Criminology, Atlanta, GA, November 2013.
Gainey, Randy, Payne, Brian K., & **Policastro, Christina**. "General strain theory and elder neglect." Paper presented at the annual meeting of the American Society of Criminology, Atlanta, GA, November, 2013.

Policastro, Christina & Payne, Brian K. "Victimization of the elderly: An application of lifestyles/routine activities theory." Paper presented at the annual meeting of the Southern Criminal Justice Association, Virginia Beach, VA, September 2013.

Policastro, Christina. "Telemarketing fraud victimization among older and younger adults."

Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Dallas, TX, March 2013.

Policastro, Christina & Daigle, Leah. E. "Risky behaviors and relationship violence among young adults." Paper presented at the annual meeting of the American Society of Criminology, Chicago, IL, November 2012.

Policastro, Christina & Payne, Brian K. "An examination of deviance and deviants in the durable medical equipment (DME) field: Characteristics, consequences, and responses to fraud." Paper presented at the annual meeting of the Southern Criminal Justice Association, Atlantic Beach, FL, September 2012.

Policastro, Christina & Payne, Brian K. "Domestic violence myths: The criminalization of victimhood." Paper presented at the annual meeting of the American Society of Criminology, Washington, D.C., November 2011.

Policastro, Christina & Finn, Mary A. "Crossing the disciplinary divide: An integrated understanding of intimate partner violence among the elderly." Paper presented at the annual meeting of the Southern Criminal Justice Association, Nashville, TN, September 2011.

Mummert, Sadie, **Policastro, Christina**, & Payne, Brian K. "Teaching sensitive topics in the college classroom: Dilemmas associated with violence against women." Paper presented at the 9th Annual Suburban Studies Conference, Kennesaw, GA, April 2011.

Mummert, Sadie, **Policastro, Christina**, & Payne, Brian K. "Teaching sensitive topics in the college classroom: Dilemmas associated with violence against women." Paper presented at the Graduate Teaching Assistant Pedagogy Conference, Atlanta, GA, March 2011.

Policastro, Christina & Payne, Brian K. "Assessing the level of elder abuse knowledge pre-professionals possess." Poster Presented at the Annual Student Mentoring Conference in Gerontology & Geriatrics, Tybee Island, GA, March 2011.

INVITED PRESENTATIONS

Policastro, Christina. "Cybervictimization." Presentation and training presented at the Annual Conference for the Tennessee Coalition to End Domestic and Sexual Violence, September 16, 2024 in Nashville, TN.

Policastro, Christina. "IPV and Families." Presentation to Erlanger Nurse Family Partnership Community Advisory Board, August 5, 2024 via Zoom.

Policastro, Christina. "Victimological Insights into Intimate Partner Violence." Presentation to the Domestic Violence Trial College, Tennessee Alliance for Legal Services, May 16, 2024 in Nashville, TN.

Policastro, Christina. "IPV and COVID-19." Presentation to Erlanger Nurse Family Partnership Community Advisory Board, February 6, 2023 via Zoom.

Policastro, Christina. "IPV and Pregnancy." Presentation to Erlanger Nurse Family Partnership

Community Advisory Board, February 7, 2022 via Zoom.

Policastro, Christina. "Identifying and Responding to IPV." Presentation to Erlanger Nurse Family Partnership Nurses, November 22, 2021 in Chattanooga, TN.

Policastro, Christina. "Tough Talks: IPV." Panelist on IPV panel for Step Ahead Chattanooga, October 28, 2021, Zoom.

Policastro, Christina. "Discussion of Sexual Assault Victimization: Examining Chanel Miller's Know My Name." Book club for Love Period, March 7, 2021, Zoom.

Policastro, Christina. "Ethics in Victim Advocacy." Presentation and training presented at the Annual Conference for the Tennessee Coalition to End Domestic and Sexual Violence, September 20, 2021 in Nashville, TN.

Policastro, Christina. "Elder Abuse Webinar." Webinar prepared and presented for the Tennessee Coalition to End Domestic and Sexual Violence, October 22, 2018.

Policastro, Christina. "Educating and Preparing Preprofessional Students on Adult and Elder Abuse: Implications for University Curriculum and Insights." Paper presented in the Research to Practice Webinar series for the National Adult Protective Services Association, September 2014.

GRANTS

Principal Investigator. (2024). Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence ($36,760.00). Status: Funded.

Co-Investigator. Improving Death Coding With Novel Methodologies To Identify And Treat Misclassification Of Youth Trauma-Related Mortality. National Institute of Child Health and Human Development. NIH Exploratory/Developmental Research Grant Program R21. ($419,489). Status: Submitted.

