

2020-
2025

CRIMINAL JUSTICE 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 Department of Sociology, Anthropology, and Geography.

Trends

Although undergraduate enrollments across the nation decreased by 15% between 2010 and 2021 (see <https://nces.ed.gov/programs/coe/indicator/cha/undergrad-enrollment>), enrollment at UTC has continued to steadily climb over the last several years. Enrollment in the Criminal Justice Program has remained stable during this period, even posting two successive years of growth in 2023 and 2024 following a slight decline in 2021 and 2022. This is likely due to several factors, including the availability of a fully online degree program, committed faculty members, and a curriculum that has been adaptive to challenges faced by contemporary students.

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.

Another related concern was the inability of the program to regularly offer electives coupled with bottlenecks observed in several core courses. Recommended solutions to this particular issue were limited to hiring additional faculty and adding a rolling schedule of additional sections of core classes (e.g., every 3rd semester) in order to ensure timely matriculation. Each of these issues has been directly addressed. As detailed below, all electives have been offered *at least* twice over the course of the last two academic years. Furthermore, beginning in Spring 2024, the program implemented the requirement that all core courses be offered every semester in multiple modalities, effectively removing all bottlenecks in the curriculum.

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. 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 and building graduate assistant lines into external funding proposals. At present, the Criminal Justice Program maintains 4 full-time 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 OBJECTIVES (OUTCOMES)

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

The Criminal Justice undergraduate program's goals are clearly defined on the department's website within the "undergraduate curriculum" tab (See this link:

<https://www.utc.edu/socialcultural-justice-studies/criminal-justice/undergraduate-curriculum/index.php>). These goals/outcomes are listed below.

Graduates of the Criminal Justice Program will:

- CJ Learning Outcome (CJLO) 1: Identify and apply the major theoretical perspectives in criminology and criminal justice and apply the social and policy implications of these approaches.
- CJ Learning Outcome (CJLO) 2: Demonstrate an understanding of the components and functions of the criminal justice system (police, courts, and corrections).
- CJ Learning Outcome (CJLO) 3: Apply knowledge of the operation of the criminal justice system to practical problems in the field and understand the role of ethical decision making in the process.
- CJ Learning Outcome (CJLO) 4: Demonstrate the ability to identify, analyze, and interpret data on and related to crime.
- CJ Learning Outcome (CJLO) 5: Illustrate how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level in the criminal justice system.
- CJ Learning Outcome (CJLO) 6: Students will experience a curriculum that requires them to think about issues of race, class, gender, sexual orientation and ethnicity.

All the outcomes are measurable, using verbs derived from Bloom's taxonomy, except CJLO 6, which states "experience a curriculum." This objective was included as part of the department's commitment to exposing students to issues of diversity throughout the program's curriculum. The department can assess and measure this outcome by reviewing course syllabi and assignments that focus on issues of diversity and disparate treatment in the criminal justice system. Moreover, students in the program are required to take at least one of the following courses: Race, Gender, Class, and Crime (CRMJ 3310), Women and Criminal Justice (CRMJ 3180), Minorities and Criminal Justice (CRMJ 3170), or Comparative Criminal Justice Systems (CRMJ 3030). Each of these courses focuses on the topics of relevance to CJLOs 5 and 6. It is also important to note that many other required and elective courses actively address issues of diversity and the disparate treatment in the criminal justice system, including Gender-Based

Violence (CRMJ 2950), Policing (CRMJ 3100), Corrections (CRMJ 3120), Courts (CRMJ 3250), and Victimology (CRMJ 4010).

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

The Criminal Justice faculty measure program and student learning outcomes through the use of multiple assessment tools. First, we collect data related to CJLOs 1 through 5 and submit analytic reports to the institution via Campus Labs. These data are routinely collected, with the goal of multiple measurement cycles within each 5-year program review. Table 1 depicts the courses aligned with each of the CJLOs, means of assessment, description of assessment, and measurement cycles during which data were collected. Copies of the pre- and post-tests used to measure CJLOs 1, 2, and 5, as well as examples of evaluative reports, are provided in Appendix 1a.

Table 1 Criminal Justice Program Campus Labs Data Collection Process			
<i>CJ Learning Objective</i>	<i>Means of Assessment</i>	<i>Description of Assessment</i>	<i>Measurement Cycles</i>
CJLO 1: Identify and apply the major theoretical perspectives in criminology and criminal justice and apply the social and policy implications of these approaches.	Pre- and Post-Test	A pre- and post-test is administered in CRMJ 2100	2019-2020 2021-2022 2022-2023
CJLO 2: Demonstrate an understanding of the components and functions of the criminal justice system (police, courts, and corrections).	Pre- and Post-Test	A pre- and post-test is administered in CRMJ 1100	2019-2020 2023-2024
CJLO 3: Apply knowledge of the operation of the criminal justice system to practical problems in the field and understand the role of ethical decision making in the process.	Embedded coursework	An assignment from CRMJ 4300 is used to assess student competency/proficiency	2020-2021 2021-2022 2023-2024
CJLO 4: Demonstrate the ability to identify, analyze, and interpret data on and related to crime.	Embedded coursework	An assignment from CRMJ 3110 is used to assess student competency/proficiency	2019-2020 2020-2021 2022-2023
CJLO 5: Illustrate how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level in the criminal justice system.	Pre- and Post-Test	Pre- and post-tests are administered in CRMJ 3310	2020-2021 2021-2022 2022-2023 2023-2024

Table 2 illustrates how learning outcomes are connected to a variety of assessment strategies in relevant courses. Importantly, professors and instructors measure student learning outcomes

Table 2 Select Core Courses and Learning Outcome Assessment			
<i>CJ Learning Outcome</i>	<i>Course(s)*</i>	<i>Course-Specific Learning Objective(s)</i>	<i>Assessment Strategy</i>
CJLO 1: Identify and apply the major theoretical perspectives in criminology and criminal justice and apply the social and policy implications of these approaches.	CRMJ 2100: Criminology	(1) Identify and describe the major criminological schools of thought (2) Identify the key concepts and assertions of major criminological theories (3) Explain how social causes and correlates are related to crime and deviance (4) Note links between criminological theories and crime prevention policies	(1) Critical Thinking Exercises 1-10, Quizzes 1-6, Exams 1-3, Reaction Paper (2) Critical Thinking Exercises 1-10, Quizzes 1-6, Exams 1-3, Reaction Paper (3) Critical Thinking Exercises 1-10, Reaction Paper (4) Critical Thinking Exercises 1-10, Reaction Paper
CJLO 2: Demonstrate an understanding of the components and functions of the criminal justice system (police, courts, and corrections).	CRMJ 3100: Policing	(1) Identify the various levels and types of policing in the United States (2) Describe the influence of organizational substructures, such as geography and scheduling, on the operations of police departments (3) Explain the aspects of the community policing model and problem-oriented policing (4) Evaluate the skills and requirements for police officers (5) Analyze the priorities of the three main styles of policing (6) Explore the cost and benefits of technology in policing	(1) Test questions, in-class presentations (2) Test questions, in-class presentations (3) Test questions, research paper, in-class presentations (4) Test questions, in-class presentations (5) Test questions, in-class presentations (6) Test questions, in-class presentations
	CRMJ 3250: Courts	(1) To examine the function and structure of the court system in the United States (2) To identify and discuss the elements of a crime (3) To articulate the role and duties of the key actors of the courtroom (4) To identify and discuss the steps involved in prosecuting the accused (5) To demonstrate the ability to choose among sentencing options in sentencing those convicted of crimes (6) To demonstrate understanding of legal opinions by briefing court opinions.	(1) court observation assignment (2) paper assignment, test questions (3) paper assignment, court observation assignment (4) paper assignment, test questions (5) paper assignment (6) paper assignment, case brief assignments
	CRMJ 3120: Corrections	(1) Identify the basic components of the correctional system in the U.S. including jails, prisons, and community corrections; (2) Identify and explain the reasoning for the 5 major justifications of punishment in the U.S.; (3) Explain how the roles of gender, age, race, and sexual orientation impact people's experiences within the correctional system; (4) Describe contemporary issues and how ethical dilemmas impact corrections	(1) Exams 1-4 (2) Exam 1 (3) Exams 1 & 3 (4) Literature review, Exams 1 & 4

through a combination of tests/quizzes, learning activities, and written assignments embedded in the coursework. Moreover, all required coursework is mapped to one or more of the program's CJLOs. Each of the following courses is required for all undergraduate students majoring in criminal justice: Introduction to Criminal Justice (CRMJ 1100), Criminal Law (CRMJ 1700),

Criminology (CRMJ 2100), Policing (CRMJ 3100), Criminal Justice Research Methodology (CRMJ 3110), Corrections (CRMJ 3120), Courts (CRMJ 3250), and Ethics in Criminal Justice (CRMJ 4300). Students must choose between Race, Gender, Class, and Crime (CRMJ 3310), Women and Criminal Justice (CRMJ 3180), Minorities and Criminal Justice (CRMJ 3170), or Comparative Criminal Justice Systems (CRMJ 3030) to satisfy the program's diversity requirement. They must also choose between Criminal Justice Internship (CRMJ 4780), Criminal Justice Advanced Internship (CRMJ 4790), or Capstone in Criminal Justice Issues (CRMJ 4850) to satisfy the program's capstone requirement. Copies of syllabi for each of these courses are provided in Appendix 1b.

A curriculum map that links criminal justice courses to student learning outcomes is provided in Table 3. The program website also provides a 'Clear Path' for advising that demonstrates typical student progression through the Criminal Justice Program (see Appendix 1c). Multiple courses within the curriculum address each of the learning outcomes described above. Sample assignments and activities included in Appendix 1d are used to illustrate this point.

Table 3 Criminal Justice Curriculum Map

Program Curriculum Map Worksheet	Outcome 1 Theory	Outcome 2 Criminal Justice Competency	Outcome 3 Practice & Ethics	Outcome 4 Methods & Analysis	Outcome 5 Diversity
Courses Title & Number					
CRMJ 2100-Criminology	I		I		I
CRMJ 1100-Intro to Criminal Justice	I	I	I	I	I
CRMJ 3100-Policing	P	P/C	P	P	P
CRMJ 3110-Criminal Justice Research Methods	P		P	P/C	P
CRMJ 3120-Corrections	P	P/C	P	P	P
CRMJ 3250-Courts	P	P/C	P	P	P
CRMJ 4300-Ethics	P	P	C	P	P
CRMJ 4780/4790: CJ Internship; CRMJ 4850: Capstone in CJ	C	C	C	C	P
CRMJ 3030: Comparative CJ Systems; CRMJ 3170 Minorities and CJ; CRMJ 3180: Women and CJ; CRMJ 3310-Race, Gender, Class, & Crime	P	P	P	P	C
Law Component ; CRMJ 1700	I	I	I	I	I

CRMJ 2100: Criminology – CJLO1

The criminology course meets CJLO1. In this course, students identify and apply the major theoretical perspectives in criminology and criminal justice and apply the social and policy implications of these approaches. The course-specific learning outcomes are evaluated based on students' demonstrated competency and completion of six quizzes, three exams, ten critical thinking exercises (written assignments), and one reaction paper. A pre-/post-test is used to gather data that are recorded in Campus Labs for CJLO1 (see Appendix 1d). Additionally, sample critical thinking exercises are provided that require students to apply theoretical frameworks to policy (see Appendix 1d). Please refer to Table 2 to see how CJLO1 links to the course-specific learning outcomes for this class and how assessments are used to evaluate the course learning outcomes.

CRMJ 3100: Policing- CJLO2

Policing is a core course that is designed to meet CJLO2. This course provides a comprehensive, yet concise, overview of both the foundations of policing and the expanded role of today's police officers. Policing in multicultural communities, the impact of technology on policing, policing strategies and procedures will be discussed in a thought-provoking way. Students will gain a realistic understanding of issues such as police corruption, ethics, and attempts to control police behavior. See Appendix 1d for sample assignments and exam questions.

CRMJ 3120: Corrections - CJLO2

Corrections is another course designed to meet CJLO2. Specifically, in this course, students learn about the history, processes, and current status of the correctional system in the US. This includes the treatment of inmates historically and currently, and ways treatment has/does vary due to gender, race, and sexuality of inmates/clients. The specific learning outcomes for this course are evaluated based on the students' demonstrated competency and completion of four exams and a literature review of some topics/issue related to the correctional system. Please see Appendix 1d for sample exam questions and the guidelines for the literature review.

CRMJ 3250: Courts - CJLO2

The Courts course is another core course that addresses CJLO2. The class provides students with an overview of the role of the actors in the American courtroom, the interaction of these actors and the effect of social forces on their behavior. The class focuses on the roles of the prosecutor, plaintiff and defense lawyers, judges, juries, eyewitnesses, expert witnesses, and court staff. See Appendix 1d for sample assignments.

CRMJ 4300: Ethics in Criminal Justice - CJLO3

The Ethics course is specifically designed to meet CJLO3. The instructor designed this course to encourage critical thinking when analyzing their own decision-making process, as well as to critically assess decision-making within the context of the criminal justice system. The course-specific learning outcomes are evaluated based on students' demonstrated competency and completion of five in-class writing assignments, two paper assignments, and four exams. Appendix 1d includes a sample of an in-class writing exercise, paper assignment, and exam questions. The writing assignment example is the assessment strategy used to record data in Campus Labs for CJLO3. Please refer to Table 2 to see how CJLO3 links to the course-specific learning outcomes for this class and how assessments are used to evaluate the course learning outcomes.

CRMJ 3110: Criminal Justice Research Methodology - CJLO4

The research methods class offered in the criminal justice discipline works to help students achieve CJLO4. As indicated in the course-specific learning outcomes on Figure 1b, in this course, students are tasked with assessments that evaluate the competency of their ability to evaluate the strengths/weaknesses of various research methodologies, describe how scholarly research is conducted and reported, and describe methodological issues faced in criminology. These assessments include exams, out of class assignments, and in-class assignments. Appendix 1d provides examples of exam questions and assignment 5 - which is used as the data for Campus Labs for CJLO4.

CRMJ 3310: Race, Class, Gender and Crime - CJLO5 & CJLO6

This course meets both CJLO5 and CJLO6 in the criminal justice curriculum as shown in the course specific learning outcomes. Throughout this course, students examine the treatment of victims and offenders within the criminal justice system (CJS), and also the experiences of personnel working in the CJS. Students explore both individual and structural-level concepts such as the social constructions of class, gender, race, ethnicity, and sexuality, along with individual- and institutional-level classism, racism, sexism, and heterosexism. Appendix 1d exhibits an example of the policy paper, in which students examine a policy within the criminal justice system and disparate treatment individuals receive due to class, gender, race/ethnicity, or sexuality.

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>).

Moreover, program administrators frequently re-examine existing measurement strategies to determine if they remain relevant, useful, and accurate methods of determining student learning outcomes. This has resulted in the development of new instruments for measuring CJLOs 1, 2, and 5 during the current review period. These have come in the form of pre- and post-tests, an approach that allows for greater reliability between sections and streamlining of data collection and entry into Campus Labs. Any changes that may influence assessment results (i.e., curriculum revisions, syllabus revisions, course redesign, program redesign, etc.), as well as any follow-up actions based on assessment results are also recorded in Campus Labs.

The Criminal Justice Program also assesses undergraduate student preparedness for the field by surveying all internship supervisors upon student completion of internships (see below for rating scale and sample questions). 180 undergraduate students and 48 graduate students successfully completed internships between Fall 2019 and Summer 2024, which was a 100% pass rate. For competency #3 questions A through D (see below for specific questions), 100% of the students were ranked at competent or higher by supervisors in every semester during this observation period. All students (100%) were ranked as competent or higher by supervisors on competency #3 questions for spring and summer 2019. The full sponsor evaluation is included in the syllabi for CRMJ 4780 and CRMJ 4790 in Appendix 1b.

Table 4 Internship Assessment Rating Scale

Internship Assessment Rating Scale		
Rating	Assessment Descriptor	Assessment Meaning
4	Mastered	Intern demonstrates a high level of development and has exceeded expectations in this area.
3	Advanced	Intern understands the concept and has consistently met the expectations in this area.
2	Competent	Intern understands the concept and is beginning to perform satisfactorily in this area; however, student's performance is uneven.
1	Developing	Intern has not yet met the expectations in this area, but there is evidence that the expectations can be met in the future.
0	Below Expectations	Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the future.
N/A		Did not observe.

Table 5 Competency #3 Critical Thinking

Competency #3: Critical Thinking – The intern applies critical thinking to inform and guide the exercise of sound professional judgment.	
Specific Indicators of Competency	Rating (0 - 4)
A. Uses critical thinking augmented by innovative thought	
B. Is able to analyze, comprehend, and integrate multiple sources of information including academic knowledge in the performance of assigned tasks	
C. Utilizes appropriate models of assessment, application, and evaluation	
D. Exercises sound judgment when working with clients, victims, community groups, and/or organizational colleagues	
Comments as required:	

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

The University of Tennessee at Chattanooga's institutional vision is:
"We Engage Students, Inspire Change and Enrich Community."

The institutional mission is:

"The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining the community."

Both statements can be accessed at this link: <https://www.utc.edu/about/utc-vision-mission-and-core-values>

As demonstrated in the Course Learning Evaluations (see Tables 13-22), the vast majority of students note that faculty engage them in activities that increase their critical thinking skills, assist them in meeting the course learning outcomes, provide constructive feedback, and respond to questions in a timely manner. Additionally, many of our full-time faculty consistently mentor students and engage them in active research endeavors at both the undergraduate and graduate level. To illustrate, during this 5-year observation period, 3 undergraduate and 18 graduate students made a total of 21 research presentations at regional or national criminal justice conferences. Each of these students was sponsored by Criminal Justice faculty members. Similarly, 3 undergraduate and 13 graduate students published a total of 22 manuscripts in peer-reviewed journals that were co-authored with our faculty. The internship program also aligns with the university's vision and mission statements by connecting students to the community through placement in local, state, and federal agencies. Overall, the program successfully matched and placed 180 undergraduate students with sponsoring agencies despite the challenges imposed by COVID-19.

Part 2: UNDERGRADUATE CURRICULUM

The Criminal Justice Program in the Department of Social, Cultural, and Justice Studies averages approximately 350 majors each academic year. Criminal Justice offers a traditional, face-to-face B.S. program, an online B.S. degree completion program, and a MSCJ graduate program. In addition, the program serves minors, general education, and other academic program needs. Thus, between the two undergraduate programs, a graduate program, the minor, and serving needs outside of the department, course offerings are vast and include traditional (day and evening), online, and hybrid modalities to meet student needs and promote the timely graduation of both majors and non-majors.

2.1 The curriculum content and organization are reviewed regularly and 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. During the last evaluation cycle, several curriculum changes were made in response to review recommendations made in 2014. Several of these changes, including elimination of courses that

were not offered and program requirements that caused confusion, produced positive results. Similarly, reclassification of Criminology from a 1000-level to 2000-level course has resulted in increased academic rigor and a more natural course progression within the curriculum. Other changes, however, resulted in undesirable outcomes. Two strong examples were related to the program's diversity and capstone requirements. The course CRMJ 3310 (Race, Class, Gender, and Crime) was created and added to the core curriculum, and students were no longer given the option to instead take CRMJ 3030 (Comparative CJ Systems), CRMJ 3170 (Minorities and Criminal Justice), or CRMJ 3180 (Women and Criminal Justice) in order satisfy the program's diversity requirement—although each remained in the curriculum as electives. Despite the fact that multiple sections of CRMJ 3310 were offered each semester (up to three), bottlenecks developed that inhibited matriculation. This issue was exacerbated by the fact fewer electives were offered in order to offer more sections of CRMJ 3310, an issue noted during our last program review in 2020. Similarly, based on recommendations made during our 2014 program review, alternatives to CRMJ 4850 Capstone in Criminal Justice were removed. The end result was highly undesirable. A bottleneck quickly emerged and timely matriculation frequently required that overrides be given allowing students to take one or more pre-requisites concurrently with CRMJ 4850. Furthermore, this change required that multiple sections of this work-intensive course be offered each semester. These sections tended to be taught by the same faculty, resulting in an unreasonably high workload and diminished morale.

In response to these concerns, a number of significant changes were made to the curriculum in Fall 2023 that took effect in Spring 2024 and Fall 2024. First, students are now given the option to take CRMJ 4780 or CRMJ 4790 (Criminal Justice Internship) in lieu of CRMJ 4850 Capstone. This change has been complemented by a blanket petition applied to all current Criminal Justice majors. Second, students may once again choose between CRMJ 3310 (Race, Class, Gender, and Crime), CRMJ 3030 (Comparative Criminal Justice Systems), CRMJ 3170 (Minorities and Criminal Justice), and CRMJ 3180 (Women and Criminal Justice) in order to satisfy the program's diversity requirement. This decision was made after reviewing each course and determining that intersectional identities were actively discussed in each. Third, in response to reviewer recommendations from our 2020 program review, the program added two electives to the curriculum: CRMJ 2200 (Criminalistics: Crime Scene Investigation) and CRMJ 3320 (Sexual Victimization). CRMJ 3999 Crime Mapping is being offered for the first time as a special topics class in Fall 2024 and will likely be added to the permanent curriculum as soon as the 2025-2026 academic year. Finally, beginning in Spring 2024, the program began to require that all core courses be offered each semester and in multiple modalities. Per conversations with the UTC Advising Hub, these changes have eliminated all bottlenecks in both the traditional and online B.S. programs.

The latest and current version of the curriculum is outlined below. A detailed description of previous and current CRMJ Undergraduate Program Requirements can be found in the UTC Undergraduate Catalog at <https://catalog.utc.edu/index.php>.

2.1.1 Current Major Requirements

As of Fall 2024, students are required to complete 30 hours in core classes, which include the following courses:

- CRMJ 1100: Introduction to the Criminal Justice System
- CRMJ 1700: Introduction to Criminal Law
- CRMJ 2100: Criminology
- CRMJ 3100: Policing
- CRMJ 3110: Criminal Justice Research Methodology
- CRMJ 3120: Corrections
- CRMJ 3250: Courts
- CRMJ 4300: Ethics in Criminal Justice
- Choose one of the following:
 - CRMJ 3030: Comparative Criminal Justice Systems
 - CRMJ 3170: Minorities and Criminal Justice
 - CRMJ 3180: Women and Criminal Justice
 - CRMJ 3310: Race, Class, Gender, and Crime
- Choose one of the following:
 - CRMJ 4780: Criminal Justice Internship
 - CRMJ 4790: Criminal Justice Advanced Internship
 - CRMJ 4850: Capstone in Criminal Justice Issues
- 18 elective hours in criminal justice with at least nine hours of the 18 hours at the 3000/4000 level; up to six 6 hours of internship credit as electives may be applied toward the major.
- In addition, students must achieve a minimum of a C in all core courses and an overall GPA of 2.0 in the major.

For additional information, please refer to the 2024-2025 Undergraduate Course Catalog:
https://catalog.utc.edu/preview_program.php?catoid=28&poid=5034&returnto=981

2.1.2 Minor Requirements

Students must take 18 hours of criminal justice courses, including two introductory courses (CRMJ 1000 and CRMJ 2100) and 12 hours of electives. At least 9 hours of the electives must be at the 3000/4000 level. The internship, individual study, and capstone courses are excluded from the possible list of electives. The minor enables students to continue to have freedom to select courses in ways that best fit their educational needs. The minor is consistent with programs nationally.

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

In an attempt to ensure that students make reasonable progress through the major and graduate in a timely manner, the Criminal Justice Program endeavors to offer all core and elective courses on a regular basis. As noted above, this included the recent decision to require that all core courses be offered every semester and in multiple modalities, a change that took effect in Spring 2024. As can be seen in Table 6, the number of majors in the program and degrees awarded have remained relatively consistent over the last 5 years despite the challenges imposed by COVID-19 and unique challenges faced by criminal justice program following the murder of George Floyd.

Table 6 Program Enrollment and Degrees Awarded

Program Enrollment and Degrees Awarded					
	2019-20¹	2020-21¹	2021-22¹	2022-23¹	2023-24¹
Total Major Enrollment ²	361	386	366	354	356
Total Degrees Awarded	104	91	82	103	99

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

As noted above, prior to Spring 2024, core classes were offered on a regular rotation, but only once during the regular academic year. Electives were also offered with relative frequency. In fact, each elective in the program curriculum was offered at least once in the last 2 years (see Table 7). Criminal Justice classes continue to be in high demand, even outside the major, which has resulted in increased caps in several courses. The program has added more sections in multiple modalities to address this issue.

Approximately 10% of the coursework in the major is at the freshman or sophomore level. There are three required courses, including Introduction to Criminal Justice (CRMJ 1100), Introduction to Criminal Law (CRMJ 1700), and Criminology (CRMJ 2100), plus a maximum of two more electives. All of the 3000 and 4000-level core courses require CRMJ 1100 as a prerequisite. Some of the broad-based elective courses that are used in other programs (e.g., Women's Studies and the Africana minor) allow students to enroll without completion of CRMJ 1100, but still require department head approval. The rest of the 3000-level courses are intended to be junior-level courses and students are advised to take them at that time. The 4000-level courses are intended to be more demanding and rigorous, integrate course work, and demonstrate the ability to apply critical thinking skills. The major and the minor both require that a minimum of 9 hours of electives be at the 3000/4000 level.

Table 7 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.	TITLE	CREDIT HOURS	SU	FA	SP	SU	FA	SP
1100	Intro to Criminal Justice Sys	3	x	x	x	x	x	x
1700	Criminal Law	3		x	x		x	x
2010	Violence in America	3		x	x		x	x
2100	Criminology	3		x	x		x	x
2110	Information Systems	3		x			x	
2200	Criminalistics: CSI	3					x	x
2450	Family Law	3		x				x
2600	Cyber Crimes	3		x			x	
2720	Serial Murder	3			x			x
2950	Gender-Based Violence	3		x	x	x	x	x
3030	Comp Crim Justice Systems	3	x			x		x
3100	Policing	3	x		x	x		x
3110	Criminal Justice Resrch Meth	3	x	x		x	x	x
3120	Corrections	3			x			x
3170	Minorities & Criminal Justice	3	x	x		x	x	
3180	Women and Criminal Justice	3		x			x	
3250	Courts	3		x	x		x	x
3300	Prob, Parole & Community Corr	3			x			x
3310	Race, Class, Gender and Crime	3		x	x		x	x
3320	Sexual Victimization	3						x
3500	Media & the Crim Just System	3		x			x	
3550	Public and Private Security	3		x	x		x	x
3600	Law of Evidence	3	x		x			x
3700	Drugs:The Law & the Community	3		x				
3710	Emotions in Social & Cultural	3					x	
3750	Juvenile Justice	3	x			x	x	
3900	Police Proc&Crim Investigation	3			x			x
4050	Constitutional Law	3	x	x		x		
4010	Victimology	3	x	x				x
4140	Terrorism	3	x	x			x	
4150	White Collar&Corp Crime	3		x	x		x	x
4300	Ethics in Criminal Justice	3		x	x		x	x
4340	Gangs and Crime	3		x				
4500	Criminal Justice Admin	3		x			x	
4600	Dispute Resolution	3			x			
4750	Hate Crimes	3			x			
4780	Criminal Justice Internship	3	x	x	x	x	x	x
4790	Crim Just Adv Internship	3	x	x	x	x	x	x
4850	Capstone in Crit Just Issues	3		x	x		x	x
299	21st C. Tech in CRMJ	3						x
399	Prison Ethnography	3					x	
	Comm Eng: Crime and Poverty*	3						
	The Ind Prison Complex	3						x
	Transnational Crime*	3						
4998	Individual Studies	3						x
4995	Departmental Thesis	3			x			x
4999	Crimes of the Powerful	3						
	Police in a Diverse Society	3						

*indicates newly developed course offered during the 2024-2025 academic year

Prior to Spring 2024, the program used a stringent sequencing methodology that relied on double sections. This was done with the intent of reducing strain on faculty as well as offering courses in a predictable manner. Unfortunately, this approach ultimately caused confusion for students, creating numerous bottlenecks and delayed matriculation. It also placed unreasonable demands on faculty. To better accommodate graduation timelines, students were often permitted to register for work-intensive course like CRMJ 4850 Capstone while concurrently taking one or more pre-requisites (e.g., CRMJ 3110 Research Methods plus one or more of the systematic courses CRMJ 3100, CRMJ 3120, and CRMJ 3250). These students were, in turn, unprepared for the demands of CRMJ 4850, resulting in increased DFWs and conflicts between students and faculty. The alternative was that students would be delayed from graduating at least 1 year, as the pre-requisites were offered only during the spring *or* fall semester but not both. Furthermore, despite the fact that CRMJ 4850 was offered each semester, high demand frequently required increasing caps, resulting in class sizes of 35 or more. To address these issues, the program began requiring that all core courses be offered each semester and in multiple modalities. Beginning in Fall 2024, Criminal Justice majors can also choose between CRMJ 4780, CRMJ 4790, and CRMJ 4850 to satisfy their capstone requirement. Subsequent conversations with the Advising Hub suggest that these changes have had an immediate and dramatic impact, effectively eliminating all bottlenecks without adversely affecting the program's ability to offer electives.

Faculty shortages do, however, leave the program vulnerable in terms of its ability to develop and offer new courses relevant to the evolving needs of the field. As will be further discussed in Section Four, the program is heavily reliant on adjunct faculty; however, part-time faculty are limited in what and when they can teach. Quality control is also a persistent concern. The program has directly addressed this issue by requiring all adjuncts to complete an Online Teaching Certificate program offered through the Walker Center for Teaching and Learning within 1 year. Those who fail to complete the training are no longer utilized as part-time faculty.

The following principles guide scheduling assignments:

1. The first priority is to cover core courses at both the graduate and undergraduate level (online and traditional formats).
2. Full-time (primarily tenure track) faculty teach core courses in the undergraduate program when possible. This approach provides quality control. Exceptions have been made for extremely well qualified lecturers and adjunct faculty and in cases where it was impossible to cover courses without assistance.
 - 2a. Graduate courses are taught by full-time faculty with rare exceptions. All required courses in the graduate program also are taught by full-time tenure-track faculty. Graduate faculty must have a Ph.D. (or related degree) in the field.
3. Electives are offered when possible after all required courses are covered, with an attempt to rotate offerings while also ensuring that faculty expertise is used effectively.
4. Courses that serve other programs are offered when possible; however, this is not a guarantee, as the first priority is to ensure majors can graduate in a timely manner.

2.21 Course Syllabi

All major course syllabi are on file in the department electronically and filed each semester in the Office of the Provost. All syllabi contain course descriptions and outcomes that demonstrate each course is appropriate for the level of the course. Courses are reviewed periodically as part of the curriculum process during routine faculty meetings and at the annual retreat. All syllabi and course content for non-tenured faculty also are reviewed annually in the reappointment and tenure process. Lower-level courses focus more on mastery of core concepts and content in the field. Upper division courses require more application and integration of knowledge and use of critical thinking skills (as demonstrated by course outcomes, assignments, and testing measures).

2.2.2 Program Curriculum Serving Students Beyond the Major

The Criminal Justice Program offers courses designed to primarily serve program majors and minors, although there are some exceptions. Non-majors may take two criminal justice classes to satisfy the university's general education requirement. Criminal Justice offers two approved general education courses in the social science category: CRMJ 2950: Gender-Based Violence (cross listed with WSTU 2950) and CRMJ 1100: Introduction to Criminal Justice (both received recertification during the 2023-2024 academic year). The program will likely seek to offer a third general education course in the near future. A possible example is CRMJ 2999 Mental Health in the Criminal Justice System, which will be offered for the first time in Spring 2025.

As noted in Table 8, the Criminal Justice Program works with other majors and minors, including Women's and Gender Studies, Child and Family Studies, and the Africana Studies minor to assist their majors/minors in obtaining the necessary program requirements. In addition to reserving seats for students in these majors and minors, courses are often cross listed for programs such as the Women's and Gender Studies program, the Sociology major, or Africana Studies minor. Violence in America (CRMJ 2010), Media and Crime (CRMJ 3500), and Drugs: The Law and the Community (CRMJ 3700), for example, are popular electives among non-majors in such programs as Accounting, Psychology and Early Childhood Education. In addition, Psychology allows students to take 18 hours of courses in a specified area. A number of students choose the Criminal Justice minor to fulfill these requirements.

Table 8 Examples of Course Offerings Outside the Major

Program	Courses
General Education	CRMJ 1100-Introduction to Criminal Justice
	CRMJ 2950-Gender-Based Violence
Africana Studies Minor	CRMJ 3030-Comparative CJ Systems
	CRMJ 3170-Minorities and Criminal Justice
	CRMJ 3310-Race, Class, Gender, and Crime
Child and Family Studies	CRMJ 2010-Violence in America
	CRMJ 2450-Family Law
	CRMJ 2950-Gender-Based Violence
	CRMJ 3700-Drugs: Law and the Community
Women's and Gender Studies	CRMJ 3750-Juvenile Justice
	CRMJ 2950-Gender-Based Violence
	CRMJ 3180-Women and Criminal Justice
	CRMJ 3700-Drugs: Law and the Community

2.2.3 Experiential Learning

Currently, the Criminal Justice Program offers two courses that are certified as experiential learning courses. These courses are part of the UTC ThinkAchieve: Beyond the Classroom platform in which “students participate in and reflect on experience-based learning.

ThinkAchieve opportunities include some of the most remarkable experiences offered at UTC, in the Chattanooga area and around the world” <https://www.utc.edu/think-achieve/beyond/>. A relatively stringent application and review process is associated with gaining this course status. The following CRMJ courses were recertified during this evaluation cycle:

CRMJ 4780: Criminal Justice Internship

CRMJ 4790: Advanced Criminal Justice Internship

2.2.4 Internships, Individual/Research Studies and Honors Theses

Criminal Justice courses external to the classroom are offered consistently to allow students the opportunity to engage in research and experiential learning. Opportunities for working with field-specific agencies and faculty enable students to obtain practical experience to support what they have learned in the classroom. As noted above, 180 undergraduate students were matched and successfully completed internships during this evaluation cycle despite the challenges imposed by COVID-19. Students enrolling in individual/research studies (offered interchangeably) and honors theses engage in independent and collaborative scholarly research, writing of manuscripts, and data collection with the possibility of future publication. Students have engaged in a number of diverse research projects on field-specific topics including attitudes toward criminal justice policies, sexual violence, police use of deadly force, and the death penalty. Notably, several of these projects have resulted in presentations at regional and national conferences, as well as publication in peer reviewed journals. These innovative classes, which are typically uncompensated faculty work, are consistent with the University Strategic Plan to encourage “High Impact Educational Practices” (HIEP). Studies consistently indicate that HIEP courses offer 20-100% increase in learning.

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

2.3.1 Pedagogical Innovations

Curriculum content is designed to emphasize fundamental principles of Criminal Justice. 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 graduate school, and provides students with opportunities to develop and demonstrate competency in knowledge and skills relevant to the ever-evolving needs of the field. Faculty continuously utilize resources at the Walker Center for Teaching and Learning to pedagogically enhance the classroom and learning experience, and have incorporated best practices ranging from Team-Based Learning to Flipped Classroom initiatives to ensure comprehension and content awareness within their respective courses. Furthermore, faculty regularly update their courses as a matter of keeping curriculum content and practices current. This ensures students are well-equipped for their future careers in the field. To encourage similar

innovations among part-time faculty, all adjunct instructors are now required to complete the Online Pedagogy Certificate program offered through the Walker Center for Teaching and Learning.

Courses are designed to align with departmental outcomes (see Part 1). At all levels of the curriculum, there is a real-world application addressing critical field-specific issues. As noted, experiential learning is a key component in the program, and some courses (CRMJ 4780, CRMJ 4790) have obtained the certification for providing active experiential learning. With the most recent curriculum revisions taking effect in Fall 2024, faculty have mapped the curriculum to reflect the needs of both the program and the field. Ensuring a clear, pedagogically sound path to graduation by structuring courses in a logically sequential way has helped students be better prepared for upper division classes.

2.3.2 Technological Innovations

The use of Canvas has become a mainstay in all classes taught by full-time faculty. 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. This process is now mirrored among part-time faculty, as all adjunct instructors are now required to complete the Online Pedagogy Certificate program offered through the Walker Center for Teaching and Learning. All courses include technological features such as syllabi, gradebooks, and the majority of the assignments are included in Canvas. Although no longer required by UTC, many full-time faculty have engaged in Quality Matters (QM) training to ensure the standards and outcomes in online courses are QM compliant. A number of faculty are certified at various levels, and some are certified to evaluate courses. To further bolster the quality of online instruction, the program secured funding for an additional full-time graduate assistant who will work with the Online Program Coordinator to develop a common shell for online sections of CRMJ 1100. This initiative launched in Fall 2024 and the shell course will be piloted in Spring 2025. The graduate assistant will also be tasked with creating a series of online course design ‘how to’ videos that will form an in-house orientation for new adjunct faculty. This will allow the program to overcome problems created by the CAS practice of forbidding the onboarding of new adjuncts until 30 days or fewer before the semester they begin teaching. This practice precludes participation in orientation sessions provided by the WCTL, effectively inhibiting new adjuncts from receiving any form of training before they begin teaching.