Co-Principal Investigator. (2023). "An Examination of ERPO Policy Provisions Across States." National Collaborative on Gun Violence Research. ($60,304 – UTC portion of grant). Status: Letter of Interest Not Accepted/Funded.

Principal Investigator. (2023). Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence ($36,117.00). Status: Funded.

Co-Investigator. (2022). "Exploring Avoidance Behaviors on Campus." UTC College of Arts & Sciences Research and Creativity Grant ($1,724.00). Status: Funded.

Principal Investigator. (2022). Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence ($44,524.00). Status: Funded.

Principal Investigator. (2021). Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence ($37,471.00). Status: Funded.

Co-Investigator. (2019). SETHRA Drug Abuse and Recovery in Rural Communities: A Needs Assessment ($50,000). Status: Funded.

Principal Investigator. (2019). Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence ($39,440.00). Status: Funded.

Principal Investigator. (2018). Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence ($37,725.00). Status: Funded.

Co-Investigator. (2014). "Teen Dating Violence, Sexual Assault, and Intimate Partner Violence." (Georgia Southern). Research Seed Grant Funding ($9,657.15). Status: Unfunded.

Investigator (2013). "Teen Dating Violence, Sexual Assault, and Intimate Partner Violence." (NIJ FY2013). Research and Evaluation on Violence Against Women: Teen dating Violence, Sexual Violence, and Intimate Partner Violence ($198,138.00). Status: Unfunded.

AWARDS/APPOINTMENTS

Excellence in Research in Criminal Justice (2024). SCJS Departmental Awards, University of Tennessee at Chattanooga.

Outstanding Alumni (2020). Department of Criminal Justice & Criminology, Georgia State University.

Outstanding Research and Creative Achievement Award (2019). College of Arts and Sciences, University of Tennessee at Chattanooga.

UC Foundation Professorship (2017-2022). University of Tennessee at Chattanooga.

Promising Young Scholar of the Year (2017). The College of Arts and Sciences Dean's Award, The University of Tennessee at Chattanooga.

New Scholar Award (2017). Academy of Criminal Justice Sciences, Division of Victimology.

FINANCIAL AWARDS

College of Arts and Sciences Faculty Travel Funding (2016). University of Tennessee at Chattanooga, Award supporting travel to the Annual Meeting of the American Society of Criminology in New Orleans, LA ($500.00).

Faculty Summer Fellowship (2016). University of Tennessee at Chattanooga, Award supporting research project entitled, "Perceptions of male rape victims: Examining rape myth acceptance and victim blaming attitudes among a sample of college students" ($2,500).

Access and Diversity Professional Development Funding (2016). University of Tennessee at Chattanooga, Award supporting travel to the Annual Meeting of the Academy of Criminal Justice Sciences in Denver, CO ($1,096.70).

College of Arts and Sciences Faculty Travel Funding (2015). University of Tennessee at Chattanooga, Award supporting travel to the Annual Meeting of the American Society of Criminology in Washington, DC ($500.00).

Faculty Development Travel Award (2013). Georgia Southern University, Competitive award supporting travel to the Annual Meeting of the American Society of Criminology in Atlanta, Georgia ($529.86).

TEACHING EXPERIENCE

GRADUATE COURSES

Special Topics: Family Violence, CRMJ 5100 (in-person and online)
University of Tennessee at Chattanooga

Ethics and Crime, CRMJ 5260 (online; asynchronous & synchronous) University of Tennessee at Chattanooga

Research Methodology I, CRMJ 5010 (in-person and hybrid)
University of Tennessee at Chattanooga

Research Methodology II, CRMJ 5020 (in-person)
University of Tennessee at Chattanooga

Seminar in Criminology: Family Violence, CRJU 7633 (in-person)
Georgia Southern University

Victimology: Theory, Research, & Policy Issues, CRMJ 5320 (hybrid and online)
University of Tennessee at Chattanooga

UNDERGRADUATE COURSES

Innovations in Honors, UHON 2850/2860 (in-person)

University of Tennessee at Chattanooga

Victimology, CRMJ 4010 (in-person and online)
University of Tennessee at Chattanooga

Ethics in Criminal Justice, CRMJ 4300 (in-person, hybrid, and online) University of Tennessee at Chattanooga

Research Methods, CRJU 4231
Georgia Southern University

Crimes Against Vulnerable Populations, CRJU 3533 (online)
Georgia Southern University

Family Violence, CRJU 4192/CRJU 3535/CRMJ 4999 (online and in-person)

Georgia Southern University
University of Tennessee at Chattanooga

Social Science and the American Crime Problem, CRJU 2200 (in-person)
Georgia State University

Introduction to Criminal Justice, CRMJ 110/CRJU 1100 (online and in-person)
Georgia Southern University
Georgia State University
University of Tennessee at Chattanooga

INSTRUCTIONAL DEVELOPMENT

Hired by Sage Publications to develop video and web-based components of *White-Collar Crime: A Text/Reader,* by Brian K. Payne, Ph.D.