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. Students submit an array of assignments through the LMS including papers, discussion boards, journals, quizzes, and tests. One elective course, Criminal Justice Information Systems (CRMJ 2110) is designed to teach students to access field-specific data and resources. Another elective, Cyber Crimes (CRMJ 2600) introduces students to cybercrime in the contemporary era. It is a review of major types of cyber-related crime, motivations behind these illegal activities, relevant law, practical issues regarding investigating cybercrime, and the future of high-technology crime. Discussion and use of software platforms (e.g. SPSS) are incorporated into

Research Methods (CRMJ 3110). As students progress through the program, they are required to integrate their knowledge of technological skills in the classroom.

At present, the program does not enjoy the benefits of a designated computer lab. Instead, the program shares space within the university. The university ensures classrooms are equipped with technology in the classroom. Almost all university classrooms are equipped with computer podiums enabling faculty to use PowerPoint, multi-media, and other technological innovations such as i-clickers in the classroom.

Finally, the program 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 during Spring 2025.

2.3.3 Criminal Justice Online Program

The Criminal Justice Program was one of the first programs at the university to participate in the distance learning initiative. To ensure a quality program, the entire faculty participated in developmental activities with staff from the Walker Center for Teaching and Learning, which involved extensive training in a structured manner on how to design and develop effective online courses. While many courses were developed beginning in 2008, the program did not officially go online until January 2011 (spring semester). Initially, courses were limited as the intent of the program was to allow students to take six hours of academic credit per semester; however, due to demand, the number of hours offered increased.

Although initially designed as a 2+2 program, because of the great demand for online courses, the program then established a complete online program for students who already possessed an Associate's Degree or the equivalent. Normally, students would meet this requirement prior to being admitted into the online program; however, in some cases, students would be admitted into the program if they were lacking only a few hours. This decision was heavily reliant on their general education courses already taken. In the wake of COVID-19, availability of online seats in general education courses increased dramatically, allowing Criminal Justice to offer a fully online four-year degree program.

Core classes are offered online every semester, while online electives are offered in regularly scheduled intervals. This has allowed for excellent growth in the online program. Specifically, enrollment in the online program now stands at 68 students, representing an increase of 157% since 2020. Students who have completed all general education requirements and 60 hours of course work prior to entering the program may complete the degree program in 3 years if they take 6 hours a semester and 18 months if they take a full-time load (12 hours) a semester (including summer semesters). The program has a designated Online Program Coordinator responsible for scheduling and advising online students, allowing for consistent focus on the needs of the online program, curriculum, and students. To appropriately compensate for the increased workload associated with this role, the coordinator receives 1 course release each semester in addition to a salary stipend.

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

The curriculum is aligned with program and student learning outcomes. Please refer to Part 1, sections 1.1 and 1.2 for information on aligning the program with student learning outcomes.

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

Criminal Justice is a relatively new field in the academy dating back to only about 1970. There continues to be debate over whether it is a separate academic discipline, an interdisciplinary field, or a subset of other traditional disciplines (e.g., such as sociology or political science). Regardless of the answer to this philosophical debate, most criminal justice programs across the country are independent departments and view themselves as a distinct academic discipline. There remains, however, a lack of consensus regarding the “ideal” curriculum. There is no accrediting body and programs tend to identify largely as liberal arts in nature or as applied programs. As such, there is variation between programs and curricula nationwide, as well as major differences in the focus and approach of individual classes within programs. The only published study that examined undergraduate curriculum nationally is over 20 years old. In general, however, most programs have offered some combination of introductory, law, theory and methods courses. Providing students with foundational courses in the three major systemic areas is consistent with most criminal justice programs. The degree to which the various system courses (police, courts, and corrections) are required is more diverse, as are elective options. Given that students in our program are only required to take one course from each system, they can tailor their learning experience to coincide with their individual career and academic goals.

In general, the Criminal Justice Program is best conceptualized as a blend of liberal arts focus and applied content. This focus is reflected in the curriculum in terms of the breadth and depth of requirements and electives. It also is evident in the varied background of faculty, some of whom have prior practical experience and some of whom do not. In addition, most adjunct faculty are current or former practitioners and incorporate their (often local) experiences into their teaching. Criminal Justice students benefit from a good blend in this regard. Faculty work to stay current on course material, which is often reinforced through their research.

The Criminal Justice curriculum is designed to emphasize the fundamental theoretical and practical application within the field. The curriculum is consistent with national norms requiring basic courses in policing, courts, and corrections beyond the introductory criminal justice course. Also consistent with national norms, students are required to take courses in theory, research methods, and criminal justice ethics. Theory, methods, and ethics courses remain a mainstay of most curricula; however, faculty determined that advanced courses in these areas are more suitable at the graduate level, which is also consistent with other programs.

Unique aspects of the curriculum include courses focused on issues of diversity, capstone experiences, and criminal law. The curriculum offers diverse electives including courses on media and popular culture, gender-based violence, community corrections, private security,

drugs, juvenile delinquency, police procedure, victimology, criminal justice administration, terrorism, white collar crime, gangs, dispute resolution, crime mapping, and criminalistics.

Finally, the faculty have attempted to remain consistent with trends in the field and academia. This has resulted in an increase in victimization-related courses. As the focus on trauma-informed justice within the three systemic areas is increasingly being incorporated into the field, creating new courses such as Family Violence and Sexual Victimization, and incorporating trauma-informed concepts into required and elective courses is critical. Currently, the program offers a number of victimization-focused elective classes including: Gender-Based Violence, Family Law, Family Violence, Juvenile Justice, Sexual Victimization, and Victimology. In response to increased local, state, and regional demand for crime analysts and crime scene investigators, the program has recently added course work in Crime Mapping and Criminalistics: Crime Scene Investigation. At present, these courses are offered as special topics courses but will be added to the permanent curriculum during the 2025 review cycle.

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

The sequencing of courses, course outcomes, assignments, and readings each emphasize rigorous critical thinking skills as students advance through the curriculum. The ability to think critically is essential in any field; however, in criminal justice, lacking the ability to do so can have dire consequences. In recognition of this fact, the Criminal Justice program expends significant effort to expose students to situations, literature, and scenarios that help develop critical and problem-solving skills that they can take into the workplace. Critical thinking skills enable students to identify problems and develop responses appropriate to the information presented. Activities in the classroom are designed to enhance students' critical thinking skills and to help identify student limitations. Students are required to critique readings, evaluate policy, interpret data, and identify effective solutions to real-world problems.

2.6.1 NSSE Data: Critical Thinking, Solving Problems, and Real-World Application

Data from National Survey of Student Engagement (NSSE) for each of the past 5 years strongly suggests that students feel the Criminal Justice Program contributed to their critical and analytical thinking (Table 9). In fact, between 81.3% (2022) and 100% (2024) of respondents indicated that the program contributed to this skill set “Quite a bit” or “Very much.” Further, these scores tend to mirror those at the college and university level. This degree of consistency aligns not only with the university’s strategic plan, but also efforts by faculty to incorporate more critical thinking assignments into their classes. Research papers, article critiques, reading applications, discussion boards, and other innovative assignments require that students demonstrate critical thinking skills—and these are staples of Criminal Justice coursework.

Table 9 NSSE Student Survey: Critical and Analytical Thinking

Student Survey Results (NSSE)													
Institution contributed to thinking critically and analytically.													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	0.0	33.3	66.7	2.4	12.8	36.8	48.0	5.0	15.8	39.6	39.6	12
2023	2.5	15.0	35.0	47.5	3.1	15.1	35.8	45.9	2.7	13.8	40.2	43.4	40
2022	0.0	18.6	27.1	54.2	1.2	18.4	37.2	43.1	1.9	17.6	40.8	39.7	59
2021	3.9	11.8	41.2	43.1	1.7	15.0	45.0	38.3	3.3	14.9	43.1	38.7	51
2020	0.0	15.4	50.0	34.6	3.0	16.6	41.8	38.6	3.0	16.1	42.8	38.1	78

Similarly, NSSE data for each of the past 5 years suggest that students feel the Criminal Justice Program contributed to their ability to solve complex real-world problems (Table 10). Between 58.2% (2020) and 75% (2024) of respondents indicated that the program contributed to this skill set “Quite a bit” or “Very much.” It is noteworthy that the low of 58.2% was reported in 2020, when the university and community were faced with social repercussions from COVID-19, including cancelation of nearly all internships, incorporation of social distancing practices, and the transition from face-to-face classes to online modalities. Furthermore, these scores tend to be higher than those at the college and university level. This fact is likely a reflection of the applied nature of Criminal Justice course work. Faculty consistently implement assignments and exercises that require students to establish connections between theory and practice, particularly Capstone in Criminal Justice Issues (CRMJ 4850) and Criminal Justice Internships (CRMJ 4780/4790), where students are expected to integrate and apply knowledge acquired in all previous courses.

Table 10 NSSE Student Survey: Ability to Solve Complex Real-World Problems

Student Survey Results (NSSE)													
Institution contributed to your ability to solve complex real-world problems.													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	8.3	16.7	33.3	41.7	11.9	27.8	32.5	27.8	13.0	25.3	35.7	26.0	12
2023	15.0	15.0	37.5	32.5	10.4	28.0	34.5	27.2	8.4	26.9	34.9	29.9	41
2022	10.2	15.3	39.0	35.6	10.4	29.0	34.8	25.8	10.0	28.6	35.1	26.3	59
2021	7.8	19.6	41.2	31.4	11.2	30.9	35.8	22.1	11.2	27.9	36.0	24.9	51
2020	10.1	31.6	32.9	25.3	10.8	34.1	35.8	19.4	10.4	31.7	35.2	22.7	79

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

The B.S. in Criminal Justice is designed to give students a solid theoretical and practical foundation in the field. This is reflected in the core curriculum, which provides a solid foundation in theory, CJ systems, and methods courses, as well those centered around diversity and the law. Elective offerings serve to enhance this experience by providing ample opportunity for students to build foundational knowledge of law enforcement, courts, corrections, victimology, critical issues, and global perspectives. Courses have been developed using best practices across the discipline and are sequenced to reflect the rigor and content of the program. Prerequisites have been established to ensure students are prepared to enter courses. A clear path

(see Appendix 1c) has been established to ensure students making the necessary progress towards graduation can complete the program in a four-year period.

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

The Criminal Justice Program is a rigorous and clearly structured program that provides students with a solid foundation for entering the workforce or continuing on to graduate studies/law school. All Criminal Justice majors are required to take a general education statistics course, CRMJ 3110 (Research Methodology), and either CRMJ 4850 (Capstone) or CRMJ 4780/4790 (Criminal Justice Internship) to ensure they understand the research process and its application to the field. This design has been deliberate in so far as it prepares students for study beyond the bachelor's degree, as well as success in the field.

Like the core curriculum, elective courses require extensive writing and critical thinking assignments. As discussed in this section, Criminal Justice majors indicate that the program assisted in developing clear and effective writing skills as well as thinking critically and analytically. As the majority of our MSCJ graduate students are drawn from our own program, and they have successfully demonstrated the ability to obtain an advanced degree, we are confident that our undergraduate curriculum effectively prepares student for advanced study.

Similarly, internships provide students with access to criminal justice agencies and prepare them for their area of interest. Internships require that students complete both an academic and applied component. Work placement supervisors evaluate student performance and students must receive a satisfactory evaluation in order to pass the course. Students also are required to complete a series of papers integrating their work experiences with academic coursework.

While we find that internships are beneficial to students in preparing them for the workplace, we understand that many students do not have the time to engage in an internship as many are working full- or part-time. In recognition of this fact, students must take field-specific core and elective courses that not only educate but also prepare them for roles within the community. Many of these classes are taught by current and former practitioners employed with local, state agencies, and federal agencies, such as the Chattanooga Police Department, Hamilton County Sheriff's Department, Tennessee Department of Correction, Hamilton County Juvenile Court, Georgia Department of Community Supervision, and Federal Bureau of Investigation, as well as local judges and attorneys. These efforts are complemented through the use field trips (e.g., courts) and guest speakers from local, state, and federal criminal justice organizations (e.g., Chattanooga Police Department; Tennessee Board of Probation and Parole; Alcohol, Tobacco, & Firearms) to enhance student knowledge of the field.

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

All majors are required to take Rhetoric and Composition I and II (ENG 1010 and 1020) as these are foundational general education courses that introduce students to basic oral and written communication skills. In the Criminal Justice Program, all courses implement some form of

writing assessment into the course content. Lower-level courses such CRMJ 1100 (Intro) and CRMJ 2950 (Gender-Based Violence) are general education courses that must adhere to general education standards and outcomes. For the Behavioral and Social Science General Education Student Learning Outcomes (GE23), students must, upon completion, be able to:

- Students will explain behavioral and social phenomena, institutions, systems, or processes as they relate to a particular behavioral or social science.
- Students will explain the importance of understanding how the diversity of human experiences and belief systems are shaped by historical processes, social structures, and institutional systems of power.
- Students will evaluate how data, concepts, or methods within the behavioral and social sciences are used to support conclusions about individual, group, or institutional behavior.

Although there is no requirement for specific written or oral communication assignments within criminal justice classes, all classes incorporate one or both types of discourse. Upper level 3000/4000 level courses require a variety of written assignments including: research papers, literature reviews, journals, reading assessments, application papers, etc. Courses such as CRMJ 3310, CRMJ 4500, CRMJ 4140, and CRMJ 4850 require oral presentations (see syllabi).

2.9.1 NSSE Student Survey: Effective Written and Oral Skills

NSSE data for each of the past 5 years suggests that students feel the Criminal Justice Program contributed to their development of clear and effective writing skills (Table 11). Between 74.6% (2022) and 91.7% (2024) of respondents indicated that the program contributed to this skill set “Quite a bit” or “Very much.” Furthermore, these scores tend to be higher than those at the college and university level. This fact is likely a reflection of extensive integration of written assignments in Criminal Justice course work. Faculty consistently implement assignments and exercises that require students to establish connections between theory and practice. Virtually all courses have some writing component, and the program has a substantive writing assignment in 100% of 3000/4000 level courses.

Table 11 NSSE Student Survey: Clear and Effective Writing Skills

Student Survey Results (NSSE)													
SATISFACTION WITH UTC													
Institution contributed in developing clear and effective writing skills.													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
	0.0	8.3	41.7	50.0	6.3	19.7	40.2	33.9	7.7	24.3	37.7	30.3	12
2023	2.6	12.8	33.3	51.3	4.8	18.6	38.1	38.6	5.3	20.0	39.0	35.7	40
2022	3.4	22.0	32.2	42.4	4.5	22.7	37.5	35.2	5.2	22.2	40.6	32.0	59
2021	2.0	19.6	39.2	39.2	3.4	23.8	40.6	32.2	4.7	23.4	41.6	30.4	51
2020	5.1	16.5	43.0	35.4	4.9	23.4	40.9	30.8	6.0	25.7	40.6	27.7	79

NSSE data for each of the past 5 years suggests that students feel the Criminal Justice Program contributed to their development of clear and effective speaking skills (Table 12). Between 64.7 (2021) and 83.3% (2024) of respondents indicated that the program contributed to this skill set “Quite a bit” or “Very much.” Furthermore, these scores either align with or exceed those at the

college and university level. This fact is likely a reflection of extensive integration of oral presentations in Criminal Justice course work. Faculty consistently implement these exercises in their courses, despite the typically large class sizes in Criminal Justice.

Table 12 NSSE Student Survey: Clear and Effective Speaking Skills

Student Survey Results (NSSE)													
Institution contributed in developing clear and effective speaking skills.													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	16.7	50.0	33.3	8.7	31.5	32.3	27.6	11.7	29.1	33.1	26.1	12
2023	7.7	23.1	30.8	38.5	10.3	23.8	39.4	26.4	9.1	22.9	39.1	29.0	40
2022	8.5	25.4	28.8	37.3	9.6	28.9	33.6	27.9	9.2	28.3	36.1	26.4	59
2021	13.7	21.6	39.2	25.5	11.3	29.7	36.1	22.9	11.4	28.8	36.6	23.2	51
2020	11.4	17.7	38.0	32.9	7.9	33.1	33.7	25.3	9.8	30.6	34.4	25.3	79

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

All classes engage students in some form of research at various levels. Introductory and upper-level courses often require students to engage in the research process from identifying relevant refereed journal articles, to writing a literature review, to other research-related activities. However, formal research is also required. Criminal Justice majors are required to take CRMJ 3110: Criminal Justice Research Methodology which exposes them to the foundations of research methods and some introductory statistics. In CRMJ 3110, students are required to write a research proposal, which includes an introduction, literature review, and methodology. These skills are developed through various research assignments throughout the course. Students also have a variety of research-based assignments in other upper division courses, as demonstrated by syllabi (see Appendix 1b for sample syllabi and Appendix 1d for sample assignments). Importantly, these endeavors frequently result in student co-authored presentations and/or publications. As noted elsewhere (see Section 1.4), during this 5-year reporting period, 3 undergraduate and 18 graduate students made a total of 21 research presentations at regional or national criminal justice conferences. Each of these students was sponsored by Criminal Justice faculty members. Similarly, 3 undergraduate and 13 graduate students published a total of 22 manuscripts in peer-reviewed journals that were co-authored with our faculty.

PART 3: STUDENT EXPERIENCES

3.1 The program provides students with 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 students to complete online course evaluations and provide qualitative feedback regarding their courses, curricula, and learning experiences. Each semester, 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. Because the Criminal Justice Program exists within the Department of Social, Cultural, and Justice Studies (SCJS), and the university collects data only at the department, college, and university level, we

are unable to disaggregate responses within the department (e.g., Criminal Justice versus Anthropology or Sociology). Average scores for the last 10 regular semesters are made available below in table format (see Tables 13-22). To offer a basis for comparison, we provide the average scores at the department, college, and university level.

As demonstrated in Tables 13 through 22, scores for SCJS 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 department is meeting the educational needs and expectations of its students.

Table 13 Course Learning Evaluation Scores: Awareness of Learning Outcomes

	I am aware of the learning outcomes of this course, as stated in the syllabus.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,813	93.7	14,397	95.2	25,497	95.2	47	2.4	272	1.8	531	2.0	75	3.9	452	3.0	766	2.9
Spring 2020	1,194	95.7	8,527	96.3	16,835	96.3	22	1.8	111	1.3	250	1.4	32	2.6	220	2.5	389	2.2
Fall 2020	1,049	96.9	9,233	96.1	17,289	96.0	14	1.3	144	1.5	269	1.5	15	1.4	229	2.4	443	2.5
Spring 2021	1,018	95.5	8,723	96.4	17,118	96.4	13	1.2	110	1.2	219	1.2	35	3.3	220	2.4	412	2.3
Fall 2021	1,493	95.3	10,526	95.1	19,351	95.5	30	1.9	168	1.5	311	1.5	44	2.8	373	3.4	597	2.9
Spring 2022	1,145	97.8	8,695	96.2	17,360	96.3	13	1.1	137	1.5	267	1.5	7	0.6	208	2.3	395	2.2
Fall 2022	1,659	97.7	10,650	97.4	20,510	97.7	18	1.1	130	1.2	227	1.1	12	0.7	65	0.6	106	0.5
Spring 2023	1,263	98.0	8,865	97.7	17,776	97.8	15	1.2	96	1.1	190	1.0	0	0.0	0	0.0	0	0.0
Fall 2023	1,433	98.0	11,087	97.1	20,492	97.6	18	1.2	190	1.7	302	1.4	0	0.0	62	0.5	0	0.0
Spring 2024	1,148	99.0	9,324	97.0	18,517	98.0	8	1.0	117	1.0	239	1.0	0	0.0	0	0.0	0	0.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

Table 14 Course Learning Evaluation Scores: Content Addresses Learning Outcomes

	The course content addresses the learning outcome of this course.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,792	92.6	14,286	94.5	25,271	94.3	56	2.9	324	2.1	631	2.4	87	4.5	511	3.4	892	3.3
Spring 2020	1,183	94.8	8,459	95.5	16,693	95.5	28	2.2	152	1.7	343	2.0	37	3.0	247	2.8	438	2.5
Fall 2020	1,036	95.7	1,932	20.1	17,085	94.9	19	1.8	186	1.9	363	2.0	24	2.2	288	3.0	553	3.1
Spring 2021	1,001	93.9	8,615	95.2	16,919	95.3	21	2.0	159	1.8	305	1.7	44	4.1	279	3.1	525	3.0
Fall 2021	1,479	94.4	10,409	94.1	19,138	94.5	36	2.3	238	2.2	419	2.1	52	3.3	420	3.8	702	3.5
Spring 2022	1,138	97.2	8,614	95.3	17,193	95.4	15	1.3	192	2.1	368	2.0	9	0.8	234	2.6	461	2.6
Fall 2022	1,640	96.6	10,485	95.9	20,164	96.0	22	1.3	186	1.7	338	1.6	20	1.2	261	2.4	498	2.4
Spring 2023	1,252	97.1	8,737	96.3	17,483	96.2	19	1.5	148	1.6	290	1.6	7	0.5	188	2.1	403	2.2
Fall 2023	1,401	95.8	10,863	95.1	20,097	95.7	27	1.8	271	2.4	423	2.0	34	2.3	287	2.5	483	2.3
Spring 2024	1,135	98.0	9,173	97.0	17,922	97.0	12	1.0	183	2.0	371	2.0	7	1.0	95	1.0	158	1.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

Table 15 Course Learning Evaluation Scores: Course Structure Assists Learning Outcomes

	The course structure assists me in achieving the learning outcomes of this course.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,700	87.9	13,550	89.6	23,433	87.5	57	2.9	367	2.4	755	2.8	178	9.2	1,204	8.0	2,082	7.8
Spring 2020	1,123	90.0	8,052	90.9	15,987	91.5	22	1.8	175	2.0	390	2.2	103	8.3	631	7.1	1,097	6.3
Fall 2020	994	91.8	8,550	89.0	15,998	88.9	23	2.1	236	2.5	496	2.8	66	6.1	820	8.5	1,507	8.4
Spring 2021	941	88.3	8,063	89.1	15,936	89.8	26	2.4	228	2.5	419	2.4	99	9.3	262	2.9	1,394	7.9
Fall 2021	1,399	89.3	9,746	88.1	18,057	90.0	41	2.6	269	2.4	489	2.4	127	8.1	1,052	9.5	1,713	8.5
Spring 2022	1,097	93.7	8,126	89.9	16,301	90.5	20	1.7	217	2.4	430	2.4	54	4.6	697	7.7	1,291	7.2
Fall 2022	1,553	91.5	9,858	90.2	19,007	90.5	25	1.5	245	2.2	481	2.3	120	7.1	829	7.6	1,512	7.2
Spring 2023	1,207	93.6	8,257	91.0	16,505	90.8	25	1.9	212	2.3	450	2.5	57	4.4	604	6.7	1,221	6.7
Fall 2023	1,345	92.0	10,102	88.5	18,867	89.8	34	2.3	362	3.2	593	2.8	83	5.7	957	8.4	1,543	7.3
Spring 2024	1,108	96.0	8,651	91.0	16,972	91.0	20	2.0	255	3.0	506	3.0	33	3.0	620	7.0	1,135	7.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

Table 16 Course Learning Evaluation Scores: Achieving Learning Outcomes

	I am achieving the learning outcomes of this course.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,719	88.8	13,627	90.1	24,246	90.5	74	3.8	442	2.9	863	3.2	142	7.3	1,052	7.0	1,685	6.3
Spring 2020	1,133	90.8	8,084	91.3	16,096	92.1	37	3.0	244	2.8	501	2.9	78	6.3	530	6.0	877	5.0
Fall 2020	1,005	92.8	8,604	89.6	16,226	90.1	22	2.0	271	2.8	559	3.1	56	5.2	731	7.6	1,216	6.8
Spring 2021	948	88.9	8,115	89.6	16,164	91.1	36	3.4	287	3.2	530	3.0	82	7.7	651	7.2	1,055	5.9
Fall 2021	1,399	89.3	9,787	88.4	17,659	87.2	60	3.8	360	3.3	630	3.1	108	6.9	920	8.3	1,415	7.0
Spring 2022	1,108	94.6	8,180	90.5	16,478	91.4	23	2.0	283	3.1	537	3.0	40	3.4	577	6.4	1,006	5.6
Fall 2022	1,560	91.9	9,834	90.0	19,121	91.1	35	2.1	355	3.2	628	3.0	103	6.1	743	6.8	1,251	6.0
Spring 2023	1,216	94.3	8,252	91.0	16,682	91.8	28	2.2	269	3.0	494	2.7	45	3.5	552	6.1	1,000	5.5
Fall 2023	1,352	92.5	10,186	89.2	19,077	90.8	43	2.9	406	3.6	673	3.2	67	4.6	829	7.3	1,253	6.0
Spring 2024	1,116	96.0	8,713	91.0	17,183	92.0	18	2.0	298	3.0	543	3.0	27	3.0	515	5.0	887	4.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

Table 17: Course Learning Evaluation Scores: Keeping Up with Readings and Work

	I keep up with all course readings and assigned work.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,789	92.5	14,235	94.1	25,310	94.5	53	2.7	329	2.2	615	2.3	93	4.8	557	3.7	869	3.2
Spring 2020	1,208	96.8	8,480	95.7	16,753	95.9	19	1.5	153	1.7	326	1.9	12	1.0	225	2.5	309	1.8
Fall 2020	1,007	93.0	9,166	95.4	17,202	95.6	15	1.4	161	1.7	320	1.8	30	2.8	279	2.9	479	2.7
Spring 2021	1,006	94.4	8,579	94.8	16,936	95.4	22	2.1	172	1.9	321	1.8	38	3.6	302	3.3	415	2.3
Fall 2021	1,484	94.7	10,428	94.2	19,243	95.0	33	2.1	241	1.6	416	2.1	45	2.9	398	2.6	600	3.0
Spring 2022	1,125	96.1	8,558	94.7	17,191	95.4	24	2.0	204	2.3	358	2.0	18	1.5	234	2.6	473	2.6
Fall 2022	1,623	95.6	10,433	95.4	20,208	96.2	33	1.9	188	1.7	326	1.6	38	2.2	269	2.5	391	1.9
Spring 2023	1,230	95.4	8,671	95.6	17,481	96.2	28	2.2	156	1.7	295	1.6	30	2.3	214	2.4	340	1.9
Fall 2023	1,396	95.5	10,785	94.4	20,081	95.6	32	2.2	260	2.3	410	2.0	34	2.3	376	3.3	426	2.0
Spring 2024	1,118	97.0	9,086	95.0	17,877	97.0	16	1.0	176	2.0	332	2.0	19	2.0	227	3.0	353	2.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

Table 18 Course Learning Evaluation Scores: Encouraging Critical Thinking Skills

	The course encourages my use of critical thinking skills.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,709	88.3	13,845	91.6	24,555	91.6	79	4.1	536	3.5	960	3.6	147	7.6	740	4.9	1,279	4.8
Spring 2020	1,139	91.3	8,207	92.7	16,322	93.4	40	3.2	274	3.1	516	3.0	69	5.5	377	4.3	636	3.6
Fall 2020	1,006	92.9	8,870	92.3	16,676	92.6	27	2.5	307	3.2	549	3.0	50	4.6	429	4.5	776	4.3
Spring 2021	968	90.8	8,390	92.7	16,589	93.5	36	3.4	283	3.1	487	2.7	62	5.8	380	4.2	673	3.8
Fall 2021	1,446	92.3	10,152	67.1	18,715	92.4	40	2.6	327	3.0	585	2.9	81	5.2	588	5.3	959	4.7
Spring 2022	1,106	94.4	8,430	93.3	16,886	93.7	28	2.4	259	2.9	469	2.6	37	3.2	351	3.9	667	3.7
Fall 2022	1,597	94.1	10,124	92.6	19,577	93.2	47	2.8	347	3.2	592	2.8	54	3.2	461	4.2	831	4.0
Spring 2023	1,214	94.2	8,492	93.6	17,061	93.9	34	2.6	257	2.8	470	2.6	36	2.8	324	3.6	645	3.5
Fall 2023	1,376	94.1	10,499	91.9	19,513	92.9	38	2.6	431	3.8	697	3.3	48	3.3	491	4.3	793	3.8
Spring 2024	1,119	96.0	8,952	94.0		94.0	22	2.0	293	3.0	519	3.0	15	1.0	281	3.0	538	3.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

Table 19 Course Learning Evaluation Scores: Encouraging Active Engagement

	The way this course is delivered encourages me to be actively engaged.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,621	83.8	13,033	86.2	23,174	86.5	82	4.2	556	3.7	1,035	3.9	232	12.0	1,532	10.1	2,585	9.6
Spring 2020	1,096	87.8	7,873	88.9	15,648	89.6	36	2.9	259	2.9	545	3.1	116	9.3	726	8.2	1,281	7.3
Fall 2020	937	86.5	8,158	84.9	15,374	85.4	39	3.6	380	4.0	729	4.0	97	9.0	1,068	11.1	1,898	10.5
Spring 2021	887	83.2	7,693	85.0	15,362	86.6	36	3.4	326	3.6	597	3.4	143	13.4	1,034	11.4	1,790	10.1
Fall 2021	1,341	85.6	9,437	85.3	17,513	86.4	56	3.6	359	3.2	678	3.3	170	10.8	1,271	11.5	2,068	10.2
Spring 2022	1,063	90.8	7,886	87.2	15,817	87.8	33	2.8	302	3.3	617	3.4	75	6.4	852	9.4	1,588	8.8
Fall 2022	1,497	88.2	9,466	86.6	18,273	87.0	59	3.5	418	3.8	791	3.8	142	8.4	1,048	9.6	1,936	9.2
Spring 2023	1,154	89.5	7,946	87.6	15,977	87.9	44	3.4	311	3.4	601	3.3	91	7.1	816	9.0	1,598	8.8
Fall 2023	1,300	88.9	9,656	84.5	18,096	86.2	52	3.6	474	4.2	822	3.9	110	7.5	1,291	11.3	2,085	9.9
Spring 2024	1,071	93.0	8,354	88.0	16,457	88.0	35	3.0	391	4.0	693	4.0	55	4.0	781	8.0	1,463	7.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

Table 20 Course Learning Evaluation Scores: Instructor Assists in Learning Outcomes

	The instructor is willing to assist me with achieving the course learning outcomes.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,705	88.1	13,666	91.3	24,243	90.5	98	5.1	576	3.9	1,061	4.0	106	5.5	719	4.8	1,237	4.6
Spring 2020	1,125	90.1	8,117	92.5	16,161	93.2	40	3.2	249	2.8	505	2.9	67	5.4	413	4.7	682	3.9
Fall 2020	984	91.3	8,520	89.6	16,113	90.3	40	3.7	380	4.0	722	4.0	54	5.0	614	6.5	1,008	5.6
Spring 2021	932	87.7	8,083	89.9	16,104	91.4	55	5.2	372	4.1	632	3.6	76	7.1	526	5.9	880	5.0
Fall 2021	1,382	88.7	9,796	89.3	18,201	90.6	77	4.9	439	4.0	755	3.8	99	6.4	740	6.7	1,122	5.6
Spring 2022	1,091	93.4	8,196	91.5	16,461	92.2	44	3.8	339	3.8	644	3.6	33	2.8	423	4.7	755	4.2
Fall 2022	1,522	90.1	9,701	89.3	18,762	89.9	70	4.1	400	3.7	751	3.6	97	5.7	763	7.0	1,357	6.5
Spring 2023	1,176	92.4	8,109	90.3	16,315	90.6	37	2.9	310	3.5	628	3.5	60	4.7	560	6.2	1,061	5.9
Fall 2023	1,316	90.6	10,001	88.1	18,734	89.7	60	4.1	495	4.4	832	4.0	77	5.3	860	7.6	1,311	6.3
Spring 2024	1,086	94.0	8,615	91.0	16,895	91.0	31	3.0	347	4.0	651	4.0	40	3.0	509	5.0	965	5.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

Table 21 Course Learning Evaluation Scores: Instructor Provides Constructive Feedback

	The instructor provides constructive feedback on my coursework.																	
	Agree¹						Neither Agree nor Disagree						Disagree²					
	Dept		College		University		Dept		College		University		Dept		College		University	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	1,585	81.9	12,757	85.3	22,805	85.1	140	7.2	852	5.7	1,516	5.7	182	9.4	1,346	9.0	2,207	8.2
Spring 2020	1,073	86.0	7,678	87.5	15,333	88.4	54	4.3	420	4.8	825	4.8	106	8.5	675	7.7	1,180	6.8
Fall 2020	932	86.5	7,942	83.5	15,109	84.7	54	5.0	551	5.8	1,028	5.8	91	8.4	1,018	10.7	1,703	9.5
Spring 2021	894	84.2	7,608	84.7	15,206	86.4	50	4.7	499	5.6	911	5.2	118	11.1	875	9.7	1,485	8.4
Fall 2021	1,290	83.0	9,134	83.2	17,110	85.2	100	6.4	592	5.4	1,050	5.2	165	10.6	1,246	11.4	1,922	9.6
Spring 2022	1,052	90.1	7,714	86.2	15,550	87.1	55	4.7	454	5.1	878	4.9	61	5.2	783	8.7	1,421	8.0
Fall 2022	1,460	86.6	9,139	84.2	17,835	85.5	84	5.0	572	5.3	1,029	4.9	142	8.4	1,139	10.5	1,984	9.5
Spring 2023	1,114	87.6	7,624	85.0	15,390	85.5	60	4.7	460	5.1	943	5.2	97	7.6	890	9.9	1,655	9.2
Fall 2023	1,271	87.6	9,374	82.6	17,663	84.7	72	5.0	714	6.3	1,252	6.0	108	7.4	1,261	11.1	1,950	9.3
Spring 2024	1,047	91.0	8,108	85.0	16,001	86.0	44	4.0	548	6.0	1,040	6.0	66	6.0	815	8.0	1,462	7.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

Table 22 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	1,607	83.0	12,976	86.9	23,258	86.8	175	9.0	1,258	8.4	1,997	7.5	124	6.4	752	5.0	1,220	4.6
Spring 2020	1,106	88.6	7,840	89.6	15,705	90.7	67	5.4	494	5.6	891	5.1	58	4.6	418	4.8	711	4.1
Fall 2020	951	88.4	8,253	86.9	15,630	87.8	67	6.2	646	6.8	1,149	6.5	58	5.4	599	6.3	1,032	5.8
Spring 2021	905	85.3	7,841	87.4	15,670	89.1	93	8.8	673	7.5	1,106	6.3	63	5.9	454	5.1	803	4.6
Fall 2021	1,332	85.9	9,437	86.2	17,578	87.7	124	8.0	811	7.4	1,338	6.7	95	6.1	700	6.4	1,123	5.6
Spring 2022	1,071	91.7	7,887	88.3	15,885	89.2	71	6.1	657	7.4	1,187	6.7	26	2.2	383	4.3	743	4.2
Fall 2022	1,507	89.3	9,499	87.7	18,537	89.1	126	7.5	844	7.8	1,387	6.7	54	3.2	483	4.5	889	4.3
Spring 2023	1,144	90.1	7,899	88.3	16,031	89.3	90	7.1	659	7.4	1,231	6.9	35	2.8	362	4.0	690	3.8
Fall 2023	1,273	88.3	9,665	85.4	18,175	87.3	123	8.5	1,123	9.9	1,756	8.4	42	2.9	527	4.6	886	4.3
Spring 2024	1,055	91.0	8,320	88.0	16,428	89.0	72	6.0	774	8.0	1,366	7.0	29	3.0	346	3.0	731	3.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree

³ All programs within the Social, Cultural, and Justice Studies Department are included here

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

The Criminal Justice Program provides students with a multitude of professional and career opportunities appropriate to the field. Over the last 5 years, despite challenges imposed by COVID-19, the internship program successfully matched and placed 228 students with approximately 20 sponsoring agencies (see Table 23). Of those who were placed, 180 were undergraduate criminal justice majors. Agency participation continues to be available at the local (e.g., Chattanooga Police Department, Hamilton County Sheriff's Department, Family Justice Center, Chattanooga Outreach), state (e.g., Georgia Department of Community Supervision), and national (e.g., FBI, ATF, U.S. Marshals, Homeland Security Investigations) levels. These efforts have been complemented by Dr. Sherah Basham, Dr. Andrew Denney, and Ms. Sara Knox, who coordinated a Criminal Justice Career Expo in Spring 2024. The event was attended by 30 local, state, and federal agencies and more than 200 students. Plans are already well underway for the Spring 2025 iteration of this event. In the last year, the Criminal Justice Program has also launched two speaker series designed to expose students to professional and career opportunities in academia and the field. Since Fall 2023, the Helen Eigenberg Criminal Justice Speaker Series has hosted prominent scholars across a variety of specializations, including Dr. Heith Copes, Dr. Leah Daigle, and Dr. Cathy Marcum. Each of these speakers has offered presentations to graduate and undergraduate students in the Criminal Justice program, providing insights into emerging research topics and careers in research. A companion series, the Vic Bumphus Criminal Justice Speakers series, launched in Fall 2024 and is much more practitioner focused. The inaugural speaker, Investigator Mike Mathis, discussed his 45-year career as a cold case homicide investigator and offered career advice to roughly 70 students who were in attendance.