Hired by Sage Publications to develop ancillaries for *White-Collar Crime: The Essentials,* by Brian K. Payne, Ph.D.

PROFESSIONAL ASSOCIATIONS

American Society of Criminology
Southern Criminal Justice
Association Academy of Criminal
Justice Sciences

SERVICE ACTIVITIES

SERVICE TO THE DISCIPLINE

Committee Member, American Journal of Criminal Justice Editor Search Committee, 2023

Committee Member, Southern Criminal Justice Association Tellers Committee, 2022

External Program Reviewer, Clemson University's Master of Arts in Social Sciences Program, 2022

Chair, Southern Criminal Justice Association New Student and Untenured Faculty Travel Award committee, 2021

Editorial Board Member, *Journal of Criminal Justice and Popular Culture*, 2020-present

Editorial Board Member, *American Journal of Criminal Justice*, 2021-present

Immediate Past Chair, Victimology Section of Academy of Criminal Justice Sciences, 2021- 2023.

Chair, Victimology Section of Academy of Criminal Justice Sciences, 2019-2021

Committee Member, Southern Criminal Justice Association COPE Committee for the American Journal of Criminal Justice, 2020 – present

Chair, Southern Criminal Justice Association Outstanding Master's Student Award, 2020

Committee Member, Donal MacNamara Award Committee, Academy of Criminal Justice Sciences, 2019

Director at Large, Southern Criminal Justice Association, 2016-2019

Committee Member, Southern Criminal Justice Association Outstanding Professional Award Committee, 2016

Panel Chair, "Understanding Victimization of College Students," American Society of Criminology, Washington, DC, 2015

Panel Chair, "Prevalence and Trends of Intimate Partner Violence," American Society of Criminology, San Francisco, CA, 2014

Program Area Chair: Student Panels, Academy of Criminal Justice Sciences, 2014

Committee Member, Academy of Criminal Justice Sciences Nominations and Elections Committee, 2014

Panel Chair, "Teaching Criminal Justice," Southern Criminal Justice Association, Nashville, TN, 2011

Panel Chair, Georgia State University Graduate Teaching Assistant Pedagogy Conference, 2011

MANUSCRIPT REVIEWER (AD HOC)

Journal of Elder Abuse & Neglect, 2023
Violence Against Women, 2023
American Journal of Criminal Justice, 2020, 2021
International Journal of Offender Therapy and Comparative Criminology, 2019
Journal of Interpersonal Violence, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2023, 2024
Criminal Justice Review, 2015, 2016, 2017, 2018, 2019, 2022
Aging and Mental Health, 2015
Asian Journal of Criminology,
2015 *Criminal Justice Studies*,
2014 *Journal of Family Violence*,
2019
Youth and Society, 2019, 2020, 2021, 2022
Journal of Criminal Justice & Popular Culture, 2020, 2021, 2022
Victims and Offenders, 2021
Violence and Victims, 2021, 2022
Journal of Crime & Justice, 2022
Trauma, Violence, & Abuse, 2022, 2023

Justice Quarterly, 2023
Journal of School Violence, 2024

BOOK PROPOSAL REVIEWER (AD HOC)
Handbook of Offenders with Special Needs, Routledge, 2015
Survey of Criminal Justice, Oxford University Press, 2017
Victimology, Sage, 2017
Introduction to Victimology, Cognella, 2020

SERVICE TO THE UNIVERSITY
Member, Graduate Council, Fall 2020-2023

Member, Graduate School Curriculum Committee, Fall 2022 – Spring 2023

Member, Graduate School Appeals Committee, Fall 2020-2023

Member, Faculty Administrative Relations Committee (FARC), Fall 2020-2023

Member, Institutional Review Board, University of Tennessee at Chattanooga, Fall 2016-2023

Member, Walker Center for Teaching and Learning Advisory Board, Fall 2016-2021

Review panelist, Provost Student Research Awards (PSRA) competition, University of Tennessee at Chattanooga, Spring 2016

Committee member, Walk-a-Mile in Her Shoes Planning Committee, Georgia Southern University, Fall 2014-Spring 2015

Faculty volunteer, Sex Signals First Year Experience, Georgia Southern University, Fall 2014

Instructor, Conversations with Professors, Georgia Southern University, Fall 2014

Committee member, University Conduct Board, Georgia Southern University, Fall 2014-Spring 2015

Committee member, Undergraduate Research Council, Georgia Southern University, Fall 2013-Spring 2015

SERVICE TO THE COLLEGE
Committee Member, College of Arts and Sciences RTP Committee, University of Tennessee at Chattanooga, 2023 – 2024

Committee member, College of Arts and Sciences Curriculum Committee, University of Tennessee at Chattanooga, Fall 2015-Spring 2017.

Panel member, Graduate School Panel for CLASS majors, October 2013

SERVICE TO THE DEPARTMENT

Committee Member, SCJS RTP Committee, Fall 2020-Present.

Chair, SCJS Criminal Justice Assistant Professor Search, Spring 2022.

Committee member, SCJS Department Head Search, Fall 2020 – Spring 2021.

Criminal Justice Graduate Program Director, Fall 2020- 2023

Committee member, SCJS Criminal Justice Assistant Professor Search, Fall 2019

Departmental representative, University of Tennessee at Chattanooga Fall 2019 Recruiting Event, August 20, 2019

Committee member, SCJS Curriculum Committee, Spring 2018-Summer 2019.

Committee member, SCJS By-Laws Committee, 2018-2021.

Departmental representative, University of Tennessee at Chattanooga Majors Fair, October 10, 2017

Committee member, Department of Criminal Justice Graduate Program Committee, Summer 2017-present.

Comprehensive examination grader, Criminal Justice Graduate Program, University of Tennessee at Chattanooga, Spring/Summer/Fall 2016; Spring 2017; Spring/Summer 2019

Committee member, Lecturer in Criminal Justice Search Committee, Department of Social, Cultural, & Justice Studies, University of Tennessee at Chattanooga, Summer 2016

Committee member, Transitional Executive Committee, Department of Criminal Justice, University of Tennessee at Chattanooga, Fall 2015

Comprehensive examination grader, Department of Criminal Justice Graduate Program, University of Tennessee at Chattanooga, Fall 2015

Presenter, Graduate Student Development Workshop: How to Read and Evaluate Empirical Research, Department of Criminal Justice and Criminology, Georgia Southern University, September 2014

Committee member, Assistant Professor of Criminal Justice and Criminology Faculty Search Committee, Department of Criminal Justice and Criminology, Georgia Southern University, Fall 2014

Committee member, Graduate Committee, Department of Criminal Justice and Criminology, Georgia Southern University, Fall 2013-Spring 2015

Committee member, Criminal Justice and Criminology Department Chair Search Committee, Department of Criminal Justice and Criminology, Georgia Southern University, Fall 2013

ADVISING

Thesis committee member, Brenda Zaragoza (expected Fall 2024). Master of Science in Criminal Justice, University of Tennessee at Chattanooga.

Thesis committee member, Jadon Clark (Fall 2023). Master of Science in Criminal Justice, University of Tennessee at Chattanooga.

Thesis committee member, Dana Stripling (Spring 2023). Master of Science in Criminal Justice, University of Tennessee at Chattanooga.

Thesis committee member, Emma Jackson (Spring 2023). Master of Science in Criminal Justice, University of Tennessee at Chattanooga.

Thesis committee member, Sarah Dean (Spring 2022). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Food Deserts and Violence: A Cross-Sectional Neighborhood-Level Study."

Thesis committee member, Skylar Crick (Spring 2022). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "ACEs and Co-Occurring Disorders Among Jail Inmates."

Thesis committee chair, Vivian Portugal (Fall 2021). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "College Student Fear of Sexual Assault."

Thesis committee member, Heather Storey (Spring 2021). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Attitudes towards Drug Use."

Thesis committee chair, Zachary Rush (Spring 2020). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Student Attitudes towards Corporal Punishment."

Thesis committee member, Hannah Gateley (Spring 2020). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Measuring Sexuality and Gender in Criminology."

Thesis committee member, Bethany Bray (Spring 2020). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Author's Gender in Criminology Publications."

Thesis committee chair, Katelyn Hancock (Spring 2019). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Student Attitudes and Perceptions of Male Rape Victims."

Thesis committee member, Bryant Plumlee (Spring 2018). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "College Student Perceptions of Police Body Cameras."

Thesis committee chair, Tessa Piety (Spring 2018). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "A Civil Liberty or Sexual Exploitation?: Revenge Porn and Section 230 of the Communication Decency Act."

Departmental honors thesis chair, Zachary Rush (Spring 2018). Honors College, University of Tennessee at Chattanooga. "College Student Perceptions of Corporal Punishment."