Table 23 Criminal Justice Internships (FA 2019 – SU 2024)

	FA 19	SP 20	SU 20	FA 20	SP 21	SU 21	FA 21	SP 22	SU 22	FA 22	SP 23	SU 23	FA 23	SP 24	SU 24	Total
BSCJ	18	12	4	6	13	7	8	24	11	10	18	9	12	18	10	180
MSCJ	5	7	1	3	2	5	4	2	0	3	3	5	5	3	0	48
Total	23	19	5	9	15	12	12	26	11	13	21	14	17	21	10	228

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

As noted elsewhere (see section 1.4), Criminal Justice faculty members 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 24).

Table 24 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	Raleigh 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 25).

Table 25 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	Christina 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. For these reasons, CRMJ 4780 (Criminal Justice Internship) and CRMJ 4790 (Criminal Justice Advanced Internship) have each been certified as “ThinkAchieve Beyond the Classroom (BTC) Experiential Learning Classes” by the University of Tennessee at Chattanooga.

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

The Criminal Justice Program offers a diverse set of perspectives and experiences in large part because of its orientation towards the liberal arts. Students are exposed to a broad education that includes courses in non-western culture, behavioral science classes outside of criminal justice, and the humanities, including history, literature, and the visual and performing arts. Within the program, students are required to take at least one course that focuses on issues of diversity: CRMJ 3310 (Race, Class, Gender, and Crime), CRMJ 3030 (Comparative Criminal Justice Systems), CRMJ 3170 (Minorities and Criminal Justice), or CRMJ 3180 (Women and Criminal Justice). In addition, students are offered elective courses that further explore diverse perspectives and experiences, such as CRMJ 2950 (Gender-Based Violence), CRMJ 3500 (Media and the Criminal Justice System), CRMJ 4010 (Victimology), and CRMJ 4200 (Family

Violence). The nature of our curriculum and course structure encourages the exchange of diverse perspectives between students who are different from one another. As evidence (see Table 26), results of the most recent NSSE Student Survey (2024) indicate that 100% of respondents at the department level reporting having discussions with students of a different race or ethnicity either “Quite a bit” or “Very much.”

Table 26 NSSE Student Survey: Discussions with Those of Different Race or Ethnicity

Student Survey Results (NSSE)													
Had discussions with students of a different race or ethnicity than your own.													
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	0.0	50.0	50.0	1.6	20.6	35.7	42.1	5.3	25.5	32.7	36.5	12
2023	0.0	12.5	32.5	50.0	3.3	21.7	33.2	41.8	4.0	23.5	33.5	39.0	41
2022	5.1	23.7	42.4	28.8	2.8	19.8	36.2	41.1	3.8	22.5	35.0	38.7	59
2021	7.8	19.6	35.3	37.3	3.7	26.9	34.8	34.6	4.7	27.1	32.8	35.5	51
2020	0.0	22.8	41.8	35.4	2.7	25.0	35.3	37.0	3.0	23.6	34.1	39.4	79

Similarly, as reported in Tables 27 through 29, 91.7% of respondents at the department level reported having frequent discussions with student from a different economic background, 83% with students who maintained different religious beliefs or personal values, and 66.7% with students who held different political opinion. It is noteworthy that scores for each of these categories are higher in comparison to the college and university level.

Table 27 NSSE Student Survey: Discussions with Those of Different Economic Background

Student Survey Results (NSSE)													
Had discussions with students from different economic background other than your own.													
	Dept				College				UTC				Valid N : (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	8.3	41.7	50.0	1.6	21.3	40.2	37.0	4.1	26.0	36.7	33.2	12
2023	2.5	15.0	32.5	50.0	2.4	21.7	36.8	39.1	3.4	22.9	36.3	37.4	41
2022	6.8	25.4	42.4	25.4	3.6	20.6	39.4	36.4	4.2	23.7	37.2	34.9	59
2021	7.8	21.6	37.3	33.3	4.1	26.0	38.1	31.8	4.3	24.7	37.6	33.5	51
2020	1.3	17.9	46.2	34.6	2.4	20.0	39.7	37.8	2.7	20.2	38.1	39.0	78

Table 28 NSSE Student Survey: Discussions with Those of Different Religious Background

Student Survey Results (NSSE)													
Had discussions with students who are very different from you in terms of their religious beliefs or personal values.													
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	16.7	33.3	50.0	4.7	27.6	29.1	38.6	6.0	30.8	30.8	32.4	12
2023	5.0	20.0	27.5	47.5	4.5	23.9	30.3	41.3	5.8	23.6	34.4	36.1	41
2022	8.5	23.7	42.4	25.4	5.5	21.0	38.2	35.4	6.1	24.9	35.3	33.7	59
2021	5.9	19.6	39.2	35.3	5.8	27.0	36.3	30.9	7.2	26.5	35.2	31.1	51
2020	2.5	26.6	36.7	34.2	2.9	23.4	34.6	39.1	4.3	24.5	34.4	36.7	79

Table 29 NSSE Student Survey: Discussions with Those of Different Political Background

Student Survey Results (NSSE)													
Had discussions with students who are very different from you in terms of their political opinions or personal values.													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	33.3	16.7	50.0	6.3	33.9	30.7	29.1	6.3	32.4	31.4	29.9	12
2023	0.0	27.5	27.5	45.0	3.3	31.3	29.8	35.6	5.4	26.7	33.6	34.3	41
2022	8.5	22.0	37.7	32.2	3.8	26.9	35.2	34.1	5.4	25.7	35.3	33.6	59
2021	3.9	17.6	37.3	41.2	5.8	30.1	32.7	31.4	5.7	25.2	35.6	33.5	51
2020	1.2	21.5	38.0	39.2	2.9	25.6	36.0	35.5	3.7	24.5	34.9	36.9	79

The Criminal Justice Program currently maintains two student organizations: The Criminal Justice Club and Alpha Phi Sigma Honors Society. During COVID-19, the Criminal Justice Club fell into a state of disuse. Thanks to the efforts of Ms. Sara Knox and Dr. Andrew Denney, interest in the club is surging, with approximately 70 students expressing interest in the organization and roughly 20 actively participating in its activities. The group has an active presence in the newly available social space located in the Criminal Justice office suite and has begun planning numerous social and philanthropic activities for the current academic year. Similarly, the Criminal Justice Honor Society, Alpha Phi Sigma, is a nationally recognized academic organization whose mission is to promote diversity, community leadership, and academic excellence. Our chapter, Alpha Mu, also serves as a platform for the Criminal Justice Club. Through these efforts and interactions, our students' undergraduate experiences are enriched.

3.5 Students have access to appropriate academic support services.

Advising

At present, all criminal justice majors who have completed two semesters are advised through the College of Arts and Sciences Advising Hub. First time college students completing their first and second semesters are advised through the Center for Academic Support and Achievement. Students advised through the Hub benefit from having an advisor, Ms. Hannah Hartman, who is assigned to all Criminal Justice majors. Ms. Hartman meets with students to discuss the degree program, course sequence, prerequisite structures, and students' individual goals. Throughout this process, Ms. Hartman coordinates with faculty who can provide professional advising to students whose ambitions align with the education and experience of individual faculty. In response to university policy regarding advising holds, students are required to meet with their advisor before they are permitted to register for classes. This process ensures that students are meeting major requirements, completing their degrees in a timely fashion, and receive advising related to both suggested courses and internship/career opportunities. The most recent data available from the NSSE Student Survey Results (2024) strongly suggest favorable views of the quality of advising that they receive from the program as it relates to preparation for their future careers. In response to the question "Talked about career plans with a faculty member or advisor," 75.0% of respondents indicated that such conversations happen "Quite a bit" or "Very much," at the department level, compared to 48.0% at the college level and 40.3% at the university level.

Table 30 NSSE Student Survey: Discussing Career Plans with Faculty Members or Advisors

Student Survey Results (NSSE)														
Talked about career plans with a faculty member or advisor.														
	Dept				College				UTC				Valid N (Dept)*	
	Percentages				Percentages				Percentages					
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much		
2024	8.3	16.7	41.7	33.3	8.7	43.3	25.2	22.8	13.4	46.3	22.5	17.8	12	
2023	7.3	39.0	31.7	22.0	11.2	41.4	25.2	22.1	13.7	37.6	28.8	19.9	41	
2022	16.9	39.0	27.1	16.9	17.1	40.5	25.6	16.8	16.5	39.7	26.9	16.9	59	
2021	19.6	35.3	23.5	21.6	17.4	38.5	24.5	19.6	17.7	40.0	24.1	18.2	51	
2020	22.8	44.3	24.1	8.9	14.1	40.6	29.1	16.2	13.0	39.8	27.7	18.8	79	

Other Support Services

The university offers a broad array of services designed to support students' 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. 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.

The Criminal Justice 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). The sole full-time lecturer has a Master's of Science Degree in Criminal Justice. The two current visiting lecturers (1-year contracts) have a Ph.D. in a closely related field (Prison Ethnography and Sociology). 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, full-time faculty who have left the program have done so to pursue career advancement within UTC. As of Fall 2024, the following full-time faculty members have left the Criminal Justice program: Dr. Andy Browne, who accepted a faculty position in the Applied Leadership Program, and Dr. Anovia Slaughter, who resigned her lecturer position to become the UTC Ombudsperson (she remains an adjunct within our program). The program added the following tenure-line faculty: Dr. Sherah Basham, Dr. Katelyn Hancock, and Dr. Andrew Denney. Temporary, visiting lecturer lines occupied by Ms. Candace Murphy and Ms. Bethany Bray expired and resulted in their separation from the program. Additional 1-year visiting lecturer lines were made available for the 2024-2025 academic year, and they are currently occupied by Dr. Lindsay Whetter and Dr. Joshua Corum.

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, Whetter, Hancock, Corum). Each faculty member teaches 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 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.

Joshua Corum: Ph.D. in Sociology with his dissertation titled “Sex is Fun: A Study of Hook Up Behaviors and Experiences of Post-College and Middle-Aged Adults.” His teaching specialties and interests include Introduction to Criminal Justice Systems, Gender-Based Violence, and Race, Class, Gender and Crime.

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 Gender-Based Violence, 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.

Sara Knox: Lecturer, Masters of Science in Criminal Justice. Her teaching specialties and interests include Introduction to the Criminal Justice System, Media, Serial Murder, and Gender and Crime.

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.

Lindsay Whetter: Ph.D. in Prison Ethnography with her dissertation titled “Faith Inside: An Ethnographic Exploration of Kainos, HMP The Verne.” Her teaching specialties and interests include Introduction to Criminal Justice Systems, Prison Ethnography, Corrections, and Comparative Justice Systems.

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. Senior Lecturer Sara Knox works as a forensic technician in fire investigations. 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.

Adjunct Faculty

The Criminal Justice Program currently employs 19 adjunct instructors, all of whom meet SACSCOC criteria. Ten have earned a Master’s in Criminal Justice and 2 have earned a Ph.D. in Criminal Justice. Six, who teach law-related courses, have earned a J.D. One has earned a doctorate in Education in Leadership Studies but is a Lieutenant with the Cincinnati Police Department and teaches policing-related courses. Another has earned a Master’s degree in Business Administration but is a Sergeant in the Chattanooga Police Department’s Crime Scene Investigation Unit and teaches policing-related courses. A third adjunct has a master’s degree in archaeology but is a crime scene investigator with the Chattanooga Police Department and teaches classes related to criminalistics. Thus, these adjuncts have significant training and work experience in the subjects they teach, which justifies this exception. The appropriate SACSCOC

justification forms are completed each time they teach these courses. Justification forms are approved by the Dean and Provost. All adjunct faculty members have experience in the field. Adjunct vitae are attached in Appendix 4c.

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 (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-Ozmy.

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, and as has been discussed elsewhere, the program 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 student credit hour production. As noted in Table 31, part-time faculty accounted for between 27.3% and 40.3% of SCH at the department level during this reporting period. Because they are calculated at the department level, these figures likely underestimate the proportion of SCH generated by part-time faculty in Criminal Justice, as the SAG academic unit maintains the same number of full-time faculty but only a third of the number of majors. Unfortunately, as a merged department, the university could not provide additional data disaggregated to individual academic units nested within the Department of Social, Cultural, and Justice Studies.

Table 31 Student Credit Hour Production by Full-Time and Part-Time Faculty

Program Enrollment and Expenditures					
	2019-20 ¹	2020-21 ¹	2021-22 ¹	2022-23 ¹	2023-24 ¹
<i>Enrollment and Student Credit Hours</i>					
Total Major Enrollment ²	361	386	366	354	356
Fall SCH	5,582	4,814	4,779	5,263	4,536
Spring SCH	5,130	4,256	4,686	4,236	4,482
Total Academic Year SCH	10,712	9,070	9,465	9,499	9,018
<i>Faculty</i>					
FT Faculty FTE ^{3, 4}	6.00	7.00	7.00	7.00	6.00
PT Faculty FTE ⁴	7.42	7.75	6.54	5.75	6.5
FT Faculty Fall SCH	8,523	6,106	6,863	8,061	7,859
FT Faculty Spring SCH	6,917	5,671	6,662	7,077	6,774
Total FT Faculty SCH	15,440	11,777	13,525	15,138	14,633
PT Faculty Fall SCH	3,795	4,644	4,823	3,351	3,018
PT Faculty Spring SCH	2,715	3,309	2,292	2,334	2,778
Total PT Faculty SCH	6,510	7,953	7,115	5,685	5,796
Total PT Share of SCH	29.7%	40.3%	34.5%	27.3%	28.4%
<i>Expenditures</i>					
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	\$6,488.20	\$6,033.23	\$6,483.57	\$6,761.17	\$7,275.48
Expenditures per SCH	\$219	\$257	\$251	\$252	\$287
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 faculty with respect to gender and ethnicity. Presently, 69% of 13 faculty members are women (n=9; Crittenden, Policastro, Garland, Iles, Knox, McGuffee, Basham, Whetter, Hancock), which is high for a traditionally male-dominated field. Until 2024, 15% percent of faculty were African American/Black (n=2 Iles; Slaughter). However, with Dr. Slaughter's move to the UTC Ombudsperson position, the percent of faculty who identify as African American/Black now stands at eight.

4.4 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 the Criminal Justice students' 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 13-22). 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.

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

Professional Development

Faculty routinely attend and participate in conferences related to criminal justice and law. Faculty can apply for and receive financial assistance to attend the conferences through the UTC Graduate School, the College of Arts and Science, 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 faculty members participated in professional development leave, including Dr. Gale Iles, Dr. Christina Policastro, and Dr. Ahmet Kule.

Faculty Productivity

The Criminal Justice 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 to 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.

Joshua Corum: Dr. Corum began as a 1-year visiting lecturer at UTC in Fall 2024. During this reporting cycle he has had 2 presentations at the Southern Criminal Justice Association and has 2 manuscripts in progress.

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 hoc and standing committees within SCJS.

In 2022, she 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 (x2), Higher Education Policy, Journal of Drug Issues, Journal of Crime and Popular Culture, Educational Policy, Feminist Criminology, and 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), President 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 served chaired and served on multiple ad hoc and standing committees within SCJS. She has also chaired 2 MSCJ theses 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 a donation 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.

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

Sara Knox: Ms. Knox began as a fixed-term lecturer in Fall 2008. During this evaluation cycle, she has had a presentation at the Tennessee chapter of the International Association of Arson Investigators.

Her service to the community includes her work as a volunteer with Project Homeless Connect, Totes for Tots, Chattanooga Food Bank, and Salvation Army. At the university level, Ms. Knox has served as a member of the UTC University Conduct Board. At the department level, she has served as a member of the SCJS Racial Justice Committee and member of the Criminal Justice Career Expo committee. She has also chaired or served on several ad hoc and standing committees within SCJS. Ms. Knox has served as the faculty advisor to the Criminal Justice Club each of the last 5 years.

Ahmet Kule: Dr. Kule began as a tenure-line faculty member at UTC in Fall 2016. 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 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, 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 two master's 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.

Lindsay Whetter: Dr. Whetter began as 1-year visiting lecturer at UTC in Fall 2024. During this reporting cycle she has had 1 book (Rehumanizing the Prison: The Path to Flourishing and Desistance) accepted for publication. She has had 1 presentation at the Southern Criminal Justice Association and has 1 manuscript in progress.

Faculty Development

New faculty members are assigned a mentor when coming to UTC. Additionally, there is a culture in the department that encourages untenured and new faculty to seek the guidance of senior and tenured faculty to assist with faculty development and to help with adjustment to the University.

All new full-time faculty members attend an extensive, university-wide orientation in August. Adjunct faculty members are asked to attend a university-wide orientation. All new adjuncts are provided with an adjunct handbook that outlines expectations. They also are provided with copies of syllabi for the course(s) they are teaching and required to complete an Online Pedagogy Certificate program offered through the WCTL within their first year as an adjunct.

Internal Support:

Faculty development opportunities also are supported through departmental funding. University budgets have provided inadequate support for faculty travel, and there is tremendous variation between departments in terms of travel funding. At present, SCJS is available to provide up to \$1200 in travel support per fiscal year. The department has provided additional travel support for conferences by using indirect cost recovery from external funding. Additional support may be provided if faculty attend a workshop related to online pedagogy using funds recovered from online/technical student fees. Several faculty members have also taken advantage of additional sources of internal support to fund research, travel, and teaching.

In 2024, Dr. Sherah Basham received \$1,551 from the UTC WCTL Pedagogy Presentation Travel Grant. She also received \$500 from the UTC College of Arts & Sciences 2024 Summer Writing Retreat and \$1,200 to support student wages through the UTC Honors College Student Research Fellowship. In 2023, Dr. Basham received \$4,500 to support student wages through the UTC 2023-24 College of Arts & Sciences Graduate Engagement Award. She also received \$5,200 to support student wages through the UTC Undergraduate Research Training Opportunity Program Scholar Award, \$1,641 from the UTC Fall 2023 Faculty Grant and \$3,662 from the UTC 2023 College of Arts & Sciences Research & Creative Activity Grant. In 2022, Dr. Basham

received \$1,500 from the UTC Fall 2022 Faculty Grant, \$500 from the UTC College of Arts & Sciences 2022 Summer Writing Retreat, and \$1,000 from the UTC Affordable Course Initiative Grant. In 2021, Dr. Basham received \$4,200 to support student wages through the UTC Undergraduate Research Training Opportunity Program Scholar grant, \$500 from the UTC College of Arts & Sciences 2021 Summer Writing Retreat, \$1,000 from the UTC Faculty Grants Summer Writing Stipend, \$1,000 from the UTC Affordable Course Initiative Grant, and \$2,200 to support student wages through the UTC Honors College Student Research Fellowship award.

In 2023, Dr. Christina Policastro received \$1,724 through the UTC College of Arts & Sciences Research and Creativity Grant.

In 2023, Dr. Andrew Denney received \$750 from the UTC CAS Travel Award and \$250 from the UTC AI in the CAS Classroom Award.

Between 2022 and 2024, Dr. Katelyn Hancock received \$2,000 from the UTC Library Affordable Course Initiative Grant, \$750 from the UTC CAS Travel Award, \$250 from the UTC AI in the CAS Classroom Award, \$1,200 from the UTC Online Teaching SCJS Departmental Grant, \$1,575 from the UTC Division of Access & Engagement Professional Development Grant, \$773 from the UTC WCTL High Impact Practices Grant, and \$260 from the UTC WCTL Classroom Mini-Grant.

Between 2022 and 2023, Dr. Courtney Crittenden received \$2,974 through the Research and Creative Activities (RCA) Grant for the College of Arts and Sciences. She also received \$500 from the UTC Library Affordable Course Materials Initiative in 2022. In 2020, she received \$2,000 through the UTC WCTL Course Design Program.

External Support:

Criminal Justice faculty members have actively pursued external funding opportunities during this 5-year reporting cycle. Importantly, these endeavors include community partners, allowing the Criminal Justice Program to support local efforts and increase its research footprint in the area. In all, Criminal Justice faculty co-authored nearly \$4.3 million in funded grant proposals during this reporting cycle.

In 2024, Dr. Andrew Denney, Dr. Rick Dierenfeldt, Dr. Gale Iles, and Dr. Sherah Basham received a \$844,294 BJA grant in partnership with Hamilton County Alternative Sentencing.

In 2024, Dr. Rick Dierenfeldt received a \$2,000,000 BJA grant in partnership with the City of Chattanooga's Office of Community Safety and Gun Violence Prevention (CSGVP).

In 2024, Dr. Sherah Basham received a \$99,830 grant through Arnold Ventures.

In 2023, Dr. Rick Dierenfeldt received a \$500,000 BJA grant in partnership with the Chattanooga Police Department.

Between 2021 and 2024, Dr. Christina Policastro received 4 state grants totaling \$154,872 in partnership with the Tennessee Coalition to End Domestic and Sexual Violence to host the Tommy Burks Victim Assistance Academy.

In 2020, Dr. Rick Dierenfeldt received a \$700,000 BJA grant in partnership with the Chattanooga Police Department.

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

All full-time 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 major or minor 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 classes. Criminal Justice faculty have consistently received excellent teaching evaluations during this evaluation cycle (see Tables 13-22).

UTC also sends out student/alumni surveys (National Student Survey Evaluations) addressing curriculum, faculty involvement, cultural experience, and the students' total satisfaction with UTC. The Criminal Justice Program receives positive scores in all areas. The results are examined to see what changes need to be made to the curriculum or departmental practice and, if need be, changes are made. Results of the NSSE for the years 2020 through 2024 are attached as Appendix 4d.

Overall Faculty Quality

The Criminal Justice Program employs exceptionally productive and conscientious faculty, who have consistently demonstrated the high quality of their teaching, research, and service. Faculty are routinely recognized as 'exceeding expectations' at the department and college level on their EDOs and have received multiple awards for teaching, research, and service over the last 5 years at the department, college, and university levels. Additional faculty are necessary, however, if growth in the undergraduate and graduate programs, as well as the pace of research and grant funding, is to be sustained. The program also is fortunate to have a talented pool of dedicated

adjunct faculty upon which it can rely, but the program is left vulnerable by the extent to which it depends on the availability and quality of its adjunct faculty.

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 send 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 WCTL 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 print, 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.

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 needed items 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 Criminal Justice Program have ranged from a low of 354 in Fall 2022 to a high of 386 in Fall 2020 (see Table 31). Enrollment numbers have been generally steady, with a slight downward trend in SCH over the reporting cycle.

Table 32 Student Enrollment in Criminal Justice

Program Enrollment and Expenditures					
	2019-20 ¹	2020-21 ¹	2021-22 ¹	2022-23 ¹	2023-24 ¹
<i>Enrollment and Student Credit Hours</i>					
Total Major Enrollment ²	361	386	366	354	356
Fall SCH	5,582	4,814	4,779	5,263	4,536
Spring SCH	5,130	4,256	4,686	4,236	4,482
Total Academic Year SCH	10,712	9,070	9,465	9,499	9,018
<i>Faculty</i>					
FT Faculty FTE ^{3, 4}	6.00	7.00	7.00	7.00	6.00
PT Faculty FTE ⁴	7.42	7.75	6.54	5.75	6.5
FT Faculty Fall SCH	8,523	6,106	6,863	8,061	7,859
FT Faculty Spring SCH	6,917	5,671	6,662	7,077	6,774
PT Faculty Fall SCH	3,795	4,644	4,823	3,351	3,018
PT Faculty Spring SCH	2,715	3,309	2,292	2,334	2,778
<i>Expenditures</i>					
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	\$6,488.20	\$6,033.23	\$6,483.57	\$6,761.17	\$7,275.48
Expenditures per SCH	\$219	\$257	\$251	\$252	\$287

Retention

Over the last five years, fall-to-fall retention rates generally followed an upward trend. Rates have ranged from a low of 68.0% to a high of 76%. There was a slight decline from 73.0% to 69% between 2021 and 2022, but retention recovered to 76.0% in 2023. See Table 32 for retention data.

Table 33 Student Retention and Degrees Awarded

Program Student Success					
	2019-20 ¹	2020-21 ¹	2021-22 ¹	2022-23 ¹	2023-24 ¹
<i>Student Success</i>					
Degrees Awarded ¹	104	91	82	103	99
	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 ²	68.0%	73.0%	73.0%	69.0%	76.0%

¹Calculated using preceding Summer, Fall, and Spring terms.

²Retention 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.

Over the last five years, the number of degrees awarded in the Criminal Justice Program remained relatively steady. The number of degrees awarded ranged from a low of 82 during the 2021-2022 academic year to a high of 104 in AY 2019-2020. See Table 32 above for graduation data.

The data for enrollment, retention, graduation, and placement are collected by the Office of Planning, Evaluation, and Institutional Research. The Alumni Office also keeps records relevant to placement. 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 versus the number of full-time faculty over the past several years. Also, the online program has been beneficial for UTC since it allows students who are unable to attend face-to-face classes to complete their criminal justice 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. To illustrate this point, CRMJ 2200 Criminalistics: Crime Science Investigation, CRMJ 2600 Cyber Crimes, and CRMJ 3320 Sexual Victimization were each added to the permanent curriculum during this evaluation cycle, while CRMJ 2720 Serial Murder was reclassified from a 3000-level to 2000-level course. Similarly, CRMJ 3999 Crime Mapping is being offered for the first time as a special topics class in Fall 2024, with the goal of adding it to the permanent curriculum in the coming years.

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 online program’s expanded course offerings help those locally and nationally by allowing more flexibility in degree completion and has proven popular among students. Enrollment in the online program now stands at 68 students, representing an increase of 157% since 2020.

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 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.

APPENDIX 1A: CJLOs 1, 2, and 5

Direct Assessment of CRMJ 1100

Evaluative Report

Spring 2024

Prepared by: Rick Dierenfeldt, PhD and Megan Jordan, BS

Department of Social, Cultural, and Justice Studies

University of Tennessee at Chattanooga

Planned Learning Outcome

“Identify the fundamental concepts and terms that apply to the study of criminal justice.”

Student Learning Concerns

Throughout their experiences in the Criminal Justice Bachelors of Science Program, students should demonstrate increased recognition and understanding of the organization of the criminal justice system, its subsystems, concepts and terms that apply to the study of criminal justice, and the criminal justice process from arrest to sentencing. Introduction to these subjects should begin in 1000-level coursework and students are expected to exhibit mastery level knowledge by the completion of 4000-level coursework. A pre-/post-test was administered in a single section of Spring 2024 Introduction to Criminal Justice (CRMJ 1100) to determine the extent to which instruction in the course corresponds with increased recognition and understanding of relevant content.

Assessment Measure Description

The direct assessment method to be deployed was a pre-/post-test consisting of 50 multiple-choice questions. This exam was administered to all students enrolled in the Spring 2024 section of CRMJ 1100 instructed by Ms. Sara Knox. The pre-test was administered in the first week of class, while the post-test was administered within the final week of class. The test measured student knowledge of several foundational concepts, including 6 questions related to

criminological theory, 10 questions related to punishment/sentencing, 10 questions related to policing, 9 questions related to courts, 9 questions related to corrections, and 6 questions related to juvenile justice.

Implementation Plan

This assessment tool was designed by UC Foundation Associate Professor and Interim Department Head Rick Dierenfeldt and reviewed by Professor and Associate Department Head Karen McGuffee. The assessment tool, which consisted of 50 multiple choice questions, was administered in class and scored within 7 days of completion. Each item was worth 2 points for a total of 100 points. Participation was compulsory, as the assessment was considered part of the course requirements. As a means of securing student cooperation, the purpose of the pre- and post-test was explained to all students and extra credit was provided regardless of the score received.

Performance Criterion

The performance criterion, or target level, established for the post-test was an average of 70%. This target reflects the goal of the program to develop a strong foundational knowledge of the criminal justice system during introductory level coursework. The target of 70% is, therefore, reasonable in relation to the 1000-level status of the course.

Evaluation and Action Plan

Dr. Rick Dierenfeldt and Graduate Research Assistant Megan Jordan reviewed results within 7 working days of the pre-test and post-test. The overall average scores were treated as the primary dependent variables in analyses described below. These measures were analyzed through t-tests for paired samples, as a means of ascertaining the extent to which changes in the dependent variables were statistically significant.

Results

Descriptive Statistics

As displayed in Table 1, a total of 34 students completed the CRMJ 1100 pre-test. The average score on the pre-test outcome measure was failing. Indeed, the average score was 44.18% with a mean of 22.09 of 50 questions answered correctly. There was a wide range in scores with a low score of 26% and a high score of 62%.

Table 1. Descriptive Statistics for All Pre-Test Measures (n = 34)

	M	SD	Min	Max
Pre-Test %	44.18	8.744	26.00	62.00
Pre-Test Correct Answers	22.09	4.372	13.00	31.00

Descriptive statistics for the post-test sample are displayed in Table 2 (n = 20). There was a slight change in the average score, which increased from a pre-test mean of 44.18% to a post-test mean of 51.50%. Thus, the average post-test score fell well below the target of 70%. Scores ranged from a low of 30% to a high of 72%. Similarly, the average number of correct responses increased from the pre-test mean of 22.09 to a post-test mean of 25.75.

Table 2. Descriptive Statistics for All Post-Test Measures (n = 50)

	M	SD	Min	Max
Post-Test %	51.50	12.911	30.00	72.00
Post-Test Correct Answers	25.75	6.455	15.00	36.00

T-Tests for Equality of Means

To determine the extent to which differences in outcome measures between the pre- and post-test achieved statistical significance, t-tests for paired samples were utilized. The sample size was reduced to 20 in order to exclude cases in which students did not take both the pre- and post-test. The average score increased by 9.10 percentage points between the pre- and post-test, a difference that achieved statistical significance ($t = -5.096$, $p \leq .001$). The average number of

correct responses increased by 4.55 between the pre- and post-test, a difference that also achieved statistical significance ($t = -5.096, p \leq .001$). The discussion now turns to conclusions based on overall pre- and post-test performance, as well as limitations of this technical report.

Conclusions

Overall, these results are promising insofar as they demonstrate a statistically significant increase in the designated competency areas, but the target goal was not met. As evidenced by recent high-profile events, it is imperative that our program produces informed and responsible citizens and criminal justice practitioners. It is also critical that CRMJ 1100 adequately prepare students in the major for upper-division coursework. The findings presented here offer preliminary evidence that the method of instruction used for CRMJ 1100 is effective in developing student understanding of criminal justice concepts and the criminal justice system, but that changes the curriculum and/or method of instruction may be worth considering.

Despite these positive findings, there are several limitations worth noting. First, this evaluation did not account for potential differences between teaching modalities or sections taught by different instructors. Indeed, while a common core across offerings of CRMJ 1100 should be expected, there may be variation in the content delivered to other sections. Omitted variable bias represents an additional concern. Respondent race, sex, semester standing, major, GPA, admit type (transfer or beginning freshman), attendance, and average number of hours per week engaged with course materials might each be expected to impact learning and, in turn, performance on the post-test. Finally, the number of students initially enrolled at the time of the pre-test ($n = 34$) precluded application of more sophisticated analyses (e.g., multiple regression) that might otherwise allow for simultaneous consideration of each of these factors and their unique effects on the selected outcome measures.

CRMJ 1100
Pre- and Post-Test
Learning Outcome Assessment Tool

1. Which theory suggests that offenders have criminal careers that often begin with pathways into youth crime but can change and end through turning points in life?
 - a. social process
 - b. social structure
 - c. biological
 - d. life course
 - e. control

2. In his theories of criminal behavior, Robert Merton described a breakdown or disappearance of the rules of social behavior. What is this called?
 - a. criminogenic
 - b. anomie
 - c. biological
 - d. psychological
 - e. sociological

3. What is a school of criminology that views behavior as stemming from free will, demands responsibility and accountability of all perpetrators, and stresses the need for punishments severe enough to deter others?
 - a. positivist criminology
 - b. neoclassical criminology
 - c. biological criminology
 - d. crime causation criminology
 - e. classical criminology

4. Which theory suggests the following three factors converge to increase the likelihood of criminal behavior: likely offenders, suitable targets, and the absence of capable guardians?
 - a. learning
 - b. routine activities
 - c. social structure
 - d. labeling
 - e. control

5. Which theories postulate that members of the lower class, especially the younger members, are the most likely to engage in crime?
- a. social process
 - b. social structure
 - c. biological
 - d. critical
 - e. control
6. Which theory suggests that criminal behavior is the result of the social definition of certain acts as criminal or deviant?
- a. social conflict
 - b. social structure
 - c. labeling
 - d. life course
 - e. integrated
7. The philosophy which assumes that the general public will not commit a crime because they observe the punishment of others is called _____.
- a. incapacitation
 - b. special deterrence
 - c. rehabilitation
 - d. retribution
 - e. general deterrence
8. Punishment designed to affect the future choice and behavior of individuals and targeted at individuals who have already been convicted is called _____.
- a. incapacitation
 - b. specific deterrence
 - c. rehabilitation
 - d. retribution
 - e. general deterrence
9. The goal of restoring a convicted offender to a constructive place in society is called _____.
- a. incapacitation
 - b. special deterrence
 - c. rehabilitation
 - d. retribution
 - e. general deterrence

10. This philosophy of punishment in which the primary function of imprisonment and execution is seen as preventing an individual from committing additional crimes is known as _____.

- a. incapacitation
- b. special deterrence
- c. rehabilitation
- d. retribution
- e. general deterrence

11. Punishment designed to repair the damage done to the victim and community by an offender's criminal act is called _____.

- a. incapacitation
- b. special deterrence
- c. rehabilitation
- d. retribution
- e. restorative

12. What type of sentencing is when a sentence has a fixed term of imprisonment at a specific period?

- a. indeterminate
- b. presumptive
- c. determinate
- d. mandatory
- e. preventative

13. _____ sentencing is a type of sentence for which the legislature or a commission sets a minimum and maximum range of months or years. Judges are to fix the length of the sentence within that range, allowing for special circumstances.

- a. Indeterminate sentencing
- b. Presumptive sentencing
- c. Determinate sentencing
- d. Mandatory sentencing
- e. Preventative sentencing

14. When offenders who commit a specific crime are required to serve a minimum period of incarceration before release, it is known as _____.

- a. indeterminate sentencing
- b. presumptive sentencing
- c. preemptive sentencing
- d. mandatory sentencing
- e. preventive sentencing

15. This particular sentence is the most frequently applied criminal justice sanction and allows the offender to serve his or her sentence in the community under supervision.
- a. probation
 - b. shock probation
 - c. intensive probation
 - d. supervisory probation
 - e. incentive probation
16. Fines, restitution, and forfeitures are examples of _____.
- a. mid-level sanctions
 - b. intermediate sanctions
 - c. lesser sanctions
 - d. average sanctions
 - e. variable sanctions
17. Which statement is consistent with the model of professional policing?
- a. Laws should be enforced equally.
 - b. Police forces should not use new technology.
 - c. Police forces should be actively involved in politics.
 - d. Personnel procedures should be based on number of arrests.
 - e. The main task of the police should be giving tickets.
18. The police function involving a broad mandate to prevent behavior that disturbs the peace or involves face-to-face conflict is called _____.
- a. peace enforcement
 - b. order maintenance
 - c. service
 - d. departmental order
 - e. community measures
19. Police forces throughout the United States are characterized by _____.
- a. fragmentation and a national orientation
 - b. consolidation and a national orientation
 - c. fragmentation and a local orientation
 - d. consolidation and a local orientation
 - e. an efficient structural and process organization

20. After the 9/11 attacks, what type of policing became the preferred model?
- a. historical
 - b. intelligence-based
 - c. political
 - d. community-oriented
 - e. problem-oriented
21. The application of force against individuals by police officers that violates either departmental policies or constitutional rights by exceeding the level of force permissible in a given situation is called _____.
- a. less lethal force
 - b. excessive use of force
 - c. racial disparity
 - d. profiling
 - e. prejudice
22. Which statement regarding the police use of force is true?
- a. Police use force infrequently.
 - b. Police use of force typically occurs in the upper end of the force spectrum and involves beating and maiming.
 - c. Police use of force is frequent, but undocumented.
 - d. Use of force typically occurs during the morning shift.
 - e. Use of force is rarely linked to other activities, such as making an arrest.
23. Which classic study of a police department found that preventive patrol did not decrease crime, and forced many departments to redesign their crime-fighting strategy?
- a. Kansas City Preventive Patrol Experiment
 - b. Charlotte Preventive Patrol Experiment
 - c. Tampa Preventive Patrol Experiment
 - d. Oakland Preventive Patrol Experiment
 - e. CompStat
24. Which of the following is a central feature of community policing?
- a. reactive policing
 - b. improved 911 response time
 - c. problem solving
 - d. crime control
 - e. criminal investigation

25. In order for a stop to be permissible, officers must have _____.
a. reasonable suspicion
b. probable cause
c. legal insight
d. a preponderance of the evidence
e. reasonable doubt
26. To obtain an arrest warrant, police must demonstrate _____.
a. reasonable expectation
b. reasonable suspicion
c. probable cause
d. the exclusionary rule
e. a preponderance of the evidence
27. In the United States, the prosecutor is pitted against the defense attorney at trial. What is this system referred to as?
a. adversarial
b. inquisitorial
c. civil law
d. authoritarian
e. totalitarian
28. Which of the following statements concerning the role of a prosecutor is true?
a. A prosecutor has limited discretion in the criminal justice system.
b. A prosecutor works independently from other actors in the criminal justice system.
c. A prosecutor has independent authority to decide how to handle each case.
d. A prosecutor has limited influence in the early stages of the criminal justice process.
e. A prosecutor cannot be involved in local politics.
29. Which of the following statements is true?
a. Defense attorneys are accurately viewed by the public and by the defendant.
b. Defense attorneys are usually inexperienced, overburdened, uncaring, and ineffective.
c. Defense attorneys usually win their cases.
d. Defense attorneys have a great deal of interaction with the police.
e. Defense attorneys usually have limited time with their client prior to the first court appearance.

30. The formal court appearance of an accused person where the charges are read is called a(n) _____.
a. probable cause
b. arraignment
c. preponderance of the evidence
d. reasonable doubt
e. reasonable suspicion
31. Which of the following statements about the bail system is true?
a. Bail discriminates against the less affluent members of society.
b. Bail bondspersons cannot deny bail to defendants if they can pay at least 10 percent of the entire bail amount.
c. Police officers are never allowed to influence the bail decision.
d. Bail bondspersons are nonprofit employees of the state.
e. Defendants retain a constitutional right to be released on bail.
32. A trial that has only a judge, who acts as fact finder and determines the issue of law in the particular case, is known as a(n) _____.
a. public trial
b. bench trial
c. jury trial.
d. closed trial
e. open trial
33. The process of screening out jurors that might be biased (or otherwise incapable of being fair) is known as _____.
a. *voir dire*
b. *habeus corpus*
c. *actus reus*
d. *ex post facto*
e. *nolle prosequi*
34. This type of evidence is tangible evidence such as a weapon, records, fingerprints, and stolen property.
a. real evidence
b. testimony
c. direct evidence
d. circumstantial evidence
e. demonstrative evidence

35. This type of evidence is given orally by a legally competent witness during a trial.
- a. real evidence
 - b. testimony
 - c. direct evidence
 - d. circumstantial evidence
 - e. demonstrative evidence
36. What is the penitentiary system in which each inmate was held in isolation during the night but worked with inmates during the day?
- a. New York system
 - b. Pennsylvania system
 - c. California system
 - d. Florida system
 - e. Virginia system
37. The model of corrections that emphasizes treatment programs to help prisoners address the personal programs and issues that led them to commit crimes is the _____.
- a. custodial model
 - b. rehabilitation model
 - c. reintegration model
 - d. family model
 - e. community model
38. Correctional officers are usually unprepared to deal which of the following such offenders, whose population has increased since the 1960s?
- a. HIV infected
 - b. geriatric
 - c. long-term
 - d. mentally ill
 - e. juvenile
39. Research conducted in 2018 by the Bureau of Justice Statistics has found that most prisoners are _____.
- a. young males of color with less than a high school education
 - b. older males of color with a high school education
 - c. young females of color with less than a high school education
 - d. older White males from organized crime groups
 - e. older White males who organized drug trafficking gangs

40. Which of the following statements concerning the differences between men's and women's prisons is true?

- a. Women's prisons have a more highly developed hidden economy.
- b. Female inmates face more violence and physical confrontations.
- c. Female inmates are more committed to the inmate code.
- d. Women's prisons are generally smaller.
- e. Women's prisons are more security-conscious.

41. A return to criminal behavior is the definition of _____.

- a. return activity
- b. jailing
- c. recidivism
- d. failure
- e. parole

42. Probation is defined as _____.

- a. a period of forced home confinement
- b. monitored release from prison
- c. a short jail sentence
- d. supervised release under specified conditions
- e. supervised release mandated by the probation board

43. What type of violation results from the probationer's failure to abide by the rules and conditions of probation

- a. petty violation
- b. technical violation
- c. major violation
- d. male *in se* violation
- e. motion violation

44. The conditional release of an inmate from incarceration, under supervision, after part of the prison sentence has been served is referred to as _____.

- a. probation
- b. parole
- c. shock incarceration
- d. reentry
- e. intensive supervision probation

45. In England, the doctrine that allowed the courts to hold protective jurisdiction over all children was called _____.
a. judicial waiver
b. *parens patriae*
c. *parens reus*
d. status offense
e. *parens choices*
46. Some behaviors, such as cigarette smoking and truancy, are only criminal if committed by juveniles, which is called _____.
a. a judicial waiver
b. *mala juvenilia*
c. a statutory crime
d. a status offense
e. a juvenile crime
47. Which of the following is a procedure by which the juvenile court transfers a juvenile case to the adult criminal court?
a. adjudication
b. waiver
c. motion
d. objection
e. process
48. What is the youngest age a juvenile can be waived to adult court in the United States?
a. 10
b. 12
c. 13
d. 14
e. In some states, there is no minimum age.
49. The juvenile court processing of delinquency cases typically begins with a(n) _____.
a. intake hearing
b. petition
c. disposition
d. diversion
e. detention hearing

50. What is the trial stage of the juvenile justice process called?
- a. adjudication
 - b. home care
 - c. custodial care
 - d. daycare
 - e. aftercare

**Direct Assessment of CRMJ 2100
Evaluative Report
Fall 2022
Prepared by: Rick Dierenfeldt, PhD
Ellee Jackson
Department of Social, Cultural, and Justice Studies
University of Tennessee at Chattanooga**

Planned Learning Outcome

“Identify the basic concepts associated with criminological theory.”

Student Learning Concerns

Throughout their experiences in the Criminal Justice Bachelors of Science Program, students should demonstrate increased recognition and understanding of basic concepts and theories used in the study criminal behavior and criminal justice policy. Introduction to this subject should begin in 1000-level coursework and students are expected to exhibit mastery level knowledge by the completion of 4000-level coursework. Although student knowledge of criminological concepts, theories, and propositions is ascertained through completion of written assignments, exams, and other course materials, a pre-/post-test was administered in the Fall 2022 section of CRMJ 2100 to determine the extent to which instruction in CRMJ 2100 corresponds with increased recognition and understanding of relevant content.

Assessment Measure Description

The direct assessment method to be deployed was a pre-/post-test consisting of 50 multiple-choice questions. This exam was administered to all students enrolled in the Fall 2022 section of CRMJ 2100 instructed by Dr. Rick Dierenfeldt. The pre-test was administered in the first week of class, while the post-test was administered within the final week of class. The test measured student knowledge as it relates to several foundational, mainstream criminological concepts and associated theories (macro and micro).

Implementation Plan

This assessment tool was designed by Assistant Professor Rick Dierenfeldt and reviewed by Professor and SCJS Associate Department Head Karen McGuffee. The assessment tool, which consisted of 50 multiple choice questions, was administered in an online setting and scored within 7 days of completion by Research Assistant Ellee Jackson. Each item was worth 2 points for a total of 100 points. Participation was compulsory, as the assessment was considered part of the course requirements. As a means of securing student cooperation, the purpose of the pre- and post-test was explained to all students and credit totaling 20 points (10 points for each test) was provided as part of the overall course point total, regardless of the score received.

Performance Criterion

The performance criterion, or target level, established for the post-test was an average of 70%. This target reflects the goal of the program to build cumulative knowledge regarding criminological theory throughout the program curriculum. The target of 70% is, therefore, reasonable in relation to the 2000-level status of the course.

Evaluation and Action Plan

Associate Professor Rick Dierenfeldt and Research Assistant Ellee Jackson reviewed results within 7 working days of the pre-test and post-test. The overall average scores were treated as the primary dependent variables in analyses described below. These measures were analyzed through t-tests for paired samples, as a means of ascertaining the extent to which changes in the dependent variables were statistically significant.

Results

Descriptive Statistics

As displayed in Table 1, a total of 31 students completed the CRMJ 2100 pre-test. The average score on the pre-test outcome measure was failing. Indeed, the average score was 56.84% with a mean of 28.42 of 50 questions answered correctly. There was a wide range in scores with a low score of 26% and a high score of 96%.

Table 1. Descriptive Statistics for All Pre-Test Measures (n = 31)

	M	SD	Min	Max
Pre-Test %	56.84	.170	26.00	96.00
Pre-Test Correct Answers	28.42	8.500	13.00	48.00

Descriptive statistics for the post-test sample are displayed in Table 2 (n = 28). There was a considerable change in the average score, which increased from a pre-test mean of 56.84% to a post-test mean of 87.43%. Thus, the average post-test score well-exceeded the target of 70%. Scores ranged from a low of 68% to a high of 98%. Similarly, the average number of correct responses increased from the pre-test mean of 28.42 to a post-test mean of 43.71.

Table 2. Descriptive Statistics for All Post-Test Measures (n = 28)

	M	SD	Min	Max
Post-Test %	87.43	.074	68.00	98.00
Post-Test Correct Answers	43.71	3.710	34.00	49.00

T-Tests for Equality of Means

To determine the extent to which differences in outcome measures between the pre- and post-test achieved statistical significance, t-tests for paired samples were utilized. The sample size was reduced to 28 in order to exclude cases in which students did not take both the pre- and post-test. The average score increased by 30.93 percentage points between the pre- and post-test, a difference that achieved statistical significance ($t = -9.026$, $p \leq .001$). The average number of correct responses increased by 15.46 between the pre- and post-test, a difference that also achieved statistical significance ($t = -9.026$, $p \leq .001$). Overall, these results are promising insofar as they demonstrate not only a statistically significant increase the designated

competency area, but also that the target goal was met. The discussion now turns to conclusions based on overall pre- and post-test performance, as well as limitations of this technical report.

Conclusions

Overall, these results are promising insofar as they demonstrate not only statistically significant increases in the designated competency area, but also that the target goal was met. As evidenced by recent, high-profile events it is imperative that our program produces informed and responsible citizens and criminal justice practitioners. To this end, these findings are highly desirable. Further, the findings offer preliminary evidence that the method of instruction used for CRMJ 2100 is effective in providing students resources towards developing their understanding of criminological theory and its application to criminal justice practice, as well as the study of crime.

Despite these positive findings, there are several limitations worth noting. First, this evaluation did not account for potential differences between teaching modalities or sections taught by different instructors. Indeed, there may be variation in the content delivered to each section. Omitted variable bias represents an additional concern. Respondent race, sex, semester standing, major, GPA, admit type (transfer or beginning freshman), attendance, and average number of hours per week engaged with course materials might each be expected to impact learning and, in turn, performance on the post-test. Finally, the number of students initially enrolled at the time of the pre-test ($n = 31$) precluded application of more sophisticated analyses (e.g., multiple regression) that might otherwise allow for simultaneous consideration of each of these factors and their unique effects on the selected outcome measures.

CRMJ 2100
Program/Learning Outcome Assessment
Pre-Test and Answer Key
Fall 2022

1. The view that individuals were hedonistic and acted upon free will is a main component of the _____ school of thought.

- A. positivist
- B. classical
- C. spiritualist
- D. psychoanalytic

Ans: B

2. Tenants of the classical school can be seen currently in the United States by _____.

- A. the call for evidence-based research to information policy
- B. the idea that there should be equal treatment before the law
- C. the role that religion plays in our society.
- D. the desire to distinguish criminals and noncriminals by their physical characteristics

Ans: B

3. Which of the following early theorists argued that punishment should be a deterrent and also explained behavior as a result of free will and hedonistic calculus?

- A. Bentham
- B. Darwin
- C. Howard
- D. Freud

Ans: A

4. Lombroso argued that criminals were _____ or throwbacks to an earlier form of evolutionary life.

- A. retrospective
- B. animalistic
- C. atavistic
- D. criminaloids

Ans: C

5. The extermination and sterilization of many Jews under the Nazi regime in Germany can be credited to the study of _____.

- A. eugenics
- B. sociology
- C. criminology
- D. psychology

Ans: A

6. The _____ school of criminology argued that one aspect of American society, the city, contained potent criminogenic forces.

- A. Chicago
- B. New York
- C. Boston
- D. Los Angeles

Ans: A

7. _____ concluded that Chicago's development and organization were not random or idiosyncratic, but rather patterned, and could be understood in terms of basic social processes.

- A. Binet
- B. Marx
- C. Park
- D. Bonger

Ans: C

8. _____ contended that cities grow radically in a series of concentric zones or rings.

- A. Durkheim
- B. Weber
- C. Burgess
- D. Sutherland

Ans: C

9. According to _____, disorganized neighborhoods helped to produce and sustain criminal traditions, which could be transmitted through successive generations of boys.

- A. Beccaria
- B. Freud
- C. Marx
- D. Shaw and McKay

Ans: D

10. _____ is defined as social cohesion among neighbors combined with their willingness to intervene on behalf of the common good.

- A. Definition
- B. Collective association
- C. Collective efficacy
- D. Neighborhood watch

Ans: C

11. The term _____ refers to the learning of criminal behavior through interacting with others.

- A. conflict
- B. social bond
- C. differential association
- D. social disorganization

Ans: C

12. In his social learning theory, _____ attempted to specify the mechanisms and processes through which criminal learning takes place.

- A. Robert Merton
- B. Edwin Sutherland
- C. Ronald Akers
- D. Shaw and McKay

Ans: C

13. A “cultural orientation in which the law and its agents is viewed as illegitimate, unresponsive, and ill-equipped to ensure public safety” is the definition for _____.

- A. legal cynicism
- B. cultural disorganization
- C. cultural attenuation
- D. law enforcement cynicism

Ans: A

14. For _____, the key ingredient to crime was not neighborhood disorganization, but the “American Dream.”

- A. Sutherland
- B. Merton
- C. Shaw and McKay
- D. Akers

Ans: B

15. Merton considered _____ as the ultimate retreat.

- A. being arrested
- B. living in the streets
- C. refusing to work
- D. suicide

Ans: D

16. _____ is defined as normlessness or deregulation.

- A. Autocorrection
- B. Authoritarianism
- C. Autonomy
- D. Anomie

Ans: D

17. _____ proposed that delinquent subcultures could emerge and persist only in areas where enough youths were concentrated to band together and to support one another’s alienation from conventional values.

- A. Cloward and Ohlin
- B. Marx
- C. Merton
- D. Cullins

Ans: A

18. According to _____, besides economic strain, there may be other kinds of negative relations or situations that create strain and prompt people to break the law.

- A. Cloward and Ohlin
- B. Akers
- C. Merton
- D. Agnew

Ans: D

19. Which of the following is *not* a strain that Agnew sees leading to crime?

- A. actual or anticipated removal of positively valued stimuli
- B. blockage from desired goals
- C. actual or anticipated presentation of negative or noxious stimuli
- D. negative associates

Ans: D

20. Which theory is associated with Messner and Rosenfeld?

- A. anomie
- B. strain
- C. opportunity structure
- D. institutional-anomie

Ans: D

21. Control theory is a theory of _____.

- A. deviance
- B. violent criminal behavior
- C. conformity
- D. normalcy

Ans: C

22. The origins of contemporary control theories of crime and delinquency are to be found in part in the work of _____.

- A. Emile Durkheim
- B. Karl Marx
- C. Caesar Lombroso
- D. Max Weber

Ans: A

23. According to Nye, who is the most important agent of social control?

- A. religious institutions
- B. the family
- C. the political state
- D. educational institutions

Ans: B

24. Which of the following theorists is associated with containment theory?

- A. George Herbert Mead
- B. Albert J. Reiss
- C. Walter C. Reckless
- D. David Matza

Ans: C

25. _____ are factors that propel or motivate offenders toward crime (i.e., biophysical forces, psychological pressures, social conditions such as poverty).

- A. Outer containment
- B. Pressures
- C. Pushes
- D. Pulls

Ans: C

26. Which of the following is the name of Hirschi's first theory?

- A. self bond theory
- B. strain theory
- C. social bond theory
- D. conflict theory

Ans: C

27. According to Hobbes, conformity was based essentially on _____.

- A. morals
- B. learned behavior
- C. trust
- D. fear

Ans: D

28. Not having time to commit crime because you are too busy in legitimate activities would be an example of what social bond?

- A. attachment
- B. commitment
- C. involvement
- D. belief

Ans: C

29. According to Gottfredson and Hirschi, _____ is the restraint that allows people to resist crime.

- A. social bonding
- B. self-control
- C. internal morals
- D. prison

Ans: B

30. According to Gottfredson and Hirschi, how is self-control instilled in people?

- A. the quality of parenting during a child's early years
- B. the quality of parenting during a child's adolescent years
- C. the quality of parenting during a child's adult years
- D. an individual's personality traits

Ans: A

31. Theories that focus attention on struggles between individuals and/or groups in terms of power differentials fall into what general category?

- A. labeling theory
- B. conflict theory
- C. strain theory
- D. social control theory

Ans: B

32. For Marx and Engels, _____ was inherent in the nature of social arrangements under capitalism, for it was capitalism that generated the vast differences in interests and that gave the few at the top so much power over the many at the bottom.

- A. labeling
- B. conflict
- C. strain
- D. social control

Ans: B

33. According to Bonger, behaviors were defined as crimes when they significantly threatened the interests of the _____.

- A. lower class
- B. powerful
- C. rich
- D. American people

Ans: B

34. _____ argued that people who lost the political struggle were the criminals.

- A. Marx and Engels
- B. Vold
- C. Bonger
- D. Sellin

Ans: B

35. Quinney defined _____ as the creation and interpretation of specialized rules in a politically organized society.

- A. sanctions
- B. law
- C. authority
- D. sophistication

Ans: B

36. According to routine activity theorists, _____ is a necessary condition for any specific crime to be committed.

- A. motivation
- B. opportunity
- C. poverty
- D. capital

Ans: B

37. According to Cohen and Felson, for a predatory crime to take place, the three essential ingredients--motivated offenders, suitable targets, and an absence of guardianship--must _____.

- A. converge in time and space
- B. converge in time only
- C. occur independently of one another
- D. converge in a specific sequence

Ans: A

38. According to Clarke, the best bet to reduce crime was to alter _____ so the choice of crime would be less attractive.

- A. victims
- B. environments
- C. offenders
- D. home security systems

Ans: B

39. Which of the following are the most prominent rational choice theorists?

- A. Marx and Engels
- B. Cloward and Ohlin
- C. Cornish and Clarke
- D. Sykes and Matza

Ans: C

40. A key assumption of rational choice theory is that the decisions that offenders make are _____.

- A. unconscious
- B. independent
- C. purposive
- D. insane

Ans: C

41. _____ proposes that individuals refrain from breaking the law when their perceptions of the costs of crime outweigh their perceptions of the benefits of crime.

- A. Rational choice theory
- B. Perceptual decision-making theory
- C. Perceptual deterrence theory
- D. Personalized choice theory

Ans: C

42. _____ theories suggest that the interaction of biological traits with the social environment influences human behavior.

- A. Biological
- B. Biosocial
- C. Social
- D. Environmental

Ans: B

43. The part of the brain _____ is responsible for long-term planning and weighing costs and benefits based on previous experiences.

- A. parietal lobe
- B. frontal lobe
- C. temporal lobe
- D. occipital lobe

Ans: B

44. Diet of pregnant women can affect _____.

- A. only her child
- B. only herself
- C. herself and her child
- D. herself, her child, and grandchildren

Ans: D

45. At what age does the crime curve reach its highest peak?

- A. 12
- B. 17
- C. 25
- D. 30

Ans: B

46. _____ criminology is an empirical study seeking to map both predictors and pathways into and out of crime.

- A. Career criminal
- B. Strain
- C. Control
- D. Life-course

Ans: D

47. According to Moffitt, a neuropsychological deficit is a key cause of _____.

- A. life-course-persistent offenders
- B. elderly offending
- C. juvenile delinquency
- D. adolescence-limited

Ans: A

48. Adolescence-limited delinquent youths suffer from a _____.

- A. lack of social capital
- B. excess of social capital
- C. puberty gap
- D. maturity gap

Ans: D

49. According to Sampson and Laub, James gets married and his offending decreases. This would be an example of _____.

- A. turning point
- B. hook for change
- C. corner points
- D. leverage points

Ans: A

50. If the roots of crime are in the first years of life, then the most effective way of preventing crime is through _____.

- A. restorative policing
- B. three strikes
- C. early intervention programs
- D. harsher penalties

Ans: C

**Direct Assessment of CRMJ 3310
Evaluative Report
Fall 2023
Prepared by: Rick Dierenfeldt, PhD
Department of Social, Cultural, and Justice Studies
University of Tennessee at Chattanooga**

Planned Learning Outcome

“Critically think about issues of age, race/ethnicity, social class, gender, sexual orientation and other global issues and integrate how these function at both the macro and micro level in the criminal justice system.”

Student Learning Concerns

Throughout their experiences in the Criminal Justice Bachelors of Science Program, students should demonstrate increased recognition and understanding of issues related to age, race/ethnicity, social class, gender, sexual orientation and other global issues; how these concepts integrate and function at both the macro and micro level; and their relevance to criminological theory and the criminal justice system. Introduction to the importance of these issues should begin in 1000-level coursework and students are expected to exhibit mastery level knowledge by the completion of 4000-level coursework. Although student knowledge of these subjects, concepts, and issues is ascertained through completion of written assignments, exams, and other course materials, a pre-/post-test was administered in a Fall 2023 section of CRMJ 3310 to determine: 1) the degree to which student knowledge of critical content areas develops through program progression and 2) the extent to which instruction in CRMJ 3310 corresponds with increased recognition and understanding of critical content issues as they relate to race/ethnicity, social class, gender, sexual orientation and other global issues.

Assessment Measure Description

The direct assessment method to be deployed was a pre-/post-test consisting of 20 multiple-choice questions. This exam was administered to all students enrolled in the fall section of CRMJ 3310 instructed by Dr. Anovia Slaughter. The pre-test was administered in the first week of each section, while the post-test was administered within the final week of each section. The test measured student knowledge as it relates to several foundational, mainstream criminological concepts and associated theories (macro and micro) pertaining to the subjects of race/ethnicity, social class, gender, sexual orientation, and other global issues, as well as how they function within the criminal justice system.

Implementation Plan

This assessment tool was designed by Dr. Slaughter. The assessment tool, which consisted of 20 multiple choice questions, was administered during class time and scored within 7 days of completion. Each item was worth 5 points for a total of 100 points. Participation was compulsory, as the assessment was considered part of the course requirements. As a means of securing student cooperation, the purpose of the pre- and post-test was explained to all students and extra credit was provided regardless of the score received.

Performance Criterion

The performance criterion, or target level, established for the post-test was an average of 70%. This target reflects the goal of the program to build cumulative knowledge regarding critical issues throughout the program curriculum. The target of 70% is, therefore, reasonable in relation to the 3000-level status of the course.

Evaluation and Action Plan

Interim Department Head and UC Foundation Associate Professor Rick Dierenfeldt reviewed results within 7 working days of the pre-test and post-test, allowing for identification of

common strengths and weaknesses related to one or more of the subjects tested. The overall average score was treated as the primary dependent variable in the analyses described below. These measures were analyzed through t-tests for paired samples, as a means of ascertaining the extent to which changes in the dependent variables were statistically significant.

Results

Descriptive Statistics

As displayed in Table 1, a total of 38 students completed the CRMJ 3310 pre-test. The average score on the pre-test outcome measure was quite high. Indeed, the average score was 70.39% with a mean of 14.08 of 20 questions answered correctly. There was a wide range in scores with a low score of 40% and a high score of 100%.

Table 1. Descriptive Statistics for All Pre-Test Measures (n = 38)

	M	SD	Min	Max
Pre-Test %	70.39	13.625	40.00	100.00
Pre-Test Correct Answers	14.08	2.725	8.00	20.00

Descriptive statistics for the post-test sample are displayed in Table 2 (n = 20). There was a substantive change in the average score, which increased from a pre-test mean of 70.39% to a post-test mean of 86.76%. Thus, the average post-test was well above the target of 70%. Scores ranged from a low of 55% to a high of 100%. Similarly, the average number of correct responses increased from the pre-test mean of 14.08 to a post-test mean of 17.35.

Table 2. Descriptive Statistics for All Post-Test Measures (n = 37)

	M	SD	Min	Max
Post-Test %	86.76	13.397	55.00	100.00
Post-Test Correct Answers	17.35	2.679	11.00	20.00

T-Tests for Equality of Means

To determine the extent to which differences in outcome measures between the pre- and post-test achieved statistical significance, t-tests for paired samples were utilized. The sample

size was reduced to 37 in order to exclude cases in which students did not take both the pre- and post-test. The average score increased by 16.081 percentage points between the pre- and post-test, a difference that achieved statistical significance ($t = -9.330, p \leq .001$). The average number of correct responses increased by 3.216 between the pre- and post-test, a difference that also achieved statistical significance ($t = -9.330, p \leq .001$). The discussion now turns to conclusions based on overall pre- and post-test performance, as well as the limitations of this technical report.

Conclusions

Overall, these results are promising insofar as they demonstrate not only statistically significant increases in all competency areas, but also that all target goals were met. Given the relevance of class, race, gender, and sexual orientation as contemporary social issues, it is imperative that our program produces informed and responsible citizens and criminal justice practitioners. To this end, these findings are highly desirable. Further, the findings offer preliminary evidence that the method of instruction used for CRMJ 3310 is effective in providing students resources towards developing their understanding of issues surround race/ethnicity, social class, gender, and sexual orientation.

Despite these positive findings, there are several limitations worth noting. First, this evaluation did not account for potential differences between teaching modalities. Indeed, there may be variation in the levels of improvement between students enrolled in face-to-face versus online courses. Although similar content would be expected in all sections, this concern corresponds with a known problem in online learning environments: they are not conducive to “spontaneous” questions and conversations that facilitate additional clarification. Omitted variable bias concerns also extend to other measures. Respondent race, sex, semester standing, major, GPA, admit type (transfer or beginning freshman), attendance, and average number of

hours per week engaged with course materials might each be expected to impact learning and, in turn, performance on the post-test. Finally, the number of students analyzed ($n = 38$) precluded application of more sophisticated analyses (e.g., multiple regression) that might otherwise allow for simultaneous consideration of each of these factors and their unique effects on the selected outcome measures.

CRMJ 3310
Program/Learning Outcome Assessment
Pre-Test and Answer Key
Fall 2023

Class

1. According to Karl Marx, the _____ are the exploited working class who are without power.
 - a. proletariat*
 - b. bourgeoisie
 - c. petit bourgeoisie
 - d. materialists
2. Class biases do not operate in the social construction of “perpetrators” and “victims”.
 - a. True
 - b. False*
3. Top earners in the United States in any given year are
 - a. Corporate lobbyists
 - b. Professional athletes
 - c. Hedge-fund managers *
 - d. CEOs
 - e. Celebrities
4. Corporations hold immense political power. The results of this influence can be
 - a. Deferred prosecutorial agreements
 - b. Civil matters instead of criminal
 - c. Less regulation
 - d. Tax breaks
 - e. All of the above *
5. The U.S. criminal justice system reinforces and reflects class biases in society.
 - a. True*
 - b. False*
6. Which is not true about punishment for a worker’s death from willful safety violations?
 - a. the level of punishment has not changed since created 1970 in Congress

- b. repeat violators were at least regularly prosecuted *
- c. Congress has voted down all laws to increase penalties on these types of deaths
- d. only 7% are referred for prosecution
- e. it's a misdemeanor with a maximum of six months in jail

Race

7. The code of the street is a cultural adaptation to community conditions that encourages _____ and _____ violence.

- a. routine/group
- b. White/Hispanic
- c. preemptive/retaliatory*
- d. less serious/less frequent

8. Race and crime scholars have noted that the most structurally disadvantaged white communities are _____ disadvantaged than the average black community.

- a. equally
- b. more
- c. similarly
- d. less*

9. The racial threat thesis holds that as a minority population represents an increased threat in terms of political mobilization, economic competition, or criminal victimization, the majority population will use _____ to maintain its dominance.

- a. informal social controls
- b. war
- c. magic
- d. formal social controls*

10. Research has demonstrated that rates of drug use among Blacks are _____ as/than Whites.

- a. higher
- b. lower
- c. about the same*
- d. none of the above

11. Part of the profound racial divide in the U.S. subjects minority communities to

- a. air pollution
- b. lead poisoning
- c. municipal waste
- d. pesticides and asbestos
- e. All of the above ***

Gender

12. Most women who kill

- a. are lesbians or bisexual
- b. focus on their children
- c. target a chronic male abuser *
- d. display “unnatural” tendencies
- e. aim mostly at male strangers

13. Females are the fastest growing incarcerated population.

- a. True*
- b. False

14. Which is an effect of the War on Drugs?

- a. Increased incarceration rates for women of color
- b. Increased arrest rates for women in general
- c. Breakup of families
- d. Women sentenced for conspiracy
- e. All of the above*

15. Men are more likely to be victimized by

- a. another male who is a stranger *
- b. another female who is a stranger
- c. by a male known to them
- d. by a female known to them
- e. none of the above

16. Within women's prisons

- a. inmates often form supportive "prison families" *
- b. sexual violence tends to be inmate-on-inmate
- c. they were the model for all prisons
- d. they have more diverse programs
- e. All of the above

Sexual Orientation

17. Gay men, as well as heterosexual men, who are sexually victimized, are often made to feel that they are not "real men."

- a. True*
- b. False

18. Rates of domestic violence are highest among _____.

- a. lesbian couples
- b. gender fluid couples
- c. strangers
- d. gay male couples*

19. Most victims and offenders in cases of male sexual victimization are _____.

- a. heterosexual*
- b. homosexual
- c. transgender
- d. bisexual

20. LGBTQ persons often fail to report their victimization to police because they believe their complaints will not be taken seriously.

- a. True*
- b. False

APPENDIX 1B: Sample Syllabi

Syllabus
INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM
CRMJ 1100 Section 01 CRN 43962
Department of Social, Cultural, and Justice Studies
The University of Tennessee at Chattanooga
Fall 2024
3 Credit Hours
TTR 10:50-12:05 PM
Lupton Hall 389

INSTRUCTOR: Sara A. Knox ~ (423) 425-2166 sara-knox@utc.edu
Office Hours: TTR 12:30-2:30PM & by appt.
540 McCallie Ave 4th floor Office # 456

Text: *Criminal Justice in America*, 10th Edition. Authors: Cole, Smith and DeJong. Wadsworth.
ISBN 9780357456446 PUB.DATE: 2018 PUBLISHER: Cengage Learning

Course Description

An overview of the criminal justice system as it currently operates in its three major components: police, courts, and corrections. A broad-based interdisciplinary perspective is employed to introduce the student to theories of crime and the process of criminal justice in modern America.

This course is certified as a General Education course fulfilling the 3 hours of your Behavioral and Social Sciences general education goal. Please consult with your advisor and check the specific requirements for your major to determine if this course is a good fit for your plan of study.

Upon completion of the required credit hours in this category, students will be able to:

1. Students will explain behavioral and social phenomena, institutions, systems, or processes as they relate to a particular behavioral or social science.
2. Students will explain the importance of understanding how the diversity of human experiences and belief systems are shaped by historical processes, social structures, and institutional systems of power.
3. Students will evaluate how data, concepts, or methods within the behavioral and social sciences are used to support conclusions about individual, group, or institutional behavior.

Course Objectives

At the conclusion of this course every student should be able to:

1. **To explore the historical roots of crime and the development of the criminal justice system.**
2. **To understand the ways in which popular culture misrepresents the nature of crime and the criminal justice system.**
3. **To examine definitions of criminality and to evaluate how these definitions are affected by social, political, and individual factors.**
4. **To allow students to explore a variety of theoretical paradigms about crime causation (i.e.; biological, sociological, and psychological) and to understand how different worldviews affect our definitions of crime and criminality.**
5. **To examine the ways in which social scientific research measures crime and criminality, and to evaluate the efficacy of these measurements.**
6. **To understand the functions of each component of the criminal justice system and the interdependent nature of the components.**
7. **To examine the ways in which social scientific research measures criminal justice responses, and to evaluate the efficacy of these measurements.**
8. **To be familiar with contemporary issues impacting upon the criminal justice system.**

Class Expectations

Students are expected to have completed all reading assignments before the start of week. Discussions, assignments, and any additional materials such as videos and or extra reading materials are designed to explain and expand the text and PPTs, the successful student will be familiar with these additional materials. All materials presented in this class are subject to be on quizzes.

Tentative Reading, Assignment, and Quiz Schedule:

<u>Week</u>	<u>READING</u>
1 Aug 19	Chapter 1 ~ Discussion Board 1 ~ Discussion of the Syllabus
2 Aug 26	Chapter 1 ~ Assignment 1
3 Sept 2	Sept 2 Labor Day No classes ~ Chapter 2 ~ Discussion Board 2
4 Sept 9	Chapter 3 ~ Assignment 2
5 Sept 16	Chapter 4~ Movie "Dirty Harry" <i>On your own</i> ~ Discussion Board 3~ Quiz 1 Sept 20
6 Sept 23	Chapter 5 ~ Assignment 3
7 Sept 30	Chapters 6 ~ Discussion Board 4
8 Oct 7	Chapters 7~ Assignment 4 (this assignment will be a movie review) ~ Quiz 2 Oct 11
9 Oct 14	Fall Break 14 & 15 ~ Chapter 7 ~ Discussion Board 5
10 Oct 21	Chapters 7 & 8 ~ Assignment 5
11 Oct 28	Chapter 8 ~ Discussion Board 6 ~ Quiz 3 Nov 1
12 Nov 4	Chapter 9 Assignment 6
13 Nov 11	Chapters 10 ~ Discussion Board 7
14 Nov 18	Chapter 10 ~ 11
15 Nov 25	Chapter 11 ~ Assignment 7 Thanksgiving break Nov 27-Dec 1
16 Dec 2	Dec 5 Reading Day ~ Finals week Dec 4-Dec 10 ~ Quiz 4 TBA will also be online and will be open during the first week of finals

Course Evaluations

Quizzes:

There will be four quizzes over the course of the term. Each quiz will be 50 question multiple-choice quizzes, you will be given 70 minutes to complete these quizzes, there will be no back tracking, you will receive one question at a time, and answers will be in a different order for everyone...this is to prevent cheating. These quizzes will be a total of 60% of your grade.

Written Assignments: These assignments will be relevant to whatever subject we are covering at that time. These assignments will be available on Monday mornings at 9AM and will be due on Saturday evenings at 11:59PM. There will be 7 assignments alternating between the weeks we have discussion boards. These assignments are worth 20% of your grade.

Discussion Boards:

There will be a total of 7 discussion boards throughout the semester. The discussion boards will be available on Monday at 9AM and will be open until Saturday evening at 11:59PM. These discussion boards will alternate between the weeks we do not have assignments. PLEASE see the Discussion Board requirements below. These discussion boards will be worth 20% of your grade.

You are required to use APA style to site your papers. If you are unfamiliar with how to do this and how to do it properly please do not hesitate to ask. You can reference <https://owl.purdue.edu/> for an APA quick reference.

You are only required to turn in an electronic copy through our plagiarism, software in Canvas.

Grading:

	<u>Weighted Portion:</u>
Written Assignments	20%
Discussion Board	20%
Quiz 1	15%
Quiz 2	15%
Quiz 3	15%
Quiz 4	15%
Total	100%

* Remember these grades are weighted. So please pay close attention to what your grades are worth. You cannot simply add up all of your points and divide.

Grading Scale: 90 - 100% A, 80 - 89% B, 70 – 79% C, 60 – 69% D, below 60% F

Tentative Reading, Assignment, and Quiz Schedule:

Late Work & Make-Up Policy

Make-up exams will be given at the instructor's discretion and based on tangible documentation of the emergency situation (i.e. doctor's note, police report, towing bill, memorial program, etc...). If you know of a legitimate conflict before the test date, please see me ASAP.

Absent the similar emergency documentation listed above, assignments received after the due date will lose .5 points for each day overdue. I will be able to time date stamp your assignments, as you will be turning in all assignments through Canvas. Covid Statement below.

Conduct Code

Disorderly conduct is defined as “any behavior which disrupts the regular or normal functions of the University community, including behavior which breeches peace or violates the rights of others.” This type of behavior will not be tolerated and if a student is deemed to be a continuous disruption to the classroom that student receive administrative consequences. This includes any offensive language used in discussion boards and any other communications during this class.