Thesis committee member, Joseph Blake Ketron (Fall 2016). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Childhood Animal Cruelty Motives and Their Relationship to Recurrent Adult Interpersonal Crimes."

Thesis committee member, Caleb Trentham (Summer 2016). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Childhood animal cruelty and future interpersonal violence."

Thesis committee member, Shanna Felix (Spring 2016). Master of Arts in Social Sciences Program, Georgia Southern University. "Court-appointed special advocates in the rural south: A fidelity assessment."

Thesis committee member, Melanie Hart (Fall 2014). Master of Arts in Social Sciences Program, Georgia Southern University. "Mass school shootings: Predicting the use of firearms in acts of school violence."

SERVICE TO THE COMMUNITY

Member, Safe Bar Chattanooga Initiative Planning, Fall 2022

Member, Step Ahead Chattanooga Community Advisory Board, Fall 2021- 2023

Member, Erlanger Hospital Nurse Family Partnership Community Advisory Board, Fall 2021-Present

Monthly Volunteer, Two Rivers Church Prosocial Youth Program, Spring 2019-2022

Volunteer, Project Homeless Connect, Fall 2016

Member, Ogeechee Judicial Circuit Sexual Assault Response Team, Fall 2014

Member, Georgia Southern University Sexual Assault Response Team, Fall 2014

PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION

NetCourse 101: Introduction to Stata, Stata Corporation, September 8 – October 20 2023

Walker Center Adobe PDF Accessibility Workshop, University of Tennessee at Chattanooga, October 2020

Quality Matters Workshop, University of Tennessee at Chattanooga, Summer 2018

Workshop on Incorporating Research into the Undergraduate Experience, University of Tennessee at Chattanooga, Summer 2016

Course Development Workshop for Honor's Faculty, Honor's College, University of Tennessee at Chattanooga, Summer 2016
Safe Space Training, Georgia Southern University Counseling and Career Development Center, Summer 2014

Introduction to STATA Seminar, Department of Criminal Justice & criminology, Georgia Southern University, Spring 2014

Family and Workplace Violence Conference, Georgia Southern Continuing Education, Statesboro, GA, Spring 2014

New Faculty Symposium: Can we Talk? Facilitating & Engaging Students in Discussions, Center for Online Learning and Teaching, Georgia Southern University, Spring 2014

Online Course Development Training, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

New Faculty Symposium: Teaching Courses Online, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

New Faculty Symposium: Designing Multiple Choice Tests, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

New Faculty Symposium: Creating Rubrics, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

Elder Abuse Conference, Georgia Southern Continuing Education, Savannah, GA, Fall 2013

REFERENCES

Dr. Leah E. Daigle, Department Chair and
Professor Department of Criminal Justice &
Criminology Georgia State University
140 Decatur Street, 1227 Urban Life Building
Atlanta, GA 30303
Phone: 404-413-1037
Email: ldaigle@gsu.edu

Dr. Tammy Garland, Professor
Department of Social, Cultural & Justice Studies
University of Tennessee at Chattanooga
540 McCallie Avenue
Chattanooga, TN 37403

Phone: 423-425-5245
Email: Tammy-garland@utc.edu

Dr. Cathy Marcum, Department Chair and
Professor Department of Government and Justice
Studies Appalachian State University
352 B Anne Belk Hall
Boone, NC
Phone: 828-262-3075
Email: marcumcm@appstate.edu

Dr. Brian K. Payne, Vice Provost for Graduate and Undergraduate Academic Programs
Office of Academic Affairs
Old Dominion University
Norfolk, VA 23529
Phone: 757-683-3079
Email: bpayne@odu.edu

APPENDIX 6A: BUDGET

University Ledger

Menu J ◂ Reconcile Ledger Report

U046510076 social, cultural & Justice studies — The university of Tennessee — Reporting Period: 07-01-20
E041076 social, cultural, & Justice stds — LEDGER — Reporting Status: Final

BUDGET vs ACTUALS SUMMARY

In accordance with university policy, I have reviewed the charges ledger and either verified their accuracy and appropriateness tot identified and reported discrepancies for correction through prope

Responsible Person Date

	current Month	Budget	commitments	YTD Actuals
Faculty Salaries	18,509.20	1,754,769	1,691,177.76	18,509.20
clerical, Technical,Maintenance salaries	1,689.60	42,640	69,276.00	1,689.60
TOTAL SALARIES & WAGES	20,198.80	1,797,409	1,760,453.76	20,198.80
BENEFITS/LONGEVITY CENTRALLY FUNDED				
Travel		26,623		
Media Processing	18.60	5,460		18.60
communication		3,537		
Maintenance & Repairs		1,250		