Classroom Rules

This classroom should be a safe place to express your ideas and beliefs. After all we would never learn anything if we were never exposed to ideas, we are not familiar with. Everyone has a right to their own opinion, however, when expressing these opinions please be mindful of others, using respect and tact in your expressions of your beliefs. Do not use offensive language or be demining to others when you express yourself. I want to create an environment that fosters new ideas and a safe place for those ideas to be expressed.

Class Participant and Participation Requirements

You cannot participate in class if you are not in class. I do not take attendance unless it is for extra credit and in-class assignments may not always be announced. Also, we will periodically

have videos in class that will show up on exams. So please show up on a regular basis prepared having read your chapters and ready for discussion. Otherwise, Canvas participants must know their user name and password for the UTC Learn Canvas system (<http://utclearn.utc.edu/>). Participants must know how to and check their e-mail on a daily basis (Monday - Saturday). Participants must know how to save a word processing file in at least ONE of the following formats: .doc (Microsoft Word), .rtf (Rich Text Format), or .txt (Text). Participants should be willing to check into the online course site (<http://utclearn.utc.edu/>) a minimum of 3 times per week for each week of the class.

Course Communications

Class communication will be through the Face-to-Face class time, online course delivery system, discussion forums, and e-mail. "Old fashioned" telephone communication can also be used. Modules will be posted weekly summarizing the week's activities and containing the information, and assignments for that week. In addition, most weeks an email/emails will be sent out outlining the same information (as well as other course announcements). Participants must know how to and check their UTC e-mail on a regular basis preferably daily. This professor will ONLY communicate through the e-mail account from the Canvas system.

Please feel free to e-mail me with any questions you might have regarding the course. I will be checking my e-mail daily Monday through Saturday and will respond as soon as possible. Do not panic if you do not receive a response immediately, I will respond to you. However, if there is not a response within 24 hours (except weekends) please resubmit your e-mail through Canvas.

A note about E-mail

To enhance student services, the University uses your UTC email address for communications. (See <http://www.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 423/425-4000.

Discussion Board Information:

You may not be very familiar with discussion boards and a bit apprehensive about using them. Don't let them intimidate you. Think of these discussions just as you would an in-class discussion. Discussion boards are simply a structured forum that provides an opportunity for me as your instructor to pose questions and give feedback that prompts dialogue concerning specific topics applicable to your readings, current events, and other materials you will be exposed to during the semester. Your discussion boards will be available from Monday mornings at 9AM until Saturday evenings at 11:59PM. After that time, you will not be able to participate in that week's discussion.

However, you may post during those days at any time day or night. **YOU MUST** respond at least once to the discussion board within the 1st 72 hours, that is Monday - Wednesday in order to receive a grade, otherwise you will receive a 0 for that week. I will give you feedback when needed during the week.

The first week will be graded for participation only and will give you a chance to get used to the discussion board format and expectations. This will also give you a feel for the people in your class.

My expectations will specifically be at least 3 quality postings per person, per discussion, per week. You must specifically contribute in these graded “**quality**” postings at 3 **different** times during the week. It is unacceptable to write all your 3 posts at one time. These expectations are to simply ensure your engagement in the class and ultimately to partake in the giving and receiving of knowledge and possibly wisdom from and to fellow students. It is imperative to engage in critical thinking with others that may have different life experiences. These types of processes allows us to develop cognitively and widen our prospective, a goal that ultimately helps us develop ourselves as human beings. That being said, a simple, “that’s a great thought,” or, “I agree,” will not be considered quality posts, but may be necessary to keep a discussion going, just as in a face-to-face class. However, they will not count toward the grading of your original thoughts or quality additions to others discussions. **A grading rubric** is provided on Canvas that explains the differences in the standards of posting, and how they will be graded. Also when you are posting you are required to use APA when citing outside material.

Please note: Just because UTC e-mail is down, it does NOT mean that utclearn is down. If UTC e-mail goes down, check utclearn and this course for more information. It is possible to send individualized messages through the course without the use of e-mail, but you have to check another place in the class (Messages). I have included that option in this class to let you see what it looks like.

Here are some alternate URLs to try if you can't access utclearn through the UTC home page:
<http://utclearn.utc.edu/>

Also note that you do **NOT** have to log into MocsNet to access utclearn. You can access the system via clicking on the words “utclLearn” from any of the UTC web pages.

Canvas

This course will use Canvas for supplemental materials, grades, electronic submission of written assignments, and communication. If you need assistance on how to use Canvas for this course, please let me know ASAP

Accepted Formats for Assignments if Submitted through Canvas:

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

DO NOT SEND ME ANYTHING SAVED AS a .wps, WORD PROCESSING Google Docs or Pages. All these applications can be saved as a word document or a PDF. I CANNOT OPEN THEN AS IS!!!!!! AND I WILL NOT GRADE IT.

All submissions, attachments, and assignments must have your name in BOTH the text

of the document (inside, so I can see it when I have the file open) and in the file name as well (so I can see whose it is when it sits on my desktop). In addition, please make sure that the appropriate extension (for example .doc, .txt, .rtf, etc.) is part of the file name before submitting.

Please name your submitted files in the following manner:

--LastName[name of assignment].[extension-- .doc, .rtf, or .txt]

--For example: KnoxMovieReview.doc or KnoxMovieReview.rtf or KnoxMovieReview.txt

--Attachments NOT submitted in this format will NOT be graded (as I won't be able to tell whose they are).

You should also have an updated version of Adobe Acrobat Reader, available free from <http://www.adobe.com/products/acrobat/readstep2.html>

If you need more help on the Canvas system, see the help pages at: <http://utclearn.utc.edu/>

PLEASE contact the instructor if you have any questions about the Canvas system. And you should check Canvas at least 3-4 times per week for any information you need.

You need Internet access for this course. High-speed access (DSL or cable) will make for a more enjoyable experience. You must have an Internet browser that is 4.0 or higher (Internet Explorer, Firefox, Safari, etc.).

Plagiarism

Plagiarism will not be tolerated and will result in a 0 on any given assignment! And a report is now mandated to go to the Dean of Students office that may land you in Honor Court!!

Please click on the link below to see all the administrative needs of the classroom. Also a link on Canvas...

Campus Syllabus: <https://www.utc.edu/academic-affairs/campus-syllabus>

Syllabus

CRIMINAL LAW

Spring 2024

CRMJ 1700

Course: CRMJ 1700, Section 90, 24044

Title: CRIMINAL LAW

Class Schedule: internet

Class Location: online

Credit: 3 Credit Hours

Professor: Karen McGuffee

Office Phone: 423-425-2137

Office Location: 540 McCallie Avenue, State Office Building room 449

E-mail: Karen-McGuffee@utc.edu

Pre/Co Requisites None

REQUIRED TEXT: BASIC CRIMINAL LAW, The Constitution, Procedure, and Crimes, 5th Edition, Davenport, 2018, ISBN: 9780134559834

COURSE DESCRIPTION: This course will give you an overview of both substantive and procedural law related to the definitions, investigations, and punishment of criminal offenses. It will provide students with an overall understanding of the criminal justice system. It also reviews the historical foundations of criminal law, elements of crime, purposes and functions of law, limits of the law, and the function of law in American society.

COURSE OBJECTIVES: (1) To identify and discriminate among common law, substantive law, and procedural law; (2) To identify the ways in which criminal responsibility is determined; (3) To identify and classify the various types of crimes including: crimes against persons, crimes against property, white collar crime, public order offenses and defenses to crimes; and (4) To identify and explain the court process from arrest to sentencing.

TECHNOLOGY REQUIREMENTS/SKILLS FOR THE COURSE: The students must be able to navigate Canvas to submit assignments and papers.

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.

QUIZZES: During the semester, there will be 6 quizzes. Make-up quizzes will NOT be offered except for emergency situations that have been approved by the instructor.

DISCUSSION QUESTIONS: During the semester there will be 14 discussion questions. Each of these discussion questions has a rubric for grading within each question and will require 3 posting per question--1 initial post and 2 reply posts to other students.

EXERCISES: During the semester there will be 14 exercises. These are critical thinking exercises with instructions for each exercise.

Exercise 1- Chapter 1- page 44 number 2

Exercise 2- Chapter 2- page 71 numbers 8 and 11

Exercise 3- Chapter 3- page 93 number 1

Exercise 4- Chapter 4- page 117 number 4

Exercise 5- Chapter 5- page 157 numbers 1 and 11

Exercise 6- Chapter 6- page 197 number 8

Exercise 7- Chapter 7- page 232 number 1

Exercise 8- Chapter 8- page 261 number 3

Exercise 9- Chapter 9- page 309 numbers 2 and 3

Exercise 10- Chapter 10- page 333 number 5

Exercise 11- Chapter 11- page 365 number 4

Exercise 12- Chapter 12- page 387 number 1

Exercise 13- Chapter 13-page 431 numbers 2 and 4

Exercise 14- Chapter 14-page 470 number 4

GRADING INFORMATION:

6 Quizzes at 5% each for a total of 30%

14 Critical Thinking Exercises at 3% each for a total of 42%

14 Discussion Questions at 2% each for a total of 28%

90-100= A

80-89=B

70-79=C

60-69=D

Below 60= F

GRADING POLICY: I will grade all submissions within one week of receipt.

LATE WORK: I will count off 10 points per day for late work unless I have previously received

a valid and acceptable excuse for the lateness of the work.

STUDENT CONDUCT POLICY: UTC's Academic Integrity Policy is stated in the Student Handbook (<https://www.utc.edu/dean-students/student-handbook.php> (Links to an external site.)).

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 LEARNING EVALUATIONS: 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 [BN.com \(Links to an external site.\)](#) 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 \(Links to an external site.\)](#) webpage, visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Course Communication

Class communication will primarily be through the online course delivery system, discussion forums, and email. "Old fashioned" telephone communication can also be used. Weekly announcements will be posted summarizing the week's activities. Participants must be able to check their UTC email on a regular basis.

Participants will receive an email from me each week of this class. The weekly emails should serve as reminders of the activities for that week, assignments due, as well as upcoming dates/assignments of which you need to be aware.

My typical response time to students for email messages is generally 24 hours within receipt, if they are sent Monday through Friday. I check my email at least once over the weekend. If situations arise that prohibit internet access, I will let the entire class know, via an announcement, when it might take longer than 24 hours for a response. Notice: If you do not hear back from me within these time frames, it could mean that your email is being blocked by UTC. If this happens, try emailing me using the email feature in the UTC Learn system.

Incompletes:

An "I" will not automatically be assigned by me if your work is incomplete or not turned in on time. In addition, because a significant portion of this class revolves around the online discussion with your peers, it would be difficult to complete that portion of the course at a later date. Students will not be given an incomplete grade in the course without a sound reason and documented evidence. In any case, for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course. A lack of time management is NOT a valid reason for an incomplete grade.

Course Schedule:

January 8-14

Introduction to the class and first assignments

- Please send me an email so I know we can communicate.
- Complete the sample assignment.
- Read Chapter 1- What is Criminal Law?
- Read the power points for chapter 1 and listen to the lecture on chapter 1.
- Complete exercise 1
- Participate in discussion question 1

January 15-21

- Read Chapter 2- What is a Crime?
- Read the power points for chapter 2 and listen to the lecture
- Participate in discussion question 2
- Complete exercise 2
- Take the quiz 1 over chapters 1 and 2

January 22-28

- Read Chapter 3- Crimes against the Person: Murder
- Read the power points for chapter 3 and listen to the lecture
- Complete exercise 3
- Participate in discussion question 3

January 29- February 4

- Read Chapter 4- Crimes against the Person: Sex Crimes
- Read the power points for chapter 4 and listen to the lecture
- Participate in discussion question 4
- Complete exercise 4

February 5-11

- Read Chapter 5- Crimes against the Person- Other Violent Crime

- Read the power points for chapter 5 and listen to the lecture
- Complete exercise 5
- Participate in discussion question 5
- Take quiz 2 over chapters 3, 4, and 5

February 12-18

- Read Chapter 6- Crimes against Property
- Read the power points for chapter 6 and listen to the lecture
- Complete exercise 6
- Participate in discussion question 6

February 19-25

- Read Chapter 7- Social Crimes
- Read the power points for chapter 7 and listen to the lecture
- Complete exercise 7
- Participate in discussion question 7

February 26- March 3

- Read Chapter 8- Treason, Terrorism, and Wartime Criminal Justice
- Read the power points for chapter 8 and listen to the lecture
- Participate in discussion question 8
- Complete exercise 8
- Take quiz 3 over chapters 6, 7 and 8

March 4-10

- Read Chapter 9- Crimes against the State
- Read the power points for chapter 9 and listen to the lecture
- Participate in discussion question 9

- Complete the exercise for chapter 9

March 11-17

Spring Break

March 18-24

- Read Chapter 10- Common Law Defenses
- Read the power points for chapter 10 and listen to the lecture
- Participate in discussion question 10
- Complete the exercise for chapter 10
- Take quiz 4 over chapters 9 and 10

March 25-31

- Read Chapter 11- Constitutional Rights before Arrest
- Read the power points for chapter 11 and listen to the lecture
- Participate in discussion question 11
- Complete the exercise for chapter 11

April 1-7

- Read Chapter 12- Constitutional Rights after Arrest
- Read the power points for chapter 12 and listen to the lecture
- Participate in discussion question 12
- Complete the exercise for chapter 12
- Take quiz 5 over chapters 11 and 12

April 8-14

- Read Chapter 13- The Constitutional Right to Trial by Jury
- Read the power points for chapter 13 and listen to the lecture
- Participate in discussion question 13
- Complete the exercise for chapter 13

April 15-21

- Read Chapter 14- Constitutional Rights Postconviction
- Read the power points for chapter 14 and listen to the lecture
- Participate in discussion question 14
- Complete the exercise for chapter 14

April 24-30

Take quiz 6 over chapters 13 and 14

The University of Tennessee at Chattanooga
Department of Social, Cultural, and Justice Studies
Criminology
Fall 2024
CRMJ 2100, CRN 40995, Online, 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: Canvas

Course Catalog Description: This course introduces students to the basic concepts and theories used in the study of criminal behavior. It provides an overview of the nature and extent of crime and theoretical approaches to the causes and prevention of crime and juvenile delinquency. It also reviews how criminal justice policy is affected by various theoretical perspectives and public views of crime.

Course Pre/Co Requisites: None

Course Student Learning Outcomes:

1. Describe the historical evolution of criminological theory;
2. Identify the basic concepts associated with criminological theory;
3. Describe the primary propositions of major criminological theories;
4. Evaluate the use of criminological theory to explain crime and criminal behavior;
5. Apply criminological theories to specific crimes and criminal behaviors.

Required Textbook: Lilly, R.J., Cullen, F.T., & Ball, R.A. (2019). *Criminological Theory: Context and Consequences* (7th ed.). Thousand Oaks, CA: Sage.

Technology Required: You need access to a computer with a reliable internet connection to complete this 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 Learn’s 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 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.
 - Creating presentations in Microsoft Power Point
 - Submitting assignments via Canvas
- 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 (531-590 points); 80-89% = B (472-530 points); 70-79% = C (413-471 points), 60-69% = D (354-412 points); <60% = F (<354 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.

Syllabus quiz	1@10 points	10
Pre-Test	1@10 points	10
Post-Test	1@10 points	10
Learning Assessments		
Quizzes	6@10 points	60
Exams	3@100 points	300
Reaction Paper	1@100 points	100
<u>Critical Thinking Exercises</u>	<u>10@10 points</u>	<u>100</u>
Total points		590

Instructor Grading and Feedback Response Time: Grading and feedback on quizzes and exams will be available in Canvas immediately following the posted deadline. Grading and feedback on written assignments will be completed by the instructor and available in Canvas within 10 days of the posted deadline.

Course Materials: With the exception of the textbook, all course materials will be made available in UTC Learn. Course content is organized in weekly folders in UTC Learn. For each module, you will have assigned readings and other content. In each module folder, there are also links to assignments/exams/quizzes/etc.

Course Assignments:

Critical Thinking Exercises

Criminological theory is expansive and highly nuanced. As a student, and even a professor, I have found that the strategies that have proven most beneficial in terms of learning theory include discussion and application. Spoon feeding the names of theories, their basic concepts, and their authors is unlikely to cement permanent knowledge or understanding of the application of theories to specific crime problems—skills that that you will need to be highly successful in the field. As a result, open discussion and critical thinking will be focal points of this class. Each week, you will be presented with a specific problem. You will develop a theoretically grounded solution to that problem and then compare your solution to those of other people in the class. These critical thinking exercises will be arranged as discussion boards. You will post initial responses by Thursday at 11:59 pm and then you will respond to **at least two** of your peers by the following Sunday at 11:59 pm, at which time the CTE will close. CTEs **must be in APA**

format and are graded according to the rubric posted in UTC Learn. **Just posting the minimum number of posts with minimum analysis does not guarantee you will receive the maximum points possible for the weekly discussion board grade. One-sentence posts that compliment a fellow student's post, i.e. "Good point" or "I agree," do not count towards your minimum posts.**

Learning Assessments (quizzes and exams):

Learning assessments are made up of multiple choice and true/false questions that are drawn randomly from a bank of questions. All quizzes and exams will be administered in Canvas (UTC Learn). During quizzes and exams, you may use resources such as the book and notes, but assessments are timed, so it is important that you prepare for them in advance by completing reading assignments and reviewing the course materials. Learning assessments are completed individually (no group work). You have the entire week to choose a time to take each assessment, but once you start it, it must be completed in the time provided. Assessments will open and close on a weekly basis—opening on Mondays and closing the following Sunday at 11:59 pm.

Reaction Paper

Information literacy is an important aspect of a university education and will serve as a valuable skill in both academia and the field. In either case, you should have developed the ability to identify, locate, retrieve, understand, and synthesize relevant literature published in peer-reviewed, scientific journal articles. Reaction papers will, therefore, also be a focal point of this course—as they will expose you to the literature associated with the various theories in our field. Instructions for completing reactions are in a Word document attached to the assignment in UTC Learn. I have also developed an APA primer that will be available in your course files. Reaction papers are graded according to the point distribution rubric in UTC Learn. These exercises are opportunities for you to broaden your knowledge, increase your familiarity with research, and tie the article you selected to concepts discussed in class. You will be allowed to critique 1 article from a list of pre-approved journal articles. **Late submissions will not be accepted.** Submit your work as a Microsoft Word Document. **Other file extensions are not accepted.**

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: Online in UTC Learn (Canvas). Regularly logging into the course will facilitate your success in accessing course content, communicating with your instructor, and complete course assignments.

Late/Make-Up Work Policy: Late work is not accepted on learning assessments or assignments. Plan accordingly and complete your work on time.

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](#).

Academic Integrity: As a student of the University of Tennessee at Chattanooga ("UTC" or "University"), 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.

Course Participation/Contribution: This is not a self-paced course. You are expected to complete scheduled activities every week. As a college student, you are expected to adhere to all deadlines and maintain accountability to yourself and peers.

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

<u>Month/Day</u>	<u>Week</u>	<u>Reading Assigned</u>	<u>Assignments Due</u>
8/19	1	Syllabus, Chapter 1 Context and Consequences	Syllabus Quiz (C) (8/25 @ 11:59 pm) CTE #1 Initial Post (8/22 @ 11:59 pm) CTE #1 Responses (8/25 @ 11:59 pm) Pre-Test (C) (8/25 @ 11:59 pm)
8/26	2	Chapter 2 The Criminal Man	Quiz 1 (Ch. 1/2) (C) (9/1 @ 11:59 pm) CTE #2 Initial Post (8/29 @ 11:59 pm) CTE #2 Responses (9/1 @ 11:59 pm)
9/2	3	Chapter 3 Chicago School (P1)	
9/9	4	Chapter 3 Chicago School (P2)	Quiz 2 (Ch. 3) (C) (9/15 @ 11:59 pm) CTE #3 Initial Post (9/12 @ 11:59 pm)

			CTE #3 Responses (9/15 @ 11:59 pm)
9/16	5	Chapter 4 Anomie/Strain	Quiz 3 (Ch. 4) (C) (9/22 @ 11:59 pm) CTE #4 Initial Post (9/19 @ 11:59 pm) CTE #4 Responses (9/22 @ 11:59 pm)
9/23	6	Chapter 5 Origins of Control	Exam 1 (Ch. 1-4) (C) (9/29 @ 11:59 pm) CTE #5 Initial Post (9/26 @ 11:59 pm) CTE #5 Responses (9/29 @ 11:59 pm)
9/30	7	Chapter 6 Complexity of Control (P1)	
10/7	8	Chapter 6 Complexity of Control (P2)	Quiz 4 (Ch. 5/6) (C) (10/13 @ 11:59 pm) CTE #6 Initial Post (10/10 @ 11:59 pm) CTE #6 Responses (10/13 @ 11:59 pm)
10/14	9	Chapter 8 Conflict Theories	CTE #7 Initial Post (10/17 @ 11:59 pm) CTE #7 Responses (10/20 @ 11:59 pm)
10/21	10	Chapter 13 RAT/RCT (P1)	Exam 2 (Ch. 5,6,8) (C) (10/27 @ 11:59 pm)
10/28	11	Chapter 13 RAT/RCT (P2)	Quiz 5 (Ch. 8/13) (C) (11/3 @ 11:59 pm) CTE #8 Initial Post (10/31 @ 11:59 pm) CTE #8 Responses (11/3 @ 11:59 pm)
11/4	12	Chapter 14 Biosocial Theories (P1)	Reaction Paper (C) (11/10 @ 11:59 pm)
11/11	13	Chapter 14 Biosocial Theories (P2)	CTE #9 Initial Post (11/14 @ 11:59 pm) CTE #9 Responses (11/17 @ 11:59 pm)
11/18	14	THANKSGIVING BREAK	
11/25	15	Chapter 16 Life-Course	Quiz 6 (Ch. 14/16) (C) (12/1 @ 11:59 pm) CTE #10 Initial Post (11/28 @ 11:59 pm) CTE #10 Responses (12/1 @ 11:59 pm) Post-Test (12/1 @ 11:59 pm)
12/2	16	Finals Week	Exam 3 (Ch.13,14,16)(C)(12/8 @ 11:59 pm)

Policing

Fall 2024
CRMJ 3100-01

COURSE	CRMJ 3100-01, CRN # 46872
TITLE	Policing
CLASS SCHEDULE	10:50 a.m. – 12:05 p.m., TT
CLASS LOCATION	Hunter Hall, Room 306
CREDIT	3 Credit Hours
INSTRUCTOR	Dr. Ahmet Kule
OFFICE PHONE	423-425-4512
OFFICE LOCATION	540 McCallie, Rm 451
OFFICE HOURS	9 am - 12 pm, 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:

This course provides a comprehensive, yet concise, overview of both the foundations of policing and the expanded role of today's police officers. Policing in multicultural communities, the impact of technology on policing, policing strategies and procedures will be discussed in a thought-provoking way. Students will gain a realistic understanding of the issues such as police corruption, ethics, and attempts to control police behavior.

Course Student Learning Outcomes:

1. Discuss the concepts and mandate of the police in U.S. society
2. Explain the priorities of the three main styles of policing
3. Describe the emerging policing strategies
4. Assess the differences between the five eras of policing in the United States
5. Evaluate the pros and cons associated with higher education requirements for police officers
6. Analyze the underlying tenets of both traditional and community-based styles of policing
7. Assess the characteristics of a democratic and multiethnic society that impact police–multicultural relations

Required Text:

S. M. Cox, D. W. Massey, C. M. Koski, & E. Wentz (2023). Introduction to Policing. Fifth Edition. Sage Publications. **ISBN 10: 1071904035.**

Perquisite:

CRMJ 1100 or department head approval.

Course Assessments and Requirements

Term Research Project (20% of grade): Students are expected to submit a short paper assignment (between 800-900 words). This research project will review the approaches and research as pertains to a specific policing practice or issue. Students will be provided with specific instructions and a rubric for the assignment. Students are encouraged to submit a rough draft for feedback.

Students will use the American Psychological Association (APA) style for written assignments, as appropriate. All papers in this class must be submitted to UTC Learn (Canvas) text-matching software for review and to analyze for originality and intellectual integrity.

Exams (65% of total grade): Including the final exam, four exams will be administered during the semester. These exams will consist of multiple choice, true/false, short answer, and short essay questions that are based on assigned readings and class lectures. Failure to take an exam at its scheduled time 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.).

Analytical In-Class Essays (15% of total grade): During the semester, in-class exercises will be utilized to encourage students develop critical thinking skills within the classroom. Students will randomly be assigned in-class exercises following a short video related to course topics, or after a class discussion. Students will be expected to critically approach an issue and write their comments in 10-15 minutes. In-class exercises will be based on assigned readings and lectures. Ten in-class essays will randomly be assigned during the semester, and students need to submit eight essays in order to get full credit. There will be no make up for the missed in-class essays.

Technology Skills Required for 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:

Four exams	65 %
Term Research Project	20 %
In-Class Essays	<u>15 %</u>
	100 %

Grading Scale:

A = 90-100%
B = 80-89%
C = 70-79%
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 3100 and a brief reason for your email. Examples: CRMJ 3100 — Student Question or CRMJ 3100 —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.

Course Attendance Policy: Although attendance is not mandatory, students are strongly encouraged to attend the classes. Attendance is in the best interest of the students. Should a student miss a class, she/he will be responsible for the material covered in the class.

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.

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

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.

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 and 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.

Class Schedule

Week	Dates	Subjects	Reading
Week 1	August 20 August 22	Introduction – Syllabus Policing in the United States	Chapter 1
Week 2	August 27 August 29	A Brief History of Police in the United States	Chapter 2
Week 3	September 3 September 5	Police Organization and Administration	Chapter 3
Week 4	September 10 September 12	Recruitment and Selection of Police Officers	Chapter 4
Week 5	September 17 September 19	Exam 1 (Chapters 1-2-3-4) Police Training and Education	Chapter 5
Week 6	September 24 September 26	Police Work: Operations and Functions	Chapter 6
Week 7	October 1 October 3	Contemporary Strategies in Policing	Chapter 7
Week 8	October 8 October 10	The Police Culture and Work Stress Exam 2 (Chapters 5-6-7-8)	Chapter 8
Week 9	October 15 October 17	Fall Break Law, Court Decisions, and the Police	Chapter 9
Week 10	October 22 October 24	Ethics and Decision Making	Chapter 10
Week 11	October 29 October 31	Police Misconduct and Accountability	Chapter 11
Week 12	November 5 November 7	Policing in a Diverse Society	Chapter 12
Week 13	November 12 November 15	Exam 3 (Chapters 9-10-11-12) Technology and the Police	Chapter 13

Week 14	November 19 November 21	Organized Crime, Homeland Security, and Global Issues	Chapter 14
Week 15	November 26 November 28	The Future of Policing in the United States Thanksgiving Holiday	Chapter 15
Week 16	December 10	Final Exam (Exam 4) (Chapters 13-14-15)	Tuesday, 10:30 a.m.- 12:30 p.m.

Department of Social, Cultural, & Justice Studies
CRMJ 3110 (3) – Criminal Justice Research Methodology
Fall 2024

Course: CRMJ 3110-001, CRN # 45837
Title: Criminal Justice Research Methodology
Class Schedule: M: 3:25-4:40
Class Location: 540 McCallie, Rm 106
Credit: 3 Credit Hours
Modality: Hybrid
Professor: Dr. Tammy Garland
Office Phone: 423-425-5245
Office Location: 540 McCallie, Room 454
Office Hours: T: 12:30-3:30
E-mail: Tammy-Garland@utc.edu , I will respond to your emails no later than 2 business days.

Required Texts:

Williams, M. (2022). Research methods for criminal justice students. Creative Commons.

It is free though university commons.

<https://drive.google.com/file/d/1qrOu9cqCyB9pEB5g7UQ9wRup38mc6u04/view?pli=1>

*Outside required readings will be assigned throughout the semester. They will be posted on Canvas.

Prerequisites:

Criminal Justice 1100 & 2100

Catalog Description:

Examination of the contemporary philosophy and techniques of research as applied in the criminal justice field.

Course Objectives:

This class addresses the design and execution of criminal justice research. We will examine various research strategies, including sampling surveys, observations, experiments, and evaluations. At the conclusion of this class, students should be competent in the following:

- Identify and examine the purpose and goal of social science research (CO1)
- Identify and examine ethical issues in criminal justice research (CO2)
- Identify, describe, and apply appropriate methodologies, both quantitative and qualitative (CO3)
- Identify and examine the strengths and weaknesses of each methodological technique (CO4)
- Examine and apply how scholarly research is conducted and reported (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.

Accommodation, Counseling, and Veterans Services Links can be found in UTC Learn.

Classroom Policies:

Attendance, Accommodations, Honor Court Violations, Absences, and other policies that protect the rights of faculty and/or students can be found in the “Campus Syllabus.”

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 written assignments. Plagiarism, cheating, and fabrication of materials are strictly prohibited. Cases of academic dishonesty are handled in accordance with the University of Tennessee Chattanooga Student Handbook. Honor code violations are required to be reported and may result not only in failure of the course but suspension from the university.

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.

Make Up Policy:

As this is a required course, class attendance is required. In order to make up a quiz/exam/in-class 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 upon approval. All make up quizzes/exams will be short answer/essay. 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. Assignments are due on the specified dates posted in Canvas.

Technology/Communication/Email Requirements:

Class information and announcements will be communicated through the announcements listings on the course web page (on Blackboard at <http://utconline.utc.edu>), and through your UTC e-mail address. If you have problems with your UTC email account or with UTC Learn, contact the IT Solutions Center at 423-425-4000 or itsolutions@utc.edu.

To enhance student services, the University will use your UTC email address(utcid@mocs.utc.edu) for all communication. Please check your UTC email daily.

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 compatible with the UTC system. 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 (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) 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!!!!

To access UTC Learn, 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>

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.

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. **NO WEAPONS, NO BEEPERS, NO CELL PHONES, NO VIDEO GAMES, AND NO READING OF OUTSIDE MATERIAL DURING CLASS**

Graded Assignments:

- 1) Research Paper Proposal: (35% of total grade)

Your 2-person group will be assigned a research topic. Using a survey research or content analysis technique, you will be assigned to write a (baby) research proposal based on methodological techniques learned in the class. A rough draft must be submitted on the due date. Failure to turn in a rough draft will result in 10 points being subtracted from your final grade.

The paper must be between 6-8 FULL pages (excludes abstract, title, and reference pages). The paper must be written in APA format and you must follow the assignment guidelines rubric(see attachments under syllabus button on Canvas). At least 8 academic sources must be used (refereed journal articles or

books; no websites allowed as academic sources... You can use government reports and other non-refereed online sources sparingly, but they do not count toward your required sources). *Note: Do NOT simply summarize articles for your literature review; it should be written thematically.*

2) Out of Class Assignments (20% of total grade)

Four online assignments to test your critical thinking and application skills will be assigned during the course. Students must address each aspect of the assigned topic and cite properly in APA (in text and references). Work is to be completed individually and must be submitted by Sunday at 11:59 pm EST.

3) Final Exam (10% of total grade)

Ten percent of your final grades will be based on a cumulative exam administered at the end of the semester. The exam will consist of multiple choice and will be administered online. You will have 75 minutes to complete the exam.

4) Online Quizzes (20% percent of total grade; 10 pts each)

Ten online quizzes will be given during the semester to ensure that students are reading, attending lectures, and comprehending the material. While you may use your resources (books not people), please make sure to have the material read for the specified dates as you will have 15 minutes to complete each quiz.

5) In-Class Assignment (15% of the final grade)

Five in-class assignments (some group; some individual) will be assigned during the semester (3% each). Each project is designed to enhance the students understanding of the subject and to reinforce the foundational principles of the subject. *Note: If you are more than 10 minutes late to class, your assignment grade will be deducted.*

Grading:

The final grade will be computed as follows:

Paper:	35%	
Quizzes:	20%	A = 90-100%
In Class:	15%	B = 80-89%
Out of Class:	20%	C = 70-79%
Final:	10%	D = 60-69%
		F = below 60%

Total:	100	

**Grading and feedback will be completed within 14 days of the posted deadline.
The following schedule is tentative and subject to change.**

The Course Outline is TENTATIVE and subject to change. As this is a hybrid course, students will be required to complete material regardless of inclement weather days.

Course Outline			
Week	Date	Topic	Chapter/Assignment Chapters should be read beginning the first day of topic covered!
Day 1	Aug. 19	Syllabus, Introduction to Research, APA	In-Class Assignment
Module 1	Aug 20- Aug. 26	Research & Writing a Literature Review; Scientific Inquiry	Williams Chs. 1 & 4 Denney Article Quiz 1
Module 2	Aug. 27- Sept. 9	Ethics & Obedience to Authority	Williams: Ch. 3 OoC Assignment 1 & 2 Quiz 2 Sept 2.-Labor Day-No Class
Module 3	Sept. 10-23	General Issues in Research Design: Research Questions, Variables, & Attributes; Causality	Williams: Ch. 5 & pgs. 83-85 Maxfield & Babbie Ch. 3 Quiz 3 OoC Assignment 3a
Module 4	Sept. 24-30	Conceptualization/ Operationalization/Measurement	Williams: Ch. 7 Quiz 4 IC Assignment 2
Module 5	Oct. 1-7	Experimental/Quasi-Experimental Designs	Williams Ch. 14 Quiz 5 Oct. 7-No Class
	Oct. 8-14	Work on Literature Reviews	Rough Draft due (8/13) Oct.14-Fall Break-No Class
Module 4 Review	Oct. 15-21	Identifying Variables and Measurement	Garland et al. OoC Assignment 3b
Module 6	Oct.22- Nov. 4	Sampling	Williams Ch. 8 Quiz 6 IC Assignment 3
Module 7	Nov. 5-11	Survey Research	Williams: Ch. 13 OoC Assignment 4 Quiz 7
Module 8	Nov. 12-18	Qualitative Interviewing/Focus Groups/Field Research	Ch. 9, 10, & 12 (exc. 125-127) Quiz 8
Module 9	Nov. 19-25	Content Analysis/Non-Obtrusive Measures	Williams (pgs. 125-127) Quiz 9 OoC Assignment 5 IC Assignment 4
Module 10	Nov. 26- Dec. 2	Interpreting Data Analysis	Williams Ch. 15 IC Assignment 5 Quiz 10
	Dec. 3	Final Paper Due	

ONLINE EXAM	Dec. 4-9	FINAL EXAM-Study Hard!	Open from Dec. 4 (8:00 am)- Dec. 9 (5:00 pm EST)

The University of Tennessee at Chattanooga
College of Arts & Sciences
Department of Social, Cultural, and Justice
Studies Fall 2024
CRMJ 3120
Corrections Class
Meets: Online Only

Instructor: Andrew S. Denney, Ph.D.

Office: 540 MC, Room 444

Phone: 423-425-4195

E-mail: andrew-denney@utc.edu

Office Hours: Tuesdays from 9:00 am to 11:00 am EST or by appointment.

Required Text:

Stohr, M. K., & Walsh, A. (2022). *Corrections: The essentials*. SAGE. ISBN 9781544398778.
4th Edition.

COURSE DESCRIPTION

Philosophical and historical evolution of corrections in the U.S. Emphasis on punishment and rehabilitative rationales, institutional programs and procedures, inmate social structures, and contemporary issues.

COURSE TOPICS

- Overview of U.S. Correctional Institutions
- Punishment Philosophies
- History of Corrections in the U.S.
- Correctional Processes
- Jails and Prisons
- Prison Life
- Management of Special Offender Populations
- Legal Issues Impacting U.S. Correctional Institutions
- Institutional Programming, Treatment, and Education
- Offender Rights and the Death Penalty
- Community Corrections and Offender Reentry
- Juvenile Correctional Institutions

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

- 1). Identify key moments and events across the historical development of the U.S. correctional system.
- 2). Define various forms of correctional institutions and identify key components that separate each type of institution from another.
- 3). Describe institutional life, inmate subcultures, inmate treatment, criminal justice actor responsibilities, and other key issues that impact U.S. correctional institutions.
- 4). Explain how the entire correctional system is organized and operates within the U.S.

EDUCATIONAL GOALS

The overarching goal of this course is to provide students with an in-depth understanding of U.S. correctional institutions and many of the issues associated with them. This course will be mostly lecture-based. As such, approximately 90% of all exam questions come from recorded lectures, with the remaining 10% coming from your textbook. Consequently, one must actively participate to pass this course successfully. Students will be asked to appropriately comment on additional readings, current events, and other relevant topics discussed throughout this course via class discussion. Please visit the [UTC Campus Syllabus](#) for general information on how to be successful in this course and other important information.

ATTENDANCE POLICY

There is not a class attendance policy, especially in the traditional sense of attending class. However, students are expected to log-in to the appropriate Canvas course shell at multiple points throughout any given week. This is crucial for students to learn and meet the above learning objectives.

Modules will be available **only** during the dates stated in the course schedule. Except Modules 1 and 15, all other modules will become available at 12:00am on Monday and will close at 11:59 pm on the following Sunday. All assignments, except for the initial discussion post, for that module will be due at 11:59 pm on Sunday. It is the student's responsibility to plan their week accordingly to view and complete all required assignments for a given module.

EXAMS AND GRADING

Your overall class grade will be determined on the performance assessment of the following: *Exam 1(100 points), Exam 2 (100 points), Exam 3 (100 points), Quizzes (5 total;50 points),*

Syllabus Quiz (5 points), Discussion Posts (6 total; 90 total points), Introduction Post (5 points), and Course Paper (150 points). Specific information and expectations for each assessment type can be found below. In total, there are **600 possible points** for this course.

Grading Scale:

Letter Grades will be assigned as follows:

90% to 100%	A (540-600)
80% to 89%	B (480-539)
70% to 79%	C (420-479)
60% to 69%	D (360-419)
0% to 59%	F (0-359)

Exams (50% of final grade)

You will have a total of three exams throughout this course. Each exam will be 35 multiple-choice questions, each worth two points apiece, and three short discussion answers worth ten points apiece for 100 points. Exam questions will be a mix of material for lectures, textbook readings, and any other supplementary readings. However, most of the information (i.e., approximately 90%) on the exams will come from lecture material.

Quizzes (8.3% of final grade)

Each student is required to complete five quizzes that coincide with the textbook for this course. No information from lectures will be on the quizzes, only information from the textbook. The chapter(s) that the respective quiz pertains to is/are identified in the below course schedule. The quizzes are located under the “Quiz” section on this course’s Canvas page. Students will have 20 minutes to complete the quiz of 10 total questions, worth one point apiece, for a total of 10 possible points. Each student will have two total attempts with the highest score of the two attempts being counted for the final grade.

Discussion Posts (15% of final grade)

At six points throughout the semester, students will be required to post on the Discussion Board for a respective topic. Generally, this will require students to post one substantial post along with an explanation and supporting citations from the reading(s), *and* then respond to at least two other student posts. Initial posts must be 200 words minimum, and responses must be a minimum of 50 words. All initial student posts should be made **by Friday night at 11:59pm each week** to ensure that fellow students have ample time to make their responses. Moreover, responses should move the discussion along. Refer to the specific module for guidelines regarding the respective discussion board requirements.

The instructor will occasionally take part in the discussion where needed to generate further dialogue on key topics featured in the respective module. Moreover, detailed feedback will be provided on the discussion post rubric. Discussion posts are essential to helping learners actively engage in the learning process, as opposed to only passively being exposed to the information through lectures, readings, etc. As such, each discussion post

ensures that individual learners have interaction with the instructor, course materials, and other learners within the course. Each discussion board will be worth 15 points for a total of 90 points. The rubric for discussion post requirements is under the “Rubric” column on our Canvas course shell.

Course Paper (25% of final grade)

Each student must write a course paper (8-10 pages, 8 full page min.). It is worth a total of **150 points** of your course grade. The detailed prompt for this paper is located under the “Course Paper Information” tab on Canvas. This assignment is ***due November 24th*** by 11:59 pm and must be uploaded to Canvas under the appropriate assignment submission folder. Paper copies WILL NOT be accepted.

I highly encourage students to send me rough drafts of their course papers. I provide detailed feedback to help you craft a solid, finished product. Please feel free to email me any drafts or ideas that you have. I will return all drafts with track changes and detailed comments, generally within 48 hours. I will not review drafts sent to me less than 72 hours before the due date/time. Students are encouraged to seek help from the Writing and Communication Center on UTC’s campus. Information for the Writing and Communication Center can be found [here](#).

Make-up Exams/Assignments:

All students are expected to complete their exams and/or assignments on the day and time given/due in class. Make-up exams and/or late assignments are only allowed if the absence is *excused*. If students cannot complete assignments at the prescribed time, it is the student’s responsibility to contact the instructor or graduate assistant ahead of time to make other arrangements. For late assignments, there will be a *reduction of one full letter grade per day that it is not submitted*. For example, the highest score a paper can receive three days late would be a C.

An excused absence includes the following: observance of religious holidays of their faith, imposed legal responsibilities (e.g., jury duty, court appearances, military obligations), University-sanctioned events where students are official representatives, serious illness, death, or serious illness within a student’s immediate family. If you are expecting to miss a class, it is your responsibility to inform me in advance. Additionally, you are responsible for providing me with adequate documentation to support your claims for the absence to be considered excused.

Grade of Incomplete:

An incomplete grade signifies that all course requirements have not been met. If circumstances exist beyond the student’s control as determined by the instructor, the instructor may assign a grade of “I,” provided the student has satisfactorily completed at least seventy percent (70%) of the course requirements and the student has an overall minimum grade of “C” in course work up to that time. The “I” grade becomes an “F” at the

end of one regular semester.

MINIMUM TECHNICAL SKILLS AND TECHNOLOGY REQUIREMENTS

By enrolling in this course, there is both a requirement and a working assumption by the instructor that a student has basic computer literacy skills. Such computer literacy skills include, but are not limited to, the following: navigating an internet browser, navigating Canvas, creating a Microsoft Word document, and attaching files to emails or submitting assignments via Canvas. If a student has any issues with any of these minimum technical skill requirements, they are encouraged to seek appropriate help prior to the beginning of this course. If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request](#) with Information Technology.

- **Adobe Acrobat Reader:** <http://www.adobe.com/products/acrobat/readstep2.html>
- **PowerPoint Viewer:**
<http://www.microsoft.com/downloads/details.aspx?FamilyID=048DC840-14E1-467D-8DCA-19D2A8FD7485&displaylang=en>
- **Windows Media Player:**
<http://windows.microsoft.com/en-US/windows/download-windows-media-player>
- **QuickTime Player:** <http://www.apple.com/quicktime/download/>
- **Adobe Flash Player:** <http://get.adobe.com/flashplayer/>
- **Configure your computer for Online Room sessions:**
<http://support.Canvascollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1473>

STUDENT ACCOMODATIONS

If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

ONLINE CLASS INFORMATION

The posting of grades for all exams and course-assignments will ONLY be available on Canvas. Supplementary reading material will also be posted to our course shell for the appropriate week's reading(s).

Contacting the Instructor: Email is the preferred method of contact. I typically respond to student emails very quickly; however, please allow up to 24 hours for me to respond during the week and up to 48 hours on the weekends. I am also available by phone at 423-425-4195. If needed, I have a Zoom account where students can request a face-to-face video conference.

Please email me to schedule a face-to-face videoconference. All relevant contact information is located at the top of the course syllabus.

All quizzes and exams are graded automatically, whereas the grades are immediately available. Short answer questions to exams and any/all feedback will be returned within 48 hours. Course papers will be returned with detailed feedback, and changes will be tracked within seven calendar days of the assignment due date/time.

Prerequisite Knowledge: No prerequisite knowledge of corrections is required. However, successful completion of CRMJ 1100 or department head approval is required before enrolling in this course.

CLASSROOM BEHAVIOR

Students are expected to be respectful and courteous to other students and their viewpoints at all times. If your behavior disrupts the facilitation of learning or demeans another student, you will be *removed* from this class. In student posts and emails, proper spelling and grammar are expected. Moreover, please evaluate all statements to avoid bias and/or culturally insensitive information.

UNIVERSITY POLICY ON ACADEMIC CONDUCT

Academic dishonesty is a serious offense and will be taken seriously. Please refer to the Student Handbook for a list of behaviors that fall under the definition of academic misconduct within the [UTC Honor Code](#). The handbook also outlines the penalties for academic misconduct and the due process procedures that must be followed.

Additional Information on Plagiarism

Your writing is your intellectual property. Guard it carefully. You could find yourself in the unpleasant position of trying to prove that you are the true author of this work. Save preliminary drafts of your work, reading notes, data collection sheets, and copies of library sources you make while researching your paper. You may be asked to produce these if questions of authorship arise. Make backup copies to protect your work from computer failures. I reserve the right to submit written assignments to the TurnItIn service or use other methods to evaluate the originality of the work submitted. Plagiarism is a serious violation of academic standards and will be punished severely.

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.

SUBJECT TO CHANGE

This syllabus is subject to change as needed throughout the semester. If changes are necessary, they will be announced in class and via email.

TENTATIVE COURSE SCHEDULE

<u>Week # (Start Date)</u>	<u>Topic</u>	<u>Instructional Activities</u>	<u>Assignment(s) Due</u>
M1 (8/19)	Introduction & Overview of Corrections		1.) Introduction Post- 25th 2.) Syllabus Quiz- 25th
M2 (8/26)	Punishment Philosophies	Read Ch. 1- Stohr & Walsh	1.) Quiz 1- 1st 2.) Discussion Post #1 – 1st
M3 (9/2)	History of Corrections in the U.S.	Read Ch. 2- Stohr & Walsh	Quiz 2- 8th
M4 (9/9)	Correctional Processes	Read Ch. 3- Stohr & Walsh	Discussion Post #2- 15th
M5 (9/16)	Jails and Detention Facilities	Read Ch. 5- Stohr & Walsh	
M6 (9/23)	Prisons: State and Federal Prison Systems		1.) Exam 1- 29th 2.) Discussion Post #3- 29th
M7 (9/30)	Prison Life, Prison Management, and Special Offender Populations: Part 1	Read Ch. 7- Stohr & Walsh	1.Quiz 3- 6th 2.) Discussion Post #4- 6th
M8 (10/7)	Prison Life, Prison Management, and Special Offender Populations: Part 2	Read Ch's.10 &11- Stohr & Walsh	Discussion Post #5- 13th
M9 (10/14)	Correctional Actors and Role Issues	Read Ch. 8- Stohr & Walsh	
M10 (10/21)	Legal Issues of Inmate Management	Read Ch. 13- Stohr & Walsh	Quiz 4- 27th
M11 (10/28)	Institutional Programming, Treatment, and Education	Read Ch. 14- Stohr & Walsh	Exam 2- 3rd
M12 (11/4)	Offender Rights and the Death Penalty		Discussion Post #6- 10th
M13 (11/11)	Community Corrections & Offender Reentry	Read Ch's. 6 & 9- Stohr & Walsh	Quiz 5- 17th

M14 (11/18)	Juvenile Corrections		Course Paper Due- 24th
M15 (11/25)	Future Trends in Institutional Corrections	Read Ch. 15- Stohr & Walsh	
M16	Finals Week		Exam 3- 8th by 11:59 PM

The University of Tennessee at Chattanooga
Courts
Fall 2022
CRMJ 3250-24038, 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: Tu/Th, 10:50-12:05, McCallie Building, room 104

Course Catalog Description

An overview of the role of the actors in the American courtroom, the interaction of these actors and the effect of social forces on their behavior. Includes prosecutor, plaintiff and defense lawyers, judges, juries, eyewitnesses, expert witnesses, and court staff.

Course pre/Co Requisites

Criminal Justice 110 or approval of instructor

Course Objectives

1. To examine the function and structure of America's courts
2. To identify and discuss the elements of a crime
3. To demonstrate the ability to articulate the role and duties of the key actors of the courtroom
4. To identify and discuss the steps involved in processing the accused
5. To demonstrate the ability to choose among sentencing options in sentencing the convicted
6. To recognize the complexities involved in achieving "justice"

Required Course Materials

1. Textbook – Neubauer, David & Fradella, Henry (2019), America's courts and the criminal justice system, 13th Ed., Belmont: CA. Wadsworth Publishing.
2. The Brothel Boy Parable – the PDF file is available in the assignment tab on canvas

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

Quizzes (40% of overall course grade)

There are 14 quizzes, each consisting of 20 multiple choices and/or true/false questions. Although 14 quizzes will be given only 12 of them will count towards your overall course grade. Your two lowest quiz scores will be dropped from the gradebook calculation. These quizzes are given to assess your comprehension of the assigned readings. To accommodate all working schedules, these 25-minute quizzes will be available from 12:01am (EST) on Monday to 11:59pm on Sunday. All quizzes must be completed by 11:59pm. Since only 12 of the 14 quizzes will count towards your final course grade and you have an entire week (10,080 minutes) to complete a 25-minutes quiz there will be NO MAKE-UP of missed quizzes.

Brothel boy writing assignment (35% of course grade)

There is one writing assignment for this course. This activity is a comprehensive writing assignment in the sense that it requires students to incorporate and apply everything they have learned in the course to the prosecution, defense and sentencing of a defendant (the Brothel Boy). The assignment requires the student to take on the role/duties of a prosecutor, a defense attorney as well as a judge in the adjudication of the Brothel Boy. The student, for example, will be required to apply the elements of a crime, present a viable legal defense for the alleged crime, calm down the defendant by explaining to him the steps in pretrial criminal procedures, and fashion a “just” sentence based on their knowledge of the case. More specific details of the assignment can be found on pages 6-8 of this syllabus and in the assignment tab on canvas.

MakerSpace Project (15% of course grade)

Using the Hatch-It Lab, located in the Center for Innovation and Entrepreneurship, students (working in groups of 5 or less) will employ the knowledge gained in the course to create a promotional campaign on a specialized court of their choice:

Examples include:

- Drug Court
- Juvenile Court
- Mental Health Court
- Traffic Court
- Environmental Court
- Family Court
- Human Trafficking Court
- Other courts of the groups’ choice

In-Class Activities (ICA) (10% of course grade)

There will be 12 in-class activities throughout the semester. However, only 10 of the 12 activities will count towards the final course grade. Activities are worth 10-points each for a total of 100 possible points. They are designed for live-interactive discussions/activities that stimulates critical thinking in the application of the course materials.

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

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.

Course and Institutional Policies

Late/Missing Work Policy

Since quizzes are available online, are open for an entire week, and the two lowest quiz scores will be dropped, there are no make-up of quizzes. It is also not possible to make-up in-class activities as they are designed for live and active discussion of the course material. Exception for quizzes, however, may be made at the instructor's discretion and will **ONLY** be granted in instances of plausible but unforeseeable circumstances (e.g., death in the family). Documented proof is required and students must contact the instructor within 48 hours of the missed assignment to plan make-up work. It remains the student's sole responsibility to complete any missed work outside of scheduled class time. Should students find themselves in a situation where they are unable to complete all work by the end of the semester, they should consider a late withdrawal or an incomplete grade (certain requirements must be met in order to receive a grade of incomplete). Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

Late submission of the Brothel Boy writing assignment will be deducted 10 points per day. No assignments will be accepted after (7) days from the deadline.

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.

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 sign the attendance sheet each class period. Although no points will be deducted for missing class, perfect attendance (defined as two or less absences) can help students with borderline grades. For example, a student with a 58.5, 68.5, 78.5, or an 88.5 and higher, **AND** have two or less absences will be rewarded with the next letter grade. Note that a 58.5 is an F. However, since the student missed two or less classes, demonstrating their commitment to class, they will be rewarded with a "D" rather than the "F." Similarly, an 88.5 is a "B", but a student who also has perfect attendance will be rewarded with the "A" as a reward for their dedication to attending class. The student with the 58.5, 68.5, 78.5 or an 88.5 and have missed more than two classes will **NOT** have their grade changed or lowered. They will receive the grade that they earned. Notice that they will not be penalized for missing class; they simply will not benefit from the "good attendance" policy. In other words, the "good attendance" policy cannot hurt a student, it can only help them.

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

Week 1 Jan 09-15	Course Orientation Law, Crime, Court, and Controversy ICA #1 Chapter 1 Quiz	Chapter 1
Week 2 Jan 16-22	Federal Courts Visit the Hatch It Lab (Thursday, Jan 19) ICA #2 Chapter 2 Quiz	Chapter 2
Week 3 Jan 23-29	State Courts ICA #3 Chapter 3 Quiz	Chapter 3
Week 4 Jan 30-Feb 05	Juvenile Courts ICA #4 Group Project Meeting – Thursday, Feb 2 Chapter 4 Quiz	Chapter 4

Week 5 Feb 06-12	The Dynamics of Courthouse Justice Field Trip: Hamilton County Criminal Court Visit (Thursday, Feb 9) ICA #5 Chapter 5 Quiz	Chapter 5
Week 6 Feb 13-19	Prosecutors Guest Speaker ICA #6 Chapter 6 Quiz	Chapter 6
Week 7 Feb 20-26	Defense Attorneys Guest Speaker: TBA ICA #7 Chapter 7 Quiz	Chapter 7
Week 8 Feb 27-Mar 05	Judges Guest Speaker: Judge Tom Greenholtz (10/11) ICA #8 Chapter 8 Quiz	Chapter 8
Week 9 Mar 06-Mar 12	From Arrest and Bail through Arraignment Brothel Boy Assignment Due: by 11:59pm on Sunday, Mar 12 ICA #9 Chapter 10 Quiz	Chapter 10
Week 10 Mar 13-Mar 19	Spring Break	Enjoy
Week 11 Mar 20-Mar 26	Disclosing and Suppressing Evidence ICA #10 Group Project Meeting (Thursday, Mar 23) Chapter 11 Quiz	Chapter 11
Week 12 Mar 27-Apr 02	Negotiated Justice and the Plea of Guilty ICA #11 Chapter 12 Quiz	Chapter 12
Week 13 Apr 03-Apr 09	Trials and Juries ICA #12 Chapter 13 Quiz	Chapter 13
Week 14 Apr 10-Apr 16	Sentencing (Nov 22) Group Project Meeting (Thursday, Apr 20) Chapter 14 Quiz	Chapter 14
Week 15	MakerSpace Project Presentations	

Apr 17-Apr 23

(Powerpoints are due prior to the start of class on Tuesday, April 18)

* The schedule of activities is subject to change
01/07/2023

Brothel Boy Writing Assignment CRMJ 3250

Instructions

Using the parable “The Brothel Boy,” students will write a 5-6-page paper. The paper must be typed, double-spaced, with 1” margins and a 12-point font (Times New Roman font preferred).

NOTE: You **MUST** use evidence (i.e., explicit quotations/statements) from the story to support your responses. See schedule of activity for due date.

IMPORTANT NOTICE: READ CAREFULLY BEFORE STARTING THE ASSIGNMENT:

Although the parable of the Brothel Boy took place in a foreign country (Burma) and a different time-period (1920s), some of the issues it raises (i.e., the moral deservedness of capital punishment and the issue of “blame” and “guilt”) can still be applied to modern-day times. As the author so eloquently puts it, the Brothel Boy is “deliberately fashioned to tease out issues on which thoughtful people have differed for centuries” (Morris, 1992; p. 25). For example, what is “justice”? Is it “justice” to hang an intellectually disabled boy who was born and raised in a brothel, and whose only persistent defense is “Please Sir, I paid, I’m sorry Sir.”?

Simply put, although the story took place in the 1920s and in a third world country, the issues it raises remains prominent in our modern society. Therefore, your task is to use what you have learned in this course (see course objectives [CO] on page 1 of the syllabus) to modernize the handling of the Brothel Boy’s case (i.e., answer the questions below as though the crime, arrest, and trial occurred today and in the United States).

Helpful Tips

Below are the details for completing the Brothel Boy writing assignment. There are seven numbered points, meaning that that you should have no less than 7 paragraphs (each of the points below should correspond to a separate paragraph).

FOLLOW THE GUIDELINES: I have already organized your paper for you. So, all you need to do is follow the guidelines by answering the questions in the EXACT ORDER they were given. Failure to follow the guidelines will lower the points you receive on the organization of the paper (see rubric). See canvas for a tip sheet that provides additional helpful tips for doing well on this assignment.

Details of the Assignment

1. Paragraph 1 - Calming down the town (CO1)
 - a. Description: The town is in uproar over the death of the virgin girl. To stop a riot from occurring, pretend you are a news reporter informing the public about the case. This you would do by:
 - b. Your Task
 - i. Briefly summarize the parable. Your summary should include:

1. What happened (what crime/offense is he being accuse of committing).
 2. Background/demographic information on the Brothel Boy (this should include his age, place of birth, his family, friends, educational attainment, employment, etc.)
2. Paragraph 2 – Elements of a Crime (CO2)
 - a. Description: Use your expertise and knowledge of the criminal justice system to inform the public of whether a crime was committed.
 - b. Your Task:
 - i. What are the elements of a crime?
 - ii. Were those elements met?
3. Paragraph 3 – Role/Duties of the Prosecutor (CO3)
 - a. Description: Pretend you're the prosecutor in this case.
 - b. Your Task
 - i. What is the role/duties of a prosecutor?
 - ii. Would you charge the Brothel Boy? If so, on what charge?
 - iii. Why or why not?
4. Paragraph 4 – Role/Duties of a Defense Attorney (CO3)
 - a. Description: Pretend you're his defense attorney
 - b. Your Task
 - i. What is the role/duties of a defense attorney?
 - ii. What legal defense/s would you use?
 - iii. Why?
5. Paragraph 5 – Calm down the terrified Brothel Boy (CO4)
 - a. Description: The Brothel Boy is afraid and anxious because of his unfamiliarity with the criminal justice system and its criminal procedures. As a friend, ease his fears and anxieties by explaining the steps of the American pretrial criminal procedures:
 - b. Your Task
 - i. Beginning with arrest, present the steps of the pretrial criminal procedures in the order in which they occur.
 - ii. Briefly discuss what takes place at each step.
6. Paragraph 6 – Role/Duties of a Judge (CO3)
 - a. Description: Pretend you're the judge in this case
 - b. Your Task
 - i. What is the role/duties of a judge during the pretrial stages (arrest to arraignment)?
 - ii. Pretend the Brothel Boy was tried and convicted; what sentence would you impose and why? **NOTE:** To answer this question it is highly recommended that you refer to chapter 14 of the text for examples of sentencing options.

7. Paragraph 7 – Outcome (CO6)

- a. Description: Discuss what ultimately happened to the Brothel boy and your personal views of that outcome.
- b. Your Task
 - i. What was the fate of the brothel boy?
 - ii. How do you define justice? Then in your opinion, explain whether justice was served (be specific)? Why or why not?

CO = Course Objective (see syllabus)

Last Revised 1/07/2023

Ethics in Criminal Justice
Spring 2023
Department of Social, Cultural, & Justice Studies
CRMJ 4300, CRN 20522, 3, credit hours, online

Instructor: Christina Policastro, PhD

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

Office Hours and Location: T/TH 10:00 – 11:30 PM via ZOOM or by appointment (Dr. Policastro's office location: 540 McCallie Avenue, State Office Building RM 446)

Course Meeting Days, Time, and Location: This course is entirely online (the class will never meet in person), which means that students enrolled in the course must be self-directed and responsible for their own learning experience. Students are responsible for keeping up with the course schedule, reading all assigned readings, and completing all course assignments by the due dates listed in the course schedule. All the assignments will be submitted online via UTCLearn.

Course Catalog Description: An investigation into the implications for criminal justice theory and practice of selected philosophical positions and perspectives.

Course Pre/Co Requisites: CRMJ 1100, CRMJ 2100 and junior standing or department head approval.

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) Identify and apply various theories of ethics. (CLO 1)
- (2) Discuss a variety of ethical/moral issues, which characterize and define the different facets of criminology/criminal justice. (CLO 2)
- (3) Explain why it is important for criminal justice professionals to study ethics. (CLO 3)
- (4) Analyze the process by which they consider ethics and morality in decision-making. (CLO 4)
- (5) Assess, through self-reflection, the critical factors that influence ethics and morality. (CLO 5)

Required Course Materials: All required readings will be posted/linked on UTCLearn and located within the module in which they are assigned. Students can complete all assessments with the materials posted on UTCLearn (see below for a recommended text, should the student prefer a more traditional textbook for the class).

Recommended Course Materials: Pollock, J. M. (2022). *Ethical dilemmas and decisions in criminal justice, 11th edition*. Boston, MA: Cengage.

Technology Requirements for Course: This course is delivered in an Internet Course Delivery Method. This format requires that the entire class be conducted online. All materials for the course including the syllabus, course content, contact information, presentations, activities and assessments will be provided 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 at <http://www.utc.edu/learn/getting-help/system-requirements.php>.

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> **Proctorio** is required to take all of the quizzes for this course. Information about how to use this software can be found in the Course Orientation Module for the course.

Technology 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 are expected to have a working knowledge of UTC Learn, internet and UTC Library database search engines, Microsoft Word, Microsoft PowerPoint, YouTube, 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 (<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 Assessments and Requirements: Grades for this course will be based on the completion of in-class exercises, exams, and paper assignments. The descriptions below describe each assignment, as well as the percentage of the grade associated with each activity.

1) Critical Thinking Exercises (30% of total grade = 3 @ 10% each)

- a. Students **must participate in 3 critical thinking exercises** throughout the course of the semester. Each critical thinking exercise will be worth 10% of the final

grade. There will be four opportunities to participate in a critical thinking exercise and the three highest critical thinking exercise grades will count toward the student's final grade. Instructions and a submission link will be provided within the module in which each specific exercise is due (see course schedule).

- b. The instructor will post a prompt (typically a question or statement) that student must respond to within the specified time frame for the assignment (see course schedule).
 - i. Students must submit a 500–750-word (excludes references and non-substantive content like title page information) response to the prompt/question posted by the instructor. Students will be provided with a rubric that outlines the specific requirements of the critical thinking assignments.
 - ii. An important component of these activities is the ability of the student to draw on and synthesize information from the course readings, as well as external sources when crafting responses to prompts. Students are required to provide evidence for their responses to critical thinking prompts. *Evidence must be based on the course readings, as well as outside information the student has collected outside the course readings. It is expected that students will incorporate information from their assigned readings, as well as at least ONE outside scholarly reference (i.e., journal articles, scholarly research studies, empirical reports) to support the arguments the student advances in their critical thinking exercise.*
 - 1. Students do not have to incorporate every single assigned reading into their assignments, but should include relevant assigned readings to support the argument/points they are advancing.
 - iii. Students **must cite/identify the source of the information** they use in these assignments, so that the instructor can evaluate the information presented and review the sources utilized.
 - a. Posts should also do more than place direct quotes from reference material into the text. The professor is looking to see if students understand and can apply the course information in their own words. *Merely quoting text does not demonstrate a strong ability to work with the material.*
 - 2. Further, the assignments will be checked for plagiarism, thus students must properly paraphrase and cite all information included in the posts. This means all work submitted **MUST** include in-text, parenthetical citations throughout the text and full reference citations at the end of the assignment.

2) Module Quizzes (20% of total grade= 4 @ 5% each)

- a. Four non-cumulative quizzes will be administered throughout the course of the semester. Each quiz will be worth 5% of the student's final grade and is based on the material covered within each of the modules for the course.
 - i. See course schedule for quiz deadlines.

- b. Given that students will have access to the class materials in advance, these quizzes are designed to ensure that students keep up with the course readings. All questions will be derived directly from assigned readings and course materials. The number of questions on each quiz will vary based on the material covered prior to the quiz. The instructor will inform students of the number of questions on each quiz prior to the date the quiz is posted.
- c. Quizzes must be accessed through the course website (i.e. UTCLearn). Grades will be made available to students upon completion of each quiz. In order to take each quiz, you must use **Proctorio** (see module 1 for information on Proctorio).
- d. A score of zero will be entered into the record for each quiz that the student does not successfully submit within the time period outlined in the course schedule. *Each quiz will have a time limit and once that time limit has been exceeded, the quiz will automatically submit all responses the student has saved. In general, students will have 1 minute per question on the quiz.* Thus, IT IS IMPORTANT THAT YOU SAVE ALL OF YOUR RESPONSES AS YOU TAKE THE QUIZ!! If you run out of time, responses that are not successfully saved will not be recorded. *Also, be sure to double-check all responses you have selected and save frequently. If you hit the tab or space bar keys while in the quiz, it can alter the responses you originally selected.*
- e. **Students are strongly advised to not put off taking quizzes until the last minute as computer-related problems do occur (and often take hours to resolve).** All technical issues related to the UTCLearn system should be directed to the software experts at the UTC Helpdesk (phone number (423) 425-4000; email address: helpdesk@utc.edu).
- f. If students do the reading and abide by the schedule, they will perform well on the quizzes.

3) Paper Assignments (40% of grade = 2 @ 20% each)

- a. Students will be required to submit two papers for the class. The first is based on a personal ethical dilemma they have faced in their own life and the second is based on a wrongful conviction case. These assignments are designed to assess the student's ability to critically assess material and apply course concepts to ethical dilemmas/issues.
- b. Specific instructions for the assignments will be provided via UTCLearn and will be accompanied by a rubric.
- c. DO NOT copy material from the book verbatim (OR any other source), this is plagiarism. Students must put information into their own words and acknowledge where the information they use in their papers comes from. *Students must do so by including in-text citations and references.* See plagiarism policy outlined below in the class policies section of the syllabus.
- d. **Students are only allowed to use ONE short (20 words or less) quote in each of their paper assignments.** Points will be deducted if students exceed the one quote limit.
- e. All papers 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 papers 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.

- f. Students must submit the paper assignments by the deadlines outlined in the course schedule. Late papers will be accepted; HOWEVER, ten points will be deducted for each day a paper assignment is late. MOREOVER, NO LATE PAPERS WILL BE ACCEPTED ONCE THE ASSIGNMENT IS 5 DAYS LATE – see the course schedule for deadlines and late paper policy below.

4) Final Exam (10% of final grade)

- a. One final, cumulative exam (10% each) will be administered in this course. The exam will be based on assigned readings and lecture. The exam will be a combination of multiple choice and true/false questions.
- b. **Cheating on exams will not be tolerated** and disciplinary measures will be taken if students are observed cheating.
- c. In order to take the final exam, you must use **Proctorio** (see Module 1 for proctorio info).

Course Grading Policy: The way 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.

Grading Breakdown

Final grades will be calculated as follows:

Module Quizzes ¹ (4 @ 5% each)	20%
Critical Thinking Exercises (3 @ 10% each)	30%
Course Papers (2 @ 20% each)	40%
Final Exam (1 @ 10%)	10%
Total :	100%

Grading Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

¹ Excludes Module 1 syllabus quiz (which counts as extra credit); only Module 2 thru 5 quizzes are counted in final grade calculations.

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. Exams/quizzes 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.

Late/Missing Work Policy: Given the structure and format of the course, makeup work will only be accepted in extremely limited circumstances. It is expected that **students will complete and submit all assignments by the dates/times indicated in the course schedule**. Student work (i.e., quizzes, papers, and discussion boards) not submitted by the deadlines outlined in the course schedule will not be graded and will be awarded zero points. Late papers will be accepted; however, 10 points will be deducted for each day late and no late papers will be accepted once the paper is 5 days late.

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**. Should a student encounter a circumstance that precludes the student from completing multiple course assignments or prevents the student from attending class on multiple occasions, the student should consider a withdrawal from the course.

Since this course is fully online, it is vital that students contact the professor as soon as they possibly can to inform her of technology problems or other issues (e.g. documented illness) that affect the submission of course assignments, etc. The professor is less likely to believe the student's reasons for not being able to complete an assignment if they receive notice from the student a few hours before the cut-off time for an assignment. **If you wait until the last 24 hours before a due date, there are absolutely no guarantees that the professor will be able to accommodate any requests for assistance.** This applies to quizzes, papers, and other assignments. The professor will decide based on the nature of the issue and the student's history of technological and other miscellaneous problems how to resolve the student's issue. Students who repeatedly have "technological problems" or other issues that affect the submission of their assignments will not be allowed to make-up any of the work they miss.

Course Attendance Policy: This class is completely online; thus, regular log ins and participation are fundamental components of this course. As adults, students are responsible for their own education. I will note that the level of success a person has in a class is typically

positively correlated with their attendance (in this case regular access to the course and interaction with course material).

Course Participation/Contribution: Students are expected to participate in all online course assignments. Should students fail to do so, this will be reflected in their grade. Please see course late/missing work policy.

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

Communication with the Instructor: Students will be able to communicate with the instructor via email and telephone, although email is the professor's preferred method of contact. 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.

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.

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

Module	Dates	Topic/Assessments & Deadlines	Assigned Course Materials
1	Week 1 1/9 – 1/15	Syllabus and Class Introduction- Why study ethics? <i>Take Module 1 Quiz (covers syllabus – extra credit!) and post in introductory discussion board by 11:59PM on 1/16 (see announcement for details)</i>	READ: All required readings and any PPTs/course materials posted in Module 1
2	Week 2 1/16 -1/22 ²	Ethical Systems and Defining Ethical Behavior Work on your Critical Thinking Exercise #1 and Personal Dilemma Paper Module 2 Quiz Available 1/16	READ: All required readings and any PPTs/course materials posted in Module 2, week 2 WATCH: All videos posted in Module 2 for Week 2
2	Week 3 1/23 – 1/29	Ethical Systems and Defining Ethical Behavior, continued <i>Critical Thinking Exercise #1 Due 1/29 at 11:59 PM</i>	READ: All required readings and any PPTs/course materials posted in Module 2, week 3 WATCH: All videos posted in Module 2 for Week 3
2	Week 4 1/30 – 2/5	Considering the Concept of Justice Work on Personal Ethical Dilemma Paper	READ: All required readings and any PPTs/course materials posted in Module 2, week 4 WATCH: All videos posted in Module 2 for Week 4
2	Week 5 2/6 – 2/12	Ethical Criminal Justice Professionals <i>Module 2 Quiz Due 2/12 by 11:59 PM</i> <i>Personal Dilemma Paper Due 2/12 at 11:59 PM</i>	READ: All required readings and any PPTs/course materials posted in Module 2, week 5 WATCH: All videos posted in Module 2 for Week 5
3	Week 6 2/13 – 2/19	Ethics in Policing: Nature and Function of Police Work on Critical Thinking Exercise #2 and Wrongful Conviction Paper Module 3 Quiz Available 2/13	READ: All required readings and any PPTs/course materials posted in Module 3, week 6 WATCH: All videos posted in Module 3 for Week 6
3	Week 7 2/20 – 2/26	Ethics in Policing: Discretion, Force, & Corruption <i>Critical Thinking Exercise #2 Due 2/26 at 11:59 PM</i>	READ: All required readings and any PPTs/course materials posted in Module 3, week 7 WATCH: All videos posted in Module 3 for Week 7
3	Week 8	Ethics in Policing: Responding to	READ: All required readings

² 1/16 is a holiday and 1/22 is the last day to drop a class before a W is recorded

	2/27- 3/5	Misconduct & Corruption <i>Module 3 Quiz due 3/5 by 11:59 PM</i> Work on Critical Thinking Exercise #3 and Wrongful Conviction Paper	and any PPTs/course materials posted in Module 3, week 8 WATCH: All videos posted in Module 3 for Week 8
4	Week 9 3/6 – 3/12	Ethics in Courts: Courtroom Professionals <i>Critical Thinking Assessment #3 Due 3/12 at 11:59 PM</i> Work on Wrongful Conviction Paper Module 4 Quiz Available 3/6	READ: All required readings and any PPTs/course materials posted in Module 4, week 9 WATCH: All videos posted in Module 4 for Week 9
	Week 10 3/13 – 3/19	SPRING BREAK – NO ASSIGNMENTS	
4	Week 11 3/20 – 3/26	Ethics in Courts <i>Wrongful Conviction Paper due 3/26 at 11:59 PM</i>	READ: All required readings and any PPTs/course materials posted in Module 4, week 11 WATCH: All videos posted in Module 4 for Week 11
4	Week 12 3/27 – 4/2 ³	Ethics in Courts <i>Module 4 Quiz due 4/2 by 11:59 PM</i>	READ: All required readings and any PPTs/course materials posted in Module 4, week 12 WATCH: All videos posted in Module 4 for Week 12
5	Week 13 4/3 – 4/9 ⁴	Ethics in Punishment Work on Critical Thinking Exercise #4 Module 5 Quiz Available 4/3	READ: All required readings and any PPTs/course materials posted in Module 5, week 13 WATCH: All videos posted in Module 5 for Week 13
5	Week 14 4/10 – 4/16	Ethics in Corrections <i>Critical Thinking Assessment #4 Due 4/16 at 11:59 PM</i>	READ: All required readings and any PPTs/course materials posted in Module 5, week 14 WATCH: All videos posted in Module 5 for Week 14
5	Week 15 4/17 - 4/24 ⁵	Ethics in Corrections <i>Module 5 Quiz due 4/24 at 11:59 PM</i> Study for Final Exam	READ: All required readings and any PPTs/course materials posted in Module 5, week 15

³ 3/27 is the last day to withdraw from any course with a grade of W

⁴ 4/7 is a holiday

⁵ 4/24 is the last day of classes for the Spring 2023 semester and 4/25 is reading day

			WATCH: All videos posted in Module 5 for Week 15
Final Exam: Opens 4/24, DUE 4/27 by 11:59 PM			

*****The course syllabus provides a general plan for the course; deviations may be necessary. *****

Any changes will be announced via email/UTClearn, so ensure that you are regularly checking your UTClearn announcements and email

****** If there are any extra credit opportunities throughout the semester, details (i.e. point values and assignment) will be announced during via UTClearn AND any extra credit opportunities offered will be extended to the *entire* class

The University of Tennessee at Chattanooga
Department of Social, Cultural, and Justice Studies
Race, Class, Gender, and Crime
Spring 2020
CRMJ 3310, CRN 21448, 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 (8:30 am – 9:15 am, 11 am – 11:50 am), and by appointment. I will also respond to questions via email within 24 hours.

Course Meeting Days, Time, and Location: TR 9:25 am – 10:40 am in Derthick Hall 201

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.

Disclaimer: This course will require discussion of material that is often politicized and highly controversial. Further, the textbook is written from a critical perspective. Special emphasis should be placed on the word “perspective.” There are a number of theories and vantage points from which to examine the topics of race, class, gender, and crime—and we will consider several. I expect respectful discourse as we explore this material.

Course Pre/Co Requisites: CRMJ 1100 and CRMJ 2100 or department head approval.

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. *4th edition of the text is also acceptable.

Required Additional Readings:

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

Dolliver, M.J., & Rucker, 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.

Eitle, D., D'Alessio, S.J., & Stolzenberg, L. (2002). Racial threat and social control: A test of the political, economic, and threat of black crime hypotheses. *Social Forces*, 81(2), 57-576.

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.

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.

Technology Required: You need access to a computer with a reliable internet connection to complete this 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 Learn's 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 Canvas environment and have become proficient at the following:

- 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.
- Creating presentations in Microsoft Power Point
- Submitting assignments via Canvas

- 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 (616-685 points); 80-89% = B (548-615 points); 70-79% = C (479-547 points), 60-69% = D (411-478 points); <60% = F (<411 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.

Syllabus quiz	1@10 points	10

Learning Assessments

Quizzes	7@10 points	70

Exams	3@100 points	300

Assignments

Assignment 1	1@10 points	25

Assignment 2	1@25 points	25

Assignment 3	1@50 points	50

Assignment 4	1@100 points	100

Assignment 5	1@25 points	25

Attendance		30

Critical Thinking Exercises	10@ 5 points	50

Total points		685

Instructor Grading and Feedback Response Time: Grading and feedback on quizzes and exams will be available in Canvas immediately following the posted deadline. Grading and feedback on written assignments will be completed by the instructor and available in Canvas within 10 days of the posted deadline.

Course Materials: With the exception of the textbook, all course materials will be made available in UTC Learn. Course content is organized in weekly folders in UTC Learn. For each module, you will have assigned readings and other content. In each module folder, there are also links to assignments/exams/quizzes/etc.

Course Assignments:

Group Project: Early in the semester, you will be assigned to a group of approximately 6-8 people. Your group will then select a topic related to race, class, gender, and crime from a pre-approved list of topics appropriate to the course. Broad examples include the following: race and legal cynicism, race and policing, domestic violence, urban homicide, gender and sexual assault, white collar crime and punishment. Toward the end of the semester, your group will develop a presentation that will be given to the class. Group presentations should be organized by the following chapters: Introduction (statement of the problem), Review of the Literature (summary of the literature as it relates to the problem), and Policy Initiatives (evidence-based and/or theoretically-grounded strategies you would use to address the problem). Guidelines and a grading checklist are included in your UTC Learn Course Materials. Overall, the group project will consist of the following assignments, which will consist of some individual assignments:

Assignment 1 (Topic Selection): Provide a 1 page description of the topic your group has selected and an explanation of why it is an important topic. Support should also be offered by citing no less than 3 references, which should be listed in APA format. This is a **group** assignment.

Assignment 2 (Reference List): Provide a list of **no less** than 15 references you intend to include in the final paper. These should listed in APA format. This is a **group** assignment.

Assignment 3 (Article Summary): Select an article from the list of references you submitted in Assignment 2 and complete a summary of the article by answering all questions posed in the template provided in Canvas. Each group member must summarize a unique article—meaning two group members cannot summarize the same article. Completion of this assignment will greatly assist your group in completing Assignment 4. This is an **individual** assignment.

Assignment 4 (Presentation): Submit a final Power Point in Canvas that includes an Introduction, Review of the Literature, and Policy Initiatives. Present the Power Point to the rest of the class. The presentation should be 10-12 minutes in length and each member must have a speaking role. This is a **group** assignment.

Assignment 5 (Individual Contributions): Learning to work as a group to identify and solve problems will be critical toward your success in the field. This, of course, requires

that you actually make a meaningful contribution to group assignments and actively participate in the project. There are no free rides here—meaning the bulk of the work will not fall on one or a few group members. In other words, you will not receive credit for the work of others. As a procedural safeguard, Assignments 4 and 5 will have the same due dates. In Assignment 5, the role of each group member, as well as their individual contribution to the project will be explained. The assignment will also include two additional questions: 1) recommended grade (as a percent) for each of your group members based on their performance; and 2) the grade (as a percent) you believe you earned based on your performance. For example, if a group member was actively involved and completed their assigned contribution then you may recommend that they receive 100% credit for their contribution. In contrast, if a group member failed to complete their assigned tasks, forcing additional work onto another group member, then you may recommend that the member receive 50% credit for their contribution. 100% credit for a presentation that receives a score of 92 is 92%. 50% credit for a presentation that receives a score of 92 is 46%. This recommendation will factor heavily into the final grading decision. Any disputes will be resolved via meetings with the professor. In short, be an active member of your group and submit quality work. This is an **individual** assignment.

Critical Thinking Exercises

Although a number of basic concepts will be covered in the course, it is this instructor's goal to provide you with opportunities to further explore specific areas of race, class, gender, and crime that are of interest to you. Thus, you will have the ability, within each weekly module, to select from multiple potential critical thinking exercises. Of these, you must select **one exercise** for which your group will offer an initial response to the class. You will then engage your peers in a respectful discussion on the subject material. You must be present and actively participate to receive credit for in-class critical thinking exercises.

Learning Assessments (quizzes and exams):

Learning assessments are made up of multiple choice and true/false questions that are drawn randomly from a bank of questions. All **quizzes** will be administered in Canvas (UTC Learn). All **exams** will be completed in class. During quizzes and exams, you may use resources such as the book and notes, but assessments are timed, so it is important that you prepare for them in advance by completing reading assignments and reviewing the course materials. Learning assessments are completed individually (**no group work**). You have the entire week to choose a time to take each quiz, but once you start it, it must be completed in the time provided. Quizzes will open and close on a weekly basis—opening on Tuesdays and closing the following Monday at 11:59 pm. **Absent extreme extenuating circumstances or cases falling within UTC policy, there are no late or make-up quizzes.** Exams will be administered in class on the dates described in your course schedule. **Absent extreme extenuating circumstances or cases falling within UTC policy, there are no late or make-up exams.**

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. Attendance has a possible point value of 30 points. Two absences will be excused without penalty. Each additional absence that is unrelated to a UTC function will result in a deduction of 5 points.

Late/Make-Up Work Policy: Late work is not accepted on learning assessments or assignments. Plan accordingly and complete your work on time.

Weather Events Policy: If the campus is closed due to inclement weather, this 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 not a self-paced course. You are expected to complete scheduled activities every week. As an upper-level, student-centered course, you are expected to adhere to all deadlines and maintain accountability to your group and peers. Students who do not meaningfully contribute to a group assignment will receive a score of zero for that activity. **DO NOT PROCRASTINATE.** Each of the assigned group activities will require both coordination and significant time investment outside of class. Recognize your strengths and weaknesses as individuals and divide responsibilities/plan accordingly.

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

<u>Month/Day</u>	<u>Week</u>	<u>Reading Assigned</u>	<u>Assignments Due</u>
1/07	1	Syllabus, Chapter 1	Syllabus Quiz (C) (1/13 @ 11:59 pm) CTE #1
1/14	2	Chapter 2	Quiz 1 (Ch. 1/2) (C) (1/20 @ 11:59 pm) CTE #2
1/21	3	Chapter 3	Assignment 1: Topic Selection(C) (1/27@11:59pm) *Group Assignment CTE #3
1/28	4	Chapter 4	Quiz 2 (Ch. 3/4) (C) (2/03 @ 11:59 pm) CTE #4
2/04	5	Chapter 5	Exam 1 (Ch 1-4) (In Class on 2/6)
2/11	6	Chapter 6	Quiz 3 (Ch. 5/6) (C) (2/17 @ 11:59 pm) CTE #5
2/18	7	Chapter 7	Assignment 2: Reference List (C)(2/24@11:59pm) *Group Assignment CTE #6
2/25	8	Chapter 8	Quiz 4 (Ch. 7/8) (C) (3/02 @ 11:59 pm) CTE #7
3/03	9	Chapter 9	Exam 2 (Ch. 5-8) (In class on 3/5)
3/10	10	None	NO CLASS 3/9-3/15 (Spring Break)
3/17	11	Chapter 10	Quiz 5 (Ch. 9/10) (C) (3/23 @ 11:59 pm) CTE #8
3/24	12	Film	Assignment 3:Article Summary(C)(3/30@11:59pm) *Individual Assignment
3/31	13	Anderson (1994)	Quiz 6 (Anderson, 1994; Sampson & Wilson, 1995) Sampson & Wilson (1995) (C) (4/6 @ 11:59 pm) CTE #9
4/07	14	Eitle, D'Alessio, & Stolzenberg (2002) Dolliver & Rucker (2017)	Quiz 7 (Dolliver & Rucker, 2017; Ousey & Kubrin, 2009) (C) (4/13 @ 11:59 pm) CTE #10

Ousey & Kubrin (2009)

4/14	15	Class Presentations	Assignment 4: Group Presentation (C) *Group Assignment Assignment 5: Individual Contributions (C) *Individual Assignment <u>Both due in Canvas by 4/16 @ 11:59 pm</u>
4/21	16	Finals Week	Final Exam (Ch. 9/10; Anderson, 1994; Sampson & Wilson, 1995; Eitle et al., 2002; Dolliver & Rocker, 2017; Ousey & Kubrin, 2009) (In class-TBA)

Women and Criminal Justice

Fall 2023 Part of Term 1

CRMJ/WGSS 3180, 44143, ONLINE, 3 credit hours

Instructor: Dr. Courtney Crittenden

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

Office Hours and Location: M 3-5 PM, 540 McCallie Building Room 445; T 11AM-12PM
online via ZOOM

Course Meeting Days, Times, and Location: ONLINE, August 21- October 9, 2023

Course Catalog Description: This course is intended to provide an overview of women's involvement in the criminal justice system as offenders, victims and professionals. Considerable attention will be given to women as victims of crime, the social system and the criminal justice process. On demand. Prerequisite: CRMJ 1100 or completion of social science general education requirement or department head approval. May be registered as WGSS 3180. Credit not allowed in both CRMJ 3180 and WGSS 3180.

Course Pre/Co Requisites: CRMJ 1100 or completion of social science general education requirement or department head approval.

Course Student Learning Outcomes: Upon successful completion of this course, students should be able to: 1) define feminist criminology and describe its impact on the field of criminal justice; 2) explain how gender and sex influence individual's experience within the justice system; 3) describe women's experiences as victims, offenders, and professionals in criminal justice; 4) explain how other factors such as race, class, and sexuality, impact women's experiences within criminal justice.

Required Course Materials: Mallicoat, S.L. (2022). *Women, gender, and crime: Core concepts* (2nd ed). SAGE.

Supplemental/Optional Course Materials: *Any supplemental materials will be posted on UTC Learn under the respective week's materials.*

Technology Requirements for Course: This course is delivered in a ONLINE Course Delivery Method. This format requires that the class be conducted online. All materials for the course including the syllabus, course content, contact information, and 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, you need 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 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 <https://new.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/utc-learn/student-resources/tutorials-and-technology>.
- **Proctorio** is required to take all of the quizzes for this course. Information about how to use this software can be found in the Unit 1 Module for the course. *Do not call your instructor or UTC for assistance with Proctorio. If you have any issues, please contact Proctorio's 24/7 Support: Phone: (866) 948-9248 OR Email: support@proctorio.com*
- You need to have an internet browser that is capable of playing a flash video.

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, 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 120 possible points for this course.

Syllabus Quiz – (5 points)

During the first week of this class, you are required to complete the Syllabus Quiz. This quiz will NOT be timed and you can take it up to 3 times in order to get the best score possible. It is advised that you **USE YOUR SYLLABUS** to take the quiz. This quiz is designed to help you familiarize yourself with the course description/objectives, guidelines/rules, and assignments. ***You must take this quiz.***

Lecture Quizzes – (30 points)

There are 13 quizzes (excluding the Syllabus Quiz). These quizzes may include between 5-10 multiple choice, true/false, and/or fill-in the blank. Each quiz is worth 3 points. There is a specified time limit for each quiz, depending on the number of questions for the quiz. You will be informed of both the number of questions and the time limit in the instructions for each quiz. **For these quizzes you must use Proctorio.** *Information for using and downloading Proctorio can be found in Unit 1.* You are responsible for knowing information covered in the assigned readings, lecture notes, and other supplemental material (e.g., videos embedded in the lecture)

assigned through the course for each respective quiz. The quiz will be due before we discuss the lecture in class. The 10 highest quiz grades will be used for your final grade calculation.

Discussion Questions – (30 points) – for each lecture, there will be discussion question asked of you. There will be 13 discussion questions, each worth 3 points each. The 10 highest discussion question grades will be used for your final grade calculation. *If you make “exceeds expectations” for 5 or more of the discussion questions, extra credit will be added to your final grade.*

Writing Assignments – (50 points) – there will be two writing assignments throughout the term, each worth 25 points. They will be based on the major sections: victimization, offending, and criminal justice professionals. For each of these papers, you will be tasked with writing at 500-750 word paper aimed at answering the questions of the prompt for that section. These assignments will be aimed at comparing and contrasting issues of justice.

Discussion Board (5 points) – there will be 1 graded and several ungraded discussion board forums throughout the term – one (1) for each unit. ***The only graded discussion board forum is “Getting to Know You” during Unit 1 – and it is worth 5 points.*** All other discussion board forums are optional – but recommended. When completing both your initial and follow-up posts on the discussion board forum, you are expected to interact respectfully and thoughtfully with your peers. Make sure you act like the budding, respectful scholars you are.

Course Grading

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

A	108-120	C	84-95.99	F	Below 72
B	96-107.99	D	72-83.99		

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, 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 Participation/Contribution: Students are expected to participate in all interactive aspects of this course. This includes logging in regularly (i.e., daily or several times per week) to check for announcements, communicating with the instructor if you have any questions regarding course content, and participating in all assessments.

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.*

Week/Date	Topic/Assessments	Readings
1 Aug. 21-27	Getting Started and Introduction to Women and Criminal Justice <i>Syllabus Quiz, Lecture 1 quiz and discussion question, DB1, and Unit Reflection</i> COMPLETION DATE FOR ALL UNIT 1 ASSIGNMENTS DUE SUNDAY, AUG 27 @ 11:59 PM. Aug. 24 – Last day to drop before a W is recorded.	Ch. 1
2 Aug. 28- Sept 3	Theories of Victimization and Rape and Sexual Assault, <i>Lectures 2-3 quizzes and discussion questions, WA1, and Unit Reflection</i>	Ch. 2-3
3 Sept. 4-10	Intimate Partner Abuse & Stalking, International Issues and Gender-Based Violence Monday, Sept. 4 LABOR DAY HOLIDAY- NO CLASS <i>Lectures 4-5 quizzes and discussion questions, WA1, and Unit Reflection</i>	Ch. 4-5

	COMPLETION DATE FOR ALL UNIT 2 ASSIGNMENTS DUE SUNDAY, SEPT 10 @ 11:59 PM.	
4 Sept. 11-17	Women, Girls, Gender and Offending and Girls Delinquency <i>Lectures 6-7 quizzes and discussion questions, WA2, and Unit Reflection</i>	Ch. 6-7
5 Sept. 19-24	Female Offenders and their Crimes and Processing and Sentencing of Female Offenders <i>Lectures 8-9 quizzes and discussion questions, WA2, and Unit Reflection</i> COMPLETION DATE FOR ALL UNIT 3 ASSIGNMENTS DUE SUNDAY, SEPT 24 @ 11:59 PM.	Ch. 8- 9
6 Sept. 25- Oct 1	Women under Correctional Supervision <i>Lectures 10-11 quizzes and discussion questions, WA2, and Unit Reflection</i> COMPLETION DATE FOR ALL UNIT 4 ASSIGNMENTS DUE, SUNDAY, OCT 1 @ 11:59 PM	Ch. 10-11
7 Oct. 2-9	Women Working in CJS <i>Lectures 12-13 quizzes and discussion questions, and Unit Reflection</i> OCT. 9 - LAST DAY OF CLASS COMPLETION DATE FOR ALL UNIT 5 ASSIGNMENTS DUE, MONDAY, OCT 9 @ 11:59 PM	Ch. 12-13

*** Make sure you check UTC Learn each week for additional lecture materials posted there.

Minorities and Criminal

Justice Fall 2023

Department of Social, Cultural, and Justice Studies

CRMJ 3170, CRN 45009, Internet, 3 credit hours

Instructor: Dr. Sherah Basham

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

Office Hours and Location: Tuesday 12 p-3p. Virtual Only.

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

Course Catalog Description: This course involves a critical analysis of issues of race and ethnicity within the criminal justice system. In this course, students will explore how victimization, offending, and working within the system are impacted by issues of race and ethnicity. Other factors such as gender and social class may be discussed in relation to how they factor into issues of race/ethnicity and the criminal justice system.

Course Pre/Co Requisites: CRMJ 1100 or completion of general education social science requirement or department head approval.

Course Student Learning Outcomes:

1. Students will identify diversity, disparity, and discrimination.
2. Students will understand current issues related to status and law enforcement, courts, and corrections.
3. Students will demonstrate critical thinking in analyzing current issues.

Required Course Materials: None.

All readings and materials will be posted on Canvas within the module they are assigned. There is no required textbook. The following select materials will be used, along with other forms of media (i.e., videos, articles, podcasts).

Banks, J. A. (2019). Prisons in the United States. In C. Lewandowski & J. Bumgarner (Eds.), *Criminal Justice in America: The Encyclopedia of Crime, Law Enforcement, Courts, and Corrections* (Vol. 2, pp. 503-504). ABC-CLIO.

Burek, M. W. (2019). Juvenile Court. In C. Lewandowski & J. Bumgarner (Eds.), *Criminal Justice in America: The Encyclopedia of Crime, Law Enforcement, Courts, and Corrections* (Vol. 1, pp. 308-312). ABC-CLIO.

Bing, R. (2020). Corrections. In *Race, crime, and justice* (1st ed., pp. 125-140). Kendall Hunt.

Cox, S. M., Marchionna, S., & Fitch, B. D. Policing in a diverse society. In *Introduction to policing* (3rd ed., pp. 278-311).

Films Media Group. 2020. *Women in Blue*. Films On Demand.

Gabbidon, S. L. & Taylor-Greene, H. (2019). Overview of Race and crime. In *Race and crime*. (5th

ed. pp. 1-42). Sage.

Gomila, M. D. & Hanser, R. D. (2014). Minorities in the court system. In *Multiculturalism and the criminal justice system* (1st ed., pp. 221-243). Pearson Higher Ed.

Leiber M.J., Peck J.H. (2014) Juvenile justice system responses to minority youth. In: Bruinsma G., Weisburd D. (eds) *Encyclopedia of criminology and criminal justice*. Springer.

Leiber, M. J., Peck, J. H., & Rodriguez, N. (2016). Minority threat and juvenile court outcomes. *Crime & Delinquency*, 62(1), 54–80. <https://doi.org/10.1177/0011128713495776>

Peck, J. H. (2013) Examining race and ethnicity in the context of General Strain Theory, depression, and delinquency. *Deviant Behavior*, 34(9), 706-726, 10.1080/01639625.2012.759050

Walker, S., Spohn, C. C., & DeLone, M. (2016). Race, ethnicity, and crime. In *The color of justice: Race, ethnicity, and crime in America* (6th ed., pp. 1-42). Cengage Learning.

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

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.

You must have internet access. Please note, mobile devices (i.e., phones, tablets, etc.) are not conducive for online/hybrid courses and are NOT RECOMMENDED.

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 username and password to access the UTC Learn online password-protected system. If you do NOT know your UTC ID username 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:

- Utilization of UTC Learn
- 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.

Course Assessments and Requirements:

Activity Submissions: All course activities will be submitted through UTC Learn. Please note, all due dates/times are in EST. It is the student's responsibility be cognizant of time zones when traveling or taking remote classes.

Reading Assignments: Each week students will have reading assignments on the Perusall platform. Perusall is a collaborative tool that allows us to read documents as a class, which helps make reading assignments more interactive and engaging. Through Perusall, we (you, your classmates, and me – your prof!) can annotate documents with questions and comments. You can highlight text or images and add your comment/question. You can also respond to comments/questions or indicate if a comment/question was helpful to you (upvoting). We will take time in class to go over accessing Perusall and how to use it.

There are 3 points available per reading assignment for the course (15 items total). To get the maximum number of points, you should:

1. Make at least **THREE** annotations per assignment (leaving comments, questions, or responses on the document). If you leave more than 3 annotations, I will consider your "top 3" for grading.
2. Make sure your annotations are spread throughout the document (don't make all your annotations on the first page – engage with the whole document, because some important questions or ideas may be addressed later in the text!).
3. Make sure your annotations are high quality. Annotations like "I agree" or "Me too" do not demonstrate your thoughtful reading or interpretation. You can demonstrate thoughtfulness and interpretation by:
 - a. Drawing connections between the current reading assignment and other course material
 - b. Commenting on how the idea in the reading assignment might apply to your research question, design, or overall proposal.
 - c. Responding to another student's question with your perspective or explanation
 - d. Critiquing some aspects of the article, i.e., elements of the research design (how something was measured, the data used, ethical considerations, interpretations of the results). Critique doesn't always mean "bashing"! You can comment on something that you think was clever or innovative, or you might point out other approaches the researchers might have considered or ways that the study could have been improved.

Module Exercises: The purpose of the module exercises is to provide additional opportunities for students to learn/practice the material presented in the course. Therefore, each module will conclude with an exercise that provides students the opportunity to demonstrate the concepts that were learned within the module. Students will earn 5 points for each completed exercise. Each exercise will be due at the same time that the week's assignment/quiz is due which is by Friday at 5:00 pm EST. There will be a total of 5 exercises assignments (corresponding to each week's module). As these are participation activities, they **cannot** be made up after the due date.

Quizzes: The purpose of quizzes is to assess student comprehension of the module content: readings, videos, exercises, etc. Quizzes are worth 10 points each. Quizzes are due each Friday at 5:00 pm EST. There will be a total of 5 quizzes, the lowest grade is dropped.

Assignments: The purpose of the assignments are to permit students to apply course skills critical thinking and application. Two assignments will be provided. Due dates will be provided. Assignments are due at 5:00 pm EST on the due date. **Late assignments will not be accepted.**

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

Course Grading

Consult the latest Undergraduate or Graduate [Catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Grading Policy:

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

Assessment	Points
5 Quizzes	40 points (10 points each, the lowest score will be dropped)
5 Exercises	25 points (5 points each)
5 Reading Assignments	15 points (3 points each)
1 Assignment	15 points
1 Peer-Review	5 points
Total	100 points

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 10 business days of the posted completion 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.*

IMPORTANT: Peer review assignments are dependent on submitting your work on time. If you do not submit your assignment on time, you will not be able to participate in the peer review. This impacts your ability to receive input and feedback from your classmates. It also impacts your grade. Just as your work cannot be assigned to others to review, you also cannot be assigned other

students' work to review; therefore, you will receive a 0 on the peer review assignments.

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.

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.

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.

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 into 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.

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

Course Participation/Contribution: Students are expected to actively participate in the course and complete course assignments/assessments.

Communication: When you have questions or experience a complication, the appropriate and professional manner in which to deal a problem is through clear and respectful communication. When you send a message to your professor, please expect a general response time of 2 business

days. Please send all communication through the UTC Learn Canvas Inbox.

Email Etiquette:

1. Use Canvas Inbox Message.
2. Be polite.
3. Explain the problem.
4. Explain what attempts you have made to resolve the issue.
5. Explain specifically what you are asking your Professor to do.
6. Offer potential solutions or how you can help to resolve the issue.
7. If requesting an appointment, try to schedule during office hours, or offer a few available times.

Remember, I am here to help you as much as is feasible!

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.

Please see the [UTC Campus Syllabus](#) for all other university policies and services.

Course Calendar/Schedule:

Week	Topic	Assignment	Due Date
Week 1	Module 0: Getting Started	Syllabus Quiz	10/13 at 5:00 pm EST
Week 2	Module 1: Race, Ethnicity & Crime	Module 1 Reading Module 1 Exercise Module 1 Quiz	10/20 at 5:00 pm EST
Week 3	Module 2: Police & Minorities	Module 2 Reading Module 2 Exercise Module 2 Quiz	10/27 at 5:00 pm EST
Week 4	Module 3: Courts & Minorities	Module 3 Reading Module 3 Exercise Module 3 Quiz	11/3 at 5:00 pm EST
Week 5	Module 4: Corrections & Minorities	Module 4 Reading Module 4 Exercise Module 4 Quiz	11/10 at 5:00 pm EST
Week 6	Module 5: Criminal Justice & Minority Youth	Module 5 Reading Module 5 Exercise Module 5 Quiz	11/17 at 5:00 pm EST
Week 7	Thanksgiving		
Week 8	Infographic Due	Infographic Due	M 11/27 at 5:00 pm EST
Week 9	Peer-Review Due	Peer Review Due	W 12/6 at 5:00 pm EST

The University of Tennessee at Chattanooga
Comparative Criminal and Juvenile Justice Systems
Summer 2021
CRMJ 3030-80045, Online 3 hours

Instructor: Dr. Gale Iles

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

Office Hours and Location:
Virtual

Course Meeting Days, Times, and Location: Online

Course Catalog Description

An examination of criminal and juvenile justice systems as they function in other countries.

Course pre/co-requisites

Prerequisite: Criminal Justice 110 or completion of general education social science requirement or approval of instructor.

Course Student Learning Outcomes

- To recognize the value of comparing systems and issues of criminal justice
- To identify and describe the four major legal traditions
- To compare and contrast the criminal justice system (police, courts and corrections) in the United States to that of other countries
- To examine the various differences in criminal procedures
- To research, gather and analyze sources of international criminal justice data

Goals/Objectives

- The goal of the course is to compare the criminal justice system in the United States to that of other countries. To achieve the goal, students will embark on a virtual trip to a country of their choice where they will visit the criminal justice facilities (e.g., police, courts and corrections) in their adopted country. As their tour guide, the instructor will provide them with comparative information of the criminal justice system in China. Students will document their voyage in a powerpoint presentation of the criminal justice system in their adopted country. At the end of the term, students will return to the United States with memories of a great trip and an appreciation for the diversity of criminal justice systems that exists around the world. So, pack your suitcase (i.e., your book bag), grab your itinerary (i.e., course syllabus), your passport (i.e., your textbook) and get ready for a virtual trip of a lifetime.

Required Course Materials

- Textbook – Dammer, H. and Albanese, J. (2014). Comparative Criminal Justice Systems (5th ed.). Belmont: CA., Wadsworth-Thompson Publishing.

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

- This course is accessible via UTC's new learning management system, Canvas. However, 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
 - Posting on the discussion board
 - 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.

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

- Quizzes (50% of course grade)
 - There are four quizzes in this course. The quizzes will consist of 20 multiple choice and true/false questions. To provide flexibility with various working schedules, quizzes will be available from 12am on Monday and must be completed by 11:59pm on Sunday. Once you start the quiz you will have 30 minutes to complete it.
- Powerpoint presentation (40% of course grade)
 - During the first week of the semester, students will select a country of their choice. NOTE: Your selected country cannot be the United States or one of the six model countries discussed in the text (England, France, Germany, China, Japan or Saudi Arabia). Details of the assignment are outlined below.
 - The student will create a powerpoint presentation of the criminal justice system in their adopted country. The presentation should contain the following information:
 1. A profile of their adopted country
 - a. Geographical location
 - b. Socio demographics (i.e., population)
 - c. Structure of government

- d. Crime/Crime statistics
 - e. Highlight something interesting about the profile of your country that is different when compared to the United States.
 - 2. Policing in their adopted country
 - a. Of the five models in the text that explains how policing is conducted around the world, which model would apply to your adopted country
 - b. Structure and style of policing
 - c. Types of law enforcement agencies
 - d. Any other beneficial information or fact about policing in your adopted country
 - e. Compare and contrast one interesting fact or observation about policing in your country to that of the United States.
 - 3. Courts in their adopted country
 - a. Type of criminal procedure that exists
 - b. Diagram and/or description of the structure of the courts
 - c. Any other beneficial information or fact about courts in your adopted country
 - d. Compare and contrast one interesting fact or observation about courts in your country to that of the United States.
 - 4. Corrections in their adopted country
 - a. Incarceration statistics
 - b. What are the different sanctions and/or correctional facilities available
 - c. Is the death penalty use in your country
 - d. Any other beneficial information or fact about corrections in your adopted country
 - e. Compare and contrast one interesting fact or observation about corrections in your country to that of the United States.
 - 5. Summary/Conclusion
 - a. If you were charged with a serious crime which country (your adopted country, China or the United States) would you like to be arrested, tried and if convicted, serve your sentence? Why?
 - b. What did you like and/or dislike about the project
 - 6. References
 - a. The links to sources use
- NOTE: Creativity will be rewarded. You are encouraged to use pictures, tables, charts, graphs, videos and other visual aids. You are to avoid excessive text (i.e., bulleted points are better than a slide full of paragraphs). This is intended to be a fun project. So, have fun traveling to your adopted country to gather the information and creating your powerpoint presentation.
 - DO NOT WAIT UNTIL THE LAST MINUTE TO START YOUR PROJECT....YOU WILL REGRET IT! .
 - WARNING: Due: by 11:59pm on Friday, June 25 (last day of class). Late assignment will be deducted 10 points per day.

- Discussion Board (10 % of the course grade)
 - Your class participation in this course will be measured by your participation in 4 graded discussion boards. These discussion boards will be available from 12am on Monday morning (see schedule of activities for specific dates) to 11:59pm on Sunday. Students are expected to post one original thread and respond to the comment of at least three others. NOTE: Students will not be able to respond to the comments of others until they have posted their original thread. WARNING: Waiting until Sunday to post your required posts (e.g., original comment and responses to at least three of your peers) is considered late and will result in a poor grade. Your grade will also be lowered if you post all of your entries on the same day and never return. Students are strongly encouraged to log into the discussion board at least 2 times a week. The instructor will serve primarily as a facilitator of the class discussion. The facilitator's role is essentially to monitor the discussion and periodically comment to student's post for clarification and to ensure that student's are getting the most out of online learning. Ungraded discussion boards may also be available throughout the term. These voluntary discussion boards are designed to discuss current news events that relates to the week's readings and activities.

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
 - Discussion board entries will be graded within 5 days of the posted deadline and powerpoint presentations may take up to 2 weeks from the deadline's due date.

Course and Institutional Policies

- Late/Missing Work Policy
 - Make-up quizzes are made at the instructor's discretion and will ONLY be granted in instances of plausible but unforeseeable circumstances (e.g., medical emergencies, death of an immediate family member). Documented proof MUST be provided. Make-up exams are given in an essay format.
 - Assignments that are submitted late will be deducted 10 points per day. NO assignments will be accepted after (10) days from the deadline.
- Course Attendance Policy
 - Students are expected to log into the course at least 3-4 times a week.
- 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.
- 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.

SCHEDULE OF ACTIVITIES

NOTE: Although you will only be quizzed on the assigned readings designated below, you are **STRONGLY ENCOURAGED** to read the entire chapters. Why? The type of information you will read for all five model countries in the textbook are examples of the type of information you will need to gather for your project. Therefore, reading the entire chapters will provide helpful guidance and tips for completing your project.

Week 1	May 19-23	Course Introduction Meet your fellow classmates and adopt a country Watch the movie Red Corner (1997) – starring Richard Gere Discussion Board - Introduce yourself - (Due: 11:59pm, May 23)
Week 2	May 24-30	Chapter 1 – Introduction – Read entire chapter Chapter 2 - Measuring and Comparing Crime – Read entire chapter Discussion Board #1 (Due: 11:59pm, May 30) Quiz 1 (Must be completed by: 11:59pm Sunday, May 30)
Week 3	May 31-Jun 6	Chapter 3 – Families of Law – Read entire chapter Chapter 4 – Six Model Countries – Read pages pgs. 81-86. Discussion Board #2 (Due: 11:59pm, June 6) Quiz 2 (Must be completed by 11:59pm on Sunday, June 6)
Week 4	Jun 7-13	Chapter 5 – Law Enforcement – Read pgs. 98-103; 108-112; 114-124. Chapter 6 – Criminal Procedures – Read pgs. 125-146; 152-154. Chapter 7 – The Courts and Legal Professionals – Read pgs. 156-163; 171-174; 186-188. Discussion Board #3 (Due: 11:59pm, June 13) Quiz 3 (Must be completed by 11:59pm on Sunday, June 13)
Week 5	Jun 14-20	Chapter 8 – After Conviction: The sentencing process – Read entire chapter Chapter 9 – After Conviction: The Problem of Prisons – Read pgs. 213-216; 222-224; 227-237. Discussion Board #4 (Due: 11:59pm, June 20) Quiz 4 (Must be completed by 11:59pm on Sunday, June 20)
Week 6	Jun 21-25	DUE: Research Project (Due by 11:59pm on Friday, June 25)

* The schedule of activities is subject to change
Last updated: May 17, 2021

**Department of Social, Cultural, & Justice Studies
CRMJ 4850 (3) – Capstone in Critical Justice Issues
Spring 2022**

Course: CRMJ 4850-001, CRN 23760
Title: Capstone in Critical Justice Issues
Class Schedule: Online; Weeks run Monday-Sunday
Class Location: Online
Credit: 3 Credit Hours
Modality: Online
Professor: Dr. Tammy Garland
Office Phone: 423-425-5245
Office Location: 540 McCallie Ave, Room 454
Office Hours: Monday: 8:45-10:45; Thursday: 10:15-11:15 (Zoom); and by appointment (Zoom)
E-mail: Tammy-Garland@utc.edu , I will respond to your emails no later than 2 business days.

Required Texts:

Walker, S. (2015). Sense and nonsense about crime, drugs, and communities (8th edition). Stamford, CT: Cengage.

Note: Outside required readings will be assigned throughout the semester. They will be posted on Canvas.

Prerequisite:

Completion of Criminal Justice 1100, 2100, 3100, 3110, 3120, and 3250 or approval of department head. Criminal Justice Majors only. Senior Standing

Catalog Description:

This course synthesizes students' knowledge and skills obtained in previous courses to address problems and topics of interest in justice studies. The course is based on readings and discussions of major works in the field of crime and justice. Final projects will be grounded in relevant literature and will emphasize the integration of knowledge acquired in previous courses.

Course Objectives:

- Identify and apply practical and theoretical perspectives to common and emergent problems in the US justice system (including ethical decision-making perspectives) (CO1)
- Understand and examine the functions of each major justice sub-system (corrections, courts, and policing) (CO2)
- Examine and apply theories of crime, using a critical lens, to criminal behavior and other problems in criminal justice and criminology, including race, class, and gender perspectives (CO3)

Emphasis will be placed on application through critical analysis, written and oral communication, and writing in APA format.

Learning Outcomes:

- Develop a literature review and critique a comprehensive research policy on a given justice system problem that demonstrates not only an understanding of the issue, but the theoretical, methodological, and public policy implications
- Demonstrate the ability to use the citation style of the American Psychological Association (APA) in all written and graded work
- Discuss, examine, and apply solutions to problems relevant to the field and their respective communities
- Demonstrate effective oral and written communication skills at an advanced level

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.

Classroom Policies:

Accommodation and Counseling Links can be found in UTC Learn.

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 insure 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.

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

Make-Up Policy:

As this is an online class, attendance is not necessarily an issue; however, all assignments must be completed within the designated week. 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>.

Discussion boards cannot be made up as they are time sensitive. Please note that you are allowed to drop one discussion board and one reading application, so “life happens” moments should not affect you significantly.

Late Assignments:

For every day an assignment is late, the grade will drop by 10 percentage points. Assignments are due on the specified dates posted in Canvas.

You may not submit the rough draft late as you have had 2 dedicated weeks to work on this assignment.

COVID-19 Absence Statement:

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.

Email Statement:

To enhance student services, the University will use your UTC email address (firstname-lastname@mocs.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 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 a current internet browser compatible with Canvas (e.g. Firefox). You are required to check the online portion of this course at www.utc.edu/learn on a daily basis.

All paper assignments must be turned in via Unicheck.

All paper assignments must be submitted as a .doc or .docx file.

Class information and announcements will be communicated through the announcement listings on the Canvas web page and/or through your UTC e-mail address.

To access UTC Learn, 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:

Graded Assignments:

All assignments will be graded within 2 weeks of the due date.

1) Policy Paper (30%)

Using a grounded approach, students are required to complete a research paper to address controversial topics in the field. The paper will consist of an introduction, literature review, and policy critique sections.

Topics will be assigned by the instructor and sample policies are posted under the getting started page under SAMPLE POLICIES.

The paper must be between 6-8 pages (excludes abstract, title, and reference pages and excludes any charts, tables, or images; Paper must MINIMUM of 5 full text pages). The paper must be written in APA format and you must follow the rubric (see attachments under syllabus button on Canvas). At **minimum 10 sources** must be used with 7 of them being academic (refereed journal articles only). Academic textbooks (a maximum of 2) and government documents maximum of should count towards your other sources. Websites may only be used sparingly in your paper but do not count toward the minimum number of citations. *Note: This is a paper where you will examine the literature and based on the literature, you will critique an assigned criminal justice policy.*

Draft is worth 5%; Final Paper is worth 25%. Paper must be submitted using Canvas Unicheck.

2) Presentation (10%)

Using Zoom (or Studio in Canvas), you will record yourself presenting your research paper. Please use PPT/Google Slides to keep you organized and professional; just make sure to share your screen when recording. The presentation should be between 5-7 minutes and cover the major themes in the research as well as the pros and cons associated with your assigned policy. Please make sure to cite and support your information.

Note: This is good practice for the job market. You can be as creative as you want; however, please make sure that you familiarize yourself with the technology required to complete this assignment as I may not be able to help you at the 11th hour. Failure to submit an oral presentation with slides will result in a “0” for this portion of your grade.

3) Discussion Boards (25%)

Since this is an online class, rather than participating face-to-face, this class requires that you participate in the discussion forum. Seven discussion boards (includes practice DB) will be assigned with the lowest two grades being dropped. Students must be actively engaged throughout the week. Each respondent will post an initial post based on the prompt; 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). The initial post must be posted by Thursday at 11:59 pm. If the minimum standards are not met, you will receive no credit for the weeks' discussion. Each discussion is worth 20 points for a total of 100 points.

4) Reading Application (35%)

Students must be actively engaged in the reading process, and as a result must also be able to apply the concepts to real-world examples. Six reading application will be assigned with the lowest grade being dropped. Each reading application must address the scenario given and be able to incorporate the actual readings into the scenario as well as being in theoretical and legal support. Students may only rely on objective academic sources or BJS statistics to support their answers. All aspects of the question must be answered. Feedback will be provided. Each discussion is worth 20 points for a total of 100 points.

Grading:

The final grade will be computed as follows:

Policy Paper (draft): 5%
 Policy Paper : 25%
 Discussion Board: 25%
 Reading Application: 35%
 Presentation: 10%

A = 90-100%
 B = 80-89%
 C = 70-79%
 D = 60-69%
 F = below 60%

Total: 100%

Class Outline:

Dates	Topic	Readings and assignments must be completed during the week assigned.
1/10-1/16	Overview of Class, APA, Doing CJ Research	Please Read Syllabus, Familiarize yourself with the course in the Canvas LMS, & Complete Introductory Discussion Board
1/17-1-23	Week 2: Crime & Policy	Walker: Ch. 1 (pgs. 2-14); Criminal Justice Policy; Video; DB1
1/24-1/30	Week 3: Crime Policies and Myths	Walker: Ch. 1 (pgs. 14-32); Kappeler & Potter: Crime Myths; DB2
1/31-2/6	Week 4: Models of Criminal Justice	Walker: Chs. 2 & 3; Reading Application 1
2/7-2/13	Week 5: A Prediction Problem	Walker: 4; Minority Report; Readings Reading Application 2
2/14-2/20	Week 6: Unleash the Cops	Walker: Ch. 5; Police Violence Articles; Reading Application 3
2/21-2/27	Week 7: Deter the Criminals	Walker: Ch. 6; Deterrence Articles; DB 3
2/28-3/13	Work on Policy Paper	Draft Due 3/13 (don't forget to submit)
3/14-3/20	S	
3/21-3/27	Week 8: Lock 'em Up	Walker: Chs. 7-8; Reading Application 4
3/28-4/3	Week 9: Protect Crime Victims	Walker: Ch. 9; Criticism of Victim-Centric Policies; Reading Application 5
4/4-4/10	Week 10: Gun Control	Walker: Ch. 10; DB 4
4/11-4/17	Week 11: Treat 'Em	Walker: Chs. 11-12, DB 5
4/18-4/24	Week 12: The Drug Problem	Week 12 Readings; DB 6
4/25	Wrap Up	Reading Application 6
	Policy Paper and Presentation due	Final Policy Paper due no later than Tues, April 26 at 11:59...Recorded Presentation due no later than Thurs, April 27 at NOON

The University of Tennessee at Chattanooga

Department of Social, Cultural, and Justice Studies
Criminal Justice Internship
Spring 2024
CRMJ 4780, CRN 23149, Online, 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, Times, and Location: N/A

Course Catalog Description: Supervised internship in a criminal justice agency. Admission requires written application filed with the internship coordinator no later than two months prior to the semester in which the student plans to enroll in the course.

Course Pre/Co Requisites: Criminal justice major, personal interview with the internship coordinator, a 2.0 grade point average (both overall and in criminal justice), junior or senior standing, and approval of instructor.

Course Student Learning Outcomes: 1) To introduce the student to experience in the criminal justice field; 2) To [self-] assess whether the agency [or line of work] is a desirable kind of career; 3) To identify, understand, and appreciate the daily operations of an agency and how it relates structurally and operationally to the rest of the criminal justice system; 4) To analyze, synthesize, generalize, and apply information learned through the criminal justice curriculum to a particular work environment; and 5) To demonstrate critical thinking and problem-solving skills in the work environment and to communicate these skills via the writing assignment for the course.

Required Course Materials: None

Technology Required: You need access to a computer with a reliable internet connection to complete this 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 Canvas environment and have become proficient at the following:

- 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.
 - Creating presentations in Microsoft Power Point
 - Submitting assignments via Canvas
- 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.

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:

Hours and Evaluation: Students are required to work a total of 135 hours in the semester. Failure to do so will result in a grade of "unsatisfactory" for the course and no credit will be given. Students must keep a log (provided in this syllabus) of their hours and have them signed by their supervisor. At the end of the semester, students must have their supervisor fill out their evaluation (provided in this syllabus). The supervisor will be encouraged to provide each student with oral and written feedback. Students' grades for this portion of the course will be determined by the evaluation based on the points received divided by the points possible (e.g., not applicable

notations will not be counted toward your total points). The hours the student works and the field director's evaluation will account for 70% of the final grade.

Papers: Students are required to write 3 (3-4) page papers answering specific questions. The page limit is a guideline and represents how much focus you should give to each part of the paper. It is not a strict rule, but rather a suggestion. The papers consist of the following:

Paper 1: This paper is just to get a sense of what you expect regarding your internship, what you think you will be doing, your goals, questions of what you should do in a professional environment. Questions will be located in Canvas under course materials Assignment 1.

Paper 2: This paper will assess how the internship is going and any problems that need to be addressed, as well as how your initial expectations and goals may have changed. Questions will be located in Canvas under course materials Assignment 2.

Paper 3: This paper will include your thoughts on the internship as a whole. Questions will be located in Canvas under course materials Assignment 3.

Your papers must be typed, double-spaced with 1" margins in Times New Roman, 12-point font and submitted as Microsoft Word documents. They must conform to the current APA guidelines. This component of the course will be worth 30% of the final grade.

Course Grading

Course Grading Policy: The final grade will be computed as follows: Satisfactory (S)/Unsatisfactory (NC). Please note that internships **do not** receive a letter grade. Failure to complete any assignment or the required number of hours for the internship will automatically result in a grade of "unsatisfactory" for the course and no credit will be given.

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 14 days of the posted deadline.

Course and Institutional Policies

Late/Missing Work Policy: None accepted

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Academic Integrity: As a student of the University of Tennessee at Chattanooga ("UTC" or "University"), 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.

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.

Orientation:

Students will meet with the Internship Coordinator at a pre-arranged time within the first two weeks of the corresponding semester of the internship. Arrangements for the internship will be finalized at this time. Also, the student will receive a packet containing the following:

- 1) A placement form
- 2) The course outline
- 3) A work completion schedule
- 4) A weekly attendance sheet
- 5) Evaluation forms
- 6) Intern agreement/compliance form

Accommodation/Disability Statement

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall <http://www.utc.edu/disability-resource-center>

Counseling and Career Planning Statement

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php> .

VETERANS SERVICES 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 <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-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.

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 any incidents of sexual misconduct and relationship violence reported to me. For more information see the webpage: <http://www.utc.edu/sexual-misconduct/>

The University of Tennessee at Chattanooga
Sponsor/School Agreement

The Sponsor Agrees:

- 1) To provide the required work experiences for the student that will contribute to the attainment of the student's goals.
- 2) To assist in the evaluation of the student. This evaluation constitutes 35% of the student's final grade. Ideally, all personnel involved in the training process should contribute to these evaluations.
- 3) To provide time for consultation with the intern coordinator, if necessary, concerning the student and to discuss any difficulties the student may be having.
- 4) To provide a suitable orientation for the student, as well as occupational guidance.

The Intern Coordinator Agrees:

- 1) To consult with the student and sponsor, and to render any needed assistance with problems during the internship.
- 2) To assist in the evaluation of the student.

The Internship May Be Terminated For The Following Reasons:

- 1) The intern coordinator believes that the intern is receiving less than appropriate training or training of insufficient variety.
- 2) The sponsor requests that the intern be dismissed because of the sponsor's dissatisfaction with the intern's professional performance and/or personal conduct.
- 3) The intern becomes dissatisfied with the quality of the internship training and requests relocation.

The intern understands that should the internship be terminated, she/he may not be offered another internship. The chairperson of the Department of Social, Cultural, and Justice Studies will make this decision after consultation with the sponsor, Dean of Academic Affairs, and the intern.

The intern understands that satisfactory completion of the program is required to graduate from the University of Tennessee at Chattanooga's Criminal Justice Program.

Coordinator's Signature

Student's Signature

Sponsor's Signature

Date

Date

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
CRIMINAL JUSTICE INTERNSHIP
Report Log

NAME _____

PERIOD COVERED: _____ to _____
(Date) (Date)

WORK FACILITY: _____ ABSENCES: _____

WORK SCHEDULED FOR WEEK:

<u>Date</u>	<u>Time Worked</u>	<u>Tasks</u>	<u>Description/Comments</u>
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Signature of Intern

Signature of Supervisor

SITE SUPERVISOR'S EVALUATION OF INTERN PERFORMANCE

Student Name: _____

Assessment Rating Scale		
Rating	Assessment Descriptor	Assessment Meaning
4	Mastered	Intern demonstrates a high level of development and has exceeded expectations in this area.
3	Advanced	Intern understands the concept and has consistently met the expectations in this area.
2	Competent	Intern understands the concept and is beginning to perform satisfactorily in this area; however, student's performance is uneven.
1	Developing	Intern has not yet met the expectations in this area, but there is evidence that the expectations can be met in the future.
0	Below Expectations	Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the future.
N/A		Did not observe.

Competency #1: Professionalism – The intern identifies as a professional and conducts himself/herself accordingly.	
Specific Indicators of Competency	Rating (0 - 4)
A. Displays professional performance in carrying-out assigned tasks	
B. Demonstrates professional demeanor in behavior, appearance, and communication	
C. Demonstrates professional time management skills and accountability in punctuality, attendance, and the timely completion of assignments	
D. Embraces supervision and consultation to improve effectiveness	
Comments as required:	

*Adopted from California State University, Long Beach

Competency #2: Ethics – The intern applies ethical principles to guide his/her professional performance and engages diversity in practice.	
Specific Indicators of Competency	Rating (0 - 4)
A. Is knowledgeable of the values which guide the profession and makes ethical decisions by applying standards consistent with the Code of Professional Ethics and other guidelines and principles of the profession.	
B. Demonstrates self-awareness in eliminating the influences of personal biases and values when working with diverse groups and clients in the justice system, thereby allowing the highest professional values to guide practice.	
C. Recognizes and tolerates differences in resolving ethical conflicts.	
D. Is knowledgeable about and respectful of clients, victims, and/or suspects who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.	
E. Applies strategies of ethical reasoning to arrive at principled decisions.	
Comments as required:	

Competency #3: Critical Thinking – The intern applies critical thinking to inform and guide the exercise of sound professional judgment.

Specific Indicators of Competency	Rating (0 - 4)
A. Uses critical thinking augmented by innovative thought.	
B. Is able to analyze, comprehend, and integrate multiple sources of information including academic knowledge in the performance of assigned tasks.	
C. Utilizes appropriate models of assessment, application, and evaluation.	
D. Exercises sound judgment when working with clients.	
Comments as required:	

Competency #4: Knowledge of Industry– The intern has knowledge of the material required for the profession.	
Specific Indicators of Competency	Rating (0 - 4)
A. Possesses sufficient knowledge of legal-related concepts.	
B. Possesses sufficient knowledge of legal-related technical knowledge.	
C. Understands billing and timekeeping concepts.	
D. Possesses sufficient knowledge of material essential to the position.	
E. Produces quality work.	
F. Transmits knowledge effectively (verbal and written).	
G. Well-prepared for the job.	
Comments as required:	

Competency #5: Performance – The intern effectively delivers high-quality service to the client, organization, and/or the community.	
Specific Indicators of Competency	Rating (0 - 4)
A. Demonstrates effective <i>oral communication</i> in working with clients, victims, community groups, and organizational colleagues.	
B. Demonstrates effective <i>written communication</i> in working with clients and organizational colleagues.	
C. Understands and appropriately maintains confidentiality.	
D. Exhibits a strong work ethic which manifests itself in achieving target outcomes.	
E. Initiates actions to achieve goals within the organization.	
Comments as required:	

Summary

Please summarize your overall assessment of the intern's strengths and any areas needing further improvement.

If the decision were solely up to you, would you hire this intern in your organization?
Why or why not?

Based on your experiences with this intern, do you have any program or curriculum suggestions for our degree and/or majors?

Total Number of Hours Completed _____

Site Supervisor Signature

Date

Student Intern Signature

CRIMINAL JUSTICE INTERNSHIP
Intern Coordinator's Evaluation Report

STUDENT _____

SUPERVISOR _____

Rate the student (intern) according to the criteria listed below by circling the proper column.
(Note E=Excellent, S=Satisfactory, NI=Needs Improvement.)

Presents Professional Appearance	E	S	NI
Demonstrates Interest, Education	E	S	NI
Displays Initiative	E	S	NI
Works Cooperatively	E	S	NI
Follows Directions	E	S	NI

Signature of Evaluator

Date

COMMENTS:

The University of Tennessee at Chattanooga
Department of Social, Cultural, and Justice Studies
Criminal Justice Advanced Internship
Spring 2024
CRMJ 4790, CRN 23641, Online, 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, Times, and Location: N/A

Course Catalog Description: Supervised internship in a criminal justice agency. Admission requires written application filed with the internship coordinator no later than two months prior to the semester in which the student plans to enroll in the course.

Course Pre/Co Requisites: Criminal justice major, personal interview with the internship coordinator, a 2.0 grade point average (both overall and in criminal justice), junior or senior standing, and approval of instructor.

Course Student Learning Outcomes: 1) To introduce the student to experience in the criminal justice field; 2) To [self-] assess whether the agency [or line of work] is a desirable kind of career; 3) To identify, understand, and appreciate the daily operations of an agency and how it relates structurally and operationally to the rest of the criminal justice system; 4) To analyze, synthesize, generalize, and apply information learned through the criminal justice curriculum to a particular work environment; and 5) To demonstrate critical thinking and problem-solving skills in the work environment and to communicate these skills via the writing assignment for the course.

Required Course Materials: None

Technology Required: You need access to a computer with a reliable internet connection to complete this 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 Canvas environment and have become proficient at the following:

- 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.
 - Creating presentations in Microsoft Power Point
 - Submitting assignments via Canvas
- 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.

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:

Hours and Evaluation: Students are required to work a total of 135 hours in the semester. Failure to do so will result in a grade of “unsatisfactory” for the course and no credit will be given. Students must keep a log (provided in this syllabus) of their hours and have them signed by their supervisor. At the end of the semester, students must have their supervisor fill out their evaluation (provided in this syllabus). The supervisor will be encouraged to provide each student with oral and written feedback. Students' grades for this portion of the course will be determined

by the evaluation based on the points received divided by the points possible (e.g., not applicable notations will not be counted toward your total points). The hours the student works and the field director's evaluation will account for 70% of the final grade.

Papers: Students are required to write 3 (3-4) page papers answering specific questions. The page limit is a guideline and represents how much focus you should give to each part of the paper. It is not a strict rule, but rather a suggestion. The papers consist of the following:

Paper 1: This paper is just to get a sense of what you expect regarding your internship, what you think you will be doing, your goals, questions of what you should do in a professional environment. Questions will be located in Canvas under course materials Assignment 1.

Paper 2: This paper will assess how the internship is going and any problems that need to be addressed, as well as how your initial expectations and goals may have changed. Questions will be located in Canvas under course materials Assignment 2.

Paper 3: This paper will include your thoughts on the internship as a whole. Questions will be located in Canvas under course materials Assignment 3.

Your papers must be typed, double-spaced with 1" margins in Times New Roman, 12-point font and submitted as Microsoft Word documents. They must conform to the current APA guidelines. This component of the course will be worth 30% of the final grade.

Course Grading

Course Grading Policy: The final grade will be computed as follows: Satisfactory (S)/Unsatisfactory (NC). Please note that internships **do not** receive a letter grade. Failure to complete any assignment or the required number of hours for the internship will automatically result in a grade of "unsatisfactory" for the course and no credit will be given.

Instructor Grading and Feedback Response Time: Grading and feedback by the instructor will be completed within 14 days of the posted deadline.

Course and Institutional Policies

Late/Missing Work Policy: None accepted

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Academic Integrity: As a student of the University of Tennessee at Chattanooga ("UTC" or "University"), 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.

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.

Orientation:

Students will meet with the Internship Coordinator at a pre-arranged time within the first two weeks of the corresponding semester of the internship. Arrangements for the internship will be finalized at this time. Also, the student will receive a packet containing the following:

- 1) A placement form
- 2) The course outline
- 3) A work completion schedule
- 4) A weekly attendance sheet
- 5) Evaluation forms
- 6) Intern agreement/compliance form

Accommodation/Disability Statement

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall <http://www.utc.edu/disability-resource-center>

Counseling and Career Planning Statement

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php> .

VETERANS SERVICES 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 <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-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.**

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 any incidents of sexual misconduct and relationship violence reported to me. For more information see the webpage: <http://www.utc.edu/sexual-misconduct/>

The University of Tennessee at Chattanooga
Sponsor/School Agreement

The Sponsor Agrees:

- 1) To provide the required work experiences for the student that will contribute to the attainment of the student's goals.
- 2) To assist in the evaluation of the student. This evaluation constitutes 35% of the student's final grade. Ideally, all personnel involved in the training process should contribute to these evaluations.
- 3) To provide time for consultation with the intern coordinator, if necessary, concerning the student and to discuss any difficulties the student may be having.
- 4) To provide a suitable orientation for the student, as well as occupational guidance.

The Intern Coordinator Agrees:

- 1) To consult with the student and sponsor, and to render any needed assistance with problems during the internship.
- 2) To assist in the evaluation of the student.

The Internship May Be Terminated For The Following Reasons:

- 1) The intern coordinator believes that the intern is receiving less than appropriate training or training of insufficient variety.
- 2) The sponsor requests that the intern be dismissed because of the sponsor's dissatisfaction with the intern's professional performance and/or personal conduct.
- 3) The intern becomes dissatisfied with the quality of the internship training and requests relocation.

The intern understands that should the internship be terminated, she/he may not be offered another internship. The chairperson of the Department of Social, Cultural, and Justice Studies will make this decision after consultation with the sponsor, Dean of Academic Affairs, and the intern.

The intern understands that satisfactory completion of the program is required to graduate from the University of Tennessee at Chattanooga's Criminal Justice Program.

Coordinator's Signature

Student's Signature

Sponsor's Signature

Date

Date

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
CRIMINAL JUSTICE INTERNSHIP
Report Log

NAME _____

PERIOD COVERED: _____ to _____
(Date) (Date)

WORK FACILITY: _____ ABSENCES: _____

WORK SCHEDULED FOR WEEK:

<u>Date</u>	<u>Time Worked</u>	<u>Tasks</u>	<u>Description/Comments</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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_____	_____	_____	_____

Signature of Intern

Signature of Supervisor

SITE SUPERVISOR'S EVALUATION OF INTERN PERFORMANCE

Student Name: _____

Assessment Rating Scale		
Rating	Assessment Descriptor	Assessment Meaning
4	Mastered	Intern demonstrates a high level of development and has exceeded expectations in this area.
3	Advanced	Intern understands the concept and has consistently met the expectations in this area.
2	Competent	Intern understands the concept and is beginning to perform satisfactorily in this area; however, student's performance is uneven.
1	Developing	Intern has not yet met the expectations in this area, but there is evidence that the expectations can be met in the future.
0	Below Expectations	Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the future.
N/A		Did not observe.

Competency #1: Professionalism – The intern identifies as a professional and conducts himself/herself accordingly.	
Specific Indicators of Competency	Rating (0 - 4)
E. Displays professional performance in carrying-out assigned tasks	
F. Demonstrates professional demeanor in behavior, appearance, and communication	
G. Demonstrates professional time management skills and accountability in punctuality, attendance, and the timely completion of assignments	
H. Embraces supervision and consultation to improve effectiveness	
Comments as required:	

*Adopted from California State University, Long Beach

Competency #2: Ethics – The intern applies ethical principles to guide his/her professional performance and engages diversity in practice.	
Specific Indicators of Competency	Rating (0 - 4)
F. Is knowledgeable of the values which guide the profession and makes ethical decisions by applying standards consistent with the Code of Professional Ethics and other guidelines and principles of the profession.	
G. Demonstrates self-awareness in eliminating the influences of personal biases and values when working with diverse groups and clients in the justice system, thereby allowing the highest professional values to guide practice.	
H. Recognizes and tolerates differences in resolving ethical conflicts.	
I. Is knowledgeable about and respectful of clients, victims, and/or suspects who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.	
J. Applies strategies of ethical reasoning to arrive at principled decisions.	
Comments as required:	

Competency #3: Critical Thinking – The intern applies critical thinking to inform and guide the exercise of sound professional judgment.	
Specific Indicators of Competency	Rating (0 - 4)
E. Uses critical thinking augmented by innovative thought.	
F. Is able to analyze, comprehend, and integrate multiple sources of information including academic knowledge in the performance of assigned tasks.	
G. Utilizes appropriate models of assessment, application, and evaluation.	
H. Exercises sound judgment when working with clients.	
Comments as required:	

Competency #4: Knowledge of Industry– The intern has knowledge of the material required for the profession.	
Specific Indicators of Competency	Rating (0 - 4)
F. Possesses sufficient knowledge of legal-related concepts.	
G. Possesses sufficient knowledge of legal-related technical knowledge.	
H. Understands billing and timekeeping concepts.	
I. Possesses sufficient knowledge of material essential to the position.	
J. Produces quality work.	
F. Transmits knowledge effectively (verbal and written).	
G. Well-prepared for the job.	
Comments as required:	

Competency #5: Performance – The intern effectively delivers high-quality service to the client, organization, and/or the community.	
Specific Indicators of Competency	Rating (0 - 4)
C. Demonstrates effective <i>oral communication</i> in working with clients, victims, community groups, and organizational colleagues.	
D. Demonstrates effective <i>written communication</i> in working with clients and organizational colleagues.	
C. Understands and appropriately maintains confidentiality.	
D. Exhibits a strong work ethic which manifests itself in achieving target outcomes.	
E. Initiates actions to achieve goals within the organization.	
Comments as required:	

Summary

Please summarize your overall assessment of the intern's strengths and any areas needing further improvement.

**If the decision were solely up to you, would you hire this intern in your organization?
Why or why not?**

Based on your experiences with this intern, do you have any program or curriculum suggestions for our degree and/or majors?

Total Number of Hours Completed _____

Site Supervisor Signature

Date

Student Intern Signature

CRIMINAL JUSTICE INTERNSHIP
Intern Coordinator's Evaluation Report

STUDENT _____

SUPERVISOR _____

Rate the student (intern) according to the criteria listed below by circling the proper column.
(Note E=Excellent, S=Satisfactory, NI=Needs Improvement.)

Presents Professional Appearance	E	S	NI
Demonstrates Interest, Education	E	S	NI
Displays Initiative	E	S	NI
Works Cooperatively	E	S	NI
Follows Directions	E	S	NI

Signature of Evaluator

Date

COMMENTS:

APPENDIX 1c: CLEAR PATH for ADVISING – *Criminal Justice, B.S.* 2024-2025

Please refer to the Undergraduate Catalog for further program requirements and course descriptions.

First Year – 27-34 Hours			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
CRMJ 1100: <i>Intro to the Criminal Justice System</i> (Behavioral and Social Science)	3	CRMJ 2100: <i>Criminology</i>	3
Writing and Communication	3-4	Approved Statistics Course (Quantitative Reasoning)*	3
Quantitative Reasoning	3-4	Writing and Communication	3
Individual and Global Citizenship	3-4	Behavioral and Social Science	3
Elective	0-3	Humanities and Fine Arts	3-4
	12-18		15-16
Second Year – 31-33 Hours			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
CRMJ 3110: <i>Criminal Justice Research Methodology</i>	3	CRMJ 3100: <i>Policing</i>	3
CRMJ 1700: <i>Introduction to Criminal Law</i>	3	CRMJ 3030: <i>Comparative CRMJ Systems</i> , CRMJ 3170: <i>Minorities and CRMJ</i> , CRMJ 3180: <i>Women and CRMJ</i> , or CRMJ 3310: <i>Race, Class, Gender and Crime</i>	3
Natural Science with Lab	4	Natural Science without Lab	3
Humanities and Fine Arts	3-4	Humanities and Fine Arts	3-4
Elective (or Quantitative Reasoning)	3	Elective	3
	16-17		15-16
Third Year – 30-31 Hours			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
CRMJ 3250: <i>Courts</i>	3	CRMJ 3120: <i>Corrections</i>	3
CRMJ Elective	3	CRMJ 4300: <i>Ethics in Criminal Justice</i>	3
CRMJ Elective	3	CRMJ Elective (3000-4000 Level)	3
Humanities and Fine Arts	3-4	Elective (3000-4000 Level)	3
Elective	3	Elective	3
	15-16		15
Fourth Year – 25-29 Hours			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
CRMJ Elective	3	CRMJ 4780: <i>CRMJ Internship</i> , CRMJ 4790: <i>CRMJ Advanced Internship</i> , or CRMJ 4850: <i>Capstone in Critical Justice Issues</i>	3
CRMJ Elective (3000-4000 Level)	3	CRMJ Elective (3000-4000 Level)	3
Elective (3000-4000 Level)	3	Elective (3000-4000 Level)	3
Elective	3	Elective	3
Elective	0-3	Elective	1-2
	12-15		13-14

*Approved Statistics Course: MATH 2100, MATH 3100, DATA 2130, PSPS 2030, PSY 2010, or SOC 2500 (does not count as a Quantitative Reasoning course.)

Completed:			
Graduation Requirements:	Hrs	Degree Requirements:	Hrs
120 Total Hours		34-41 General Education Hours	
39 Upper Division (3000-4000 Level) Hours		51 Program (Major) Hours	
30 Hours at UTC		Minor (<i>Not Required</i>)	
45 Hours at 4-year Institution		28-35 Elective Hours	
		Foreign Language (<i>Not Required</i>)	

APPENDIX 1D: Sample Assignments, Rubrics, Questions

CRMJ 2100 Reaction Paper

The reaction paper should be approximately 1-2 pages (12-point font, Times Roman, single spaced, 1- inch margins), and include both a citation and summary. Pay close attention to the grading rubric as you complete this assignment!

Reference: This should be at the top of the page and formatted in APA style (see the APA guide in your course materials).

Reaction: Answer the following elements in a **single paragraph** (no indent):

What was the purpose of the research?

What were the research questions and/or hypotheses?

What type of sample was used by the authors to examine this topic?

What were the main findings of this research?

What did the authors conclude based on their findings?

What is your personal reaction to the study? This should include a critical evaluation of the theory used by the authors and the study itself—meaning you should attempt to identify strengths and weaknesses of each. For instance, can the results be generalized to a larger area or group of people? Are the concepts of the theory operationalized in such a way that makes sense? Did the study fail to control for potentially important variables?

Assessment Rubric for Reaction Papers

CATEGORY	A	B	C	D	F
Assignment Criteria 60 pts.	54-60 points The paper succinctly and comprehensively answers each element, while clearly linking the article to material discussed the text and lecture.	48-53 points The paper answers each element and is generally comprehensive, but links to course content could be more clearly expressed.	42-47 points The paper adequately answers each element but could be more comprehensive. Links to other course materials are similarly lacking.	36-41 points The paper answers most, but not all of the prescribed elements. Links to other course materials are similarly lacking.	0-35 points The paper fails to answer several prescribed elements and links to other course materials are unclear or absent.
Mechanics, Grammar, And Proofing 30 pts.	28-30 points Virtually free from mechanical, grammatical, punctuation, and spelling errors.	24-27 points Minimal (1-2) minor errors that do not distract the reader.	20-23 points Some significant errors present, but the overall product is clear.	16-19 points Errors distract the reader. Writing is not coherent throughout the assignment.	0-15 points Errors distract the reader to the point that the writing is entirely unclear.
APA Citation 10 points	10 points Citation is properly completed in APA format. Error free.	8-9 points Citation is almost properly completed in APA format. 1 or 2 minor errors.	6-7 points 1-2 significant errors in APA formatting.	4-5 points 3-4 significant errors in APA formatting.	0-3 point More than 4 errors in APA format.
Total Score: /100					

CRMJ 2100

Fall 2023

CTE 4

Group Members Present:

Scenario:

You are a juvenile officer in a maximum security county juvenile detention facility. Your facility houses chronic and violent offenders under the age of 17. One of these youths, Stewie, has been in and out of custody since he was 8. He comes from a broken home defined by poverty and abuse. Both of his parents are addicted to drugs and used substances including heroin and methamphetamine in front of him throughout his childhood. Punishment was often harsh but erratic, often depending on whether his parents were under the influence. His father, who he idolizes, was sentenced to life in prison for murder when Stewie was 10. Stewie encountered academic failure early in his education. Even now, he maintains a 3rd grade reading level and his school history involved multiple suspensions for truancy and fighting. By age 13, he was rarely attending school—preferring, instead, to spend time in the company of older peers who accepted him. Incidentally, these “peers” were in their late teens and early twenties and involved in gang activity—including drug distribution and gun violence. At age 14, Stewie was caught distributing drugs on school grounds and spent 6 months in juvenile detention. At age 16, Stewie was asked to kill a rival gang member. Three days later, he walked up to the rival gang member (who was 20 years old) and shot him 3 times. As the victim laid on the sidewalk bleeding, he begged Stewie not to kill him. In response, Stewie pressed his gun against the forehead of the victim and pulled the trigger—killing him.

1. Describe the theory or theories included in Chapter 4 that best explain Stewie’s behavior. Why are these theories good explanations for Stewie’s actions? Be sure to base these arguments on the concepts included in the theory or theories (e.g., frequency, duration, intensity, etc.).
2. Based on your answer to Part 1, what should Stewie’s institutional programming involve? In other words, what institutional programs do you think would be the most effective in rehabilitating Stewie? Why? Be sure to relate these back to theory.

CRMJ 2100 Sample Quiz/Exam Questions

1. The view that individuals were hedonistic and acted upon free will is a main component of the _____ school of thought.

- A. positivist
- B. classical
- C. spiritualist
- D. psychoanalytic

Ans: B

2. Lombroso argued that criminals were _____ or throwbacks to an earlier form of evolutionary life.

- A. retrospective
- B. animalistic
- C. atavistic
- D. criminaloids

Ans: C

3. According to _____, disorganized neighborhoods helped to produce and sustain criminal traditions, which could be transmitted through successive generations of boys.

- A. Beccaria
- B. Freud
- C. Marx
- D. Shaw and McKay

Ans: D

4. In his social learning theory, _____ attempted to specify the mechanisms and processes through which criminal learning takes place.

- A. Robert Merton
- B. Edwin Sutherland
- C. Ronald Akers
- D. Shaw and McKay

Ans: C

5. According to _____, besides economic strain, there may be other kinds of negative relations or situations that create strain and prompt people to break the law.

- A. Cloward and Ohlin
- B. Akers
- C. Merton
- D. Agnew

Ans: D

6. The origins of contemporary control theories of crime and delinquency are to be found in part in the work of _____.

- A. Emile Durkheim
- B. Karl Marx
- C. Caesar Lombroso
- D. Max Weber

Ans: A

7. Which of the following is the name of Hirschi's first theory?

- A. self bond theory
- B. strain theory
- C. social bond theory
- D. conflict theory

Ans: C

8. For Marx and Engels, _____ was inherent in the nature of social arrangements under capitalism, for it was capitalism that generated the vast differences in interests and that gave the few at the top so much power over the many at the bottom.

- A. labeling
- B. conflict
- C. strain
- D. social control

Ans: B

9. _____ theories suggest that the interaction of biological traits with the social environment influences human behavior.

- A. Biological
- B. Biosocial
- C. Social
- D. Environmental

Ans: B

10. Adolescence-limited delinquent youths suffer from a _____.

- A. lack of social capital
- B. excess of social capital
- C. puberty gap
- D. maturity gap

Ans: D

CRMJ 3100 Sample Exam Questions

True/False & Multiple Choice Questions (each 4 points):

1. *Targeted recruiting strategies* are intended to attract the most qualified, eligible, and interested candidates, which, in turn, can reduce department personal costs.
 - a. True
 - b. False
2. *Problem-oriented policing* is a policing model that focuses on risk assessment and risk management.
 - a. True
 - b. False
3. In police organizations, *investigations divisions* are responsible for providing continuous police service, securing crime scenes, and making initial contact with crime victims.
 - a. True
 - b. False
4. American police personnel are employed at the international, federal, state, county, and municipal levels.
 - a. True
 - b. False
5. *Chain of command* is the chronological documentation that shows the seizure, custody, control, transfer, analysis, and disposition of physical or electronic evidence.
 - a. True
 - b. False
6. Which of the following models of policing is based on establishing partnerships among police and other citizens in an attempt to improve quality of life through crime prevention, information sharing, and mutual understanding?
 - a. Intelligence-Led or Intelligence-Based Policing
 - b. Terrorism-Oriented Policing
 - c. Problem-Oriented Policing
 - d. Community Policing
7. The concept that every employee reports to an immediate supervisor is termed _____.
 - a. Chain of command
 - b. Unity of command
 - c. Span of control
 - d. Rank structure

8. The number of subordinates a leader can effectively supervise (the ratio of supervisors to subordinates) is referred to as the _____.

- a. Unity of command
- b. Chain of command
- c. Command system
- d. Span of control

Short Answer (4 points):

9. Please explain *the immutable characteristics* in one or two sentences (short answer question – 4 points).

Short Essay Question (20 points):

10. Please identify and explain *the five eras of policing in the United States* in a well-organized short essay.

CRMJ 3100 Research Project

Community policing has been a major trend in U.S. policing since 1980s. In 1999, nearly two-thirds of county and municipal police departments with 100 or more officers had a formally written community-policing plan. Although it is widely adopted, there is still confusion about community policing, what it might be expected to accomplish, and how or why it might be expected to work where other strategies have failed.

In your research project, your task is to critically evaluate what community policing is and what it is not.

This is what you are expected to accomplish in your research project:

1. Explain community policing strategy/philosophy. Are law-abiding citizens expected to have an input with respect to policing? Is community policing an organizational strategy? What is the intention behind community policing? Is community policing the same as public relations?
2. Critically examine the differences between community policing and traditional policing. Why are the traditional policing methods not enough to solve the problems? What are the priorities of traditional policing? What is the difference between being reactive and proactive with regard to policing?
3. Identify and explain the four common elements of all community policing programs. What does *reorientation of patrol* involve? Why is *civilianization* important?
4. Describe and analyze a real-life community policing program that is considered successful (such as *Coffee with a Cop*). Why was the program successful? What were the outcomes of this community policing program?
5. Discuss the criticisms of community policing. Do most police departments only embrace the rhetoric of community policing? Does community policing have an impact on crime reduction? Is it expensive to implement community policing programs?

Your research paper is expected to be between 900 -1,000 words and double-spaced.

Please use Times New Roman, Font-12.

Please use proper headings for each part of your paper.

You are expected to use and cite at least three academic sources (books and journals, no websites allowed), and you are not allowed to use more than two direct quotes (twenty words or less each). You may use your textbook as one your three sources.

Your research paper must be formatted in the APA citation method.

Please submit your paper as a Word Document on the course page (Canvas).

The deadline to return your paper is November 21, 2024, 11:59 pm.

Identifying a Research Purpose

For each research question, identify what type of research purpose it fulfills:

1. How much funding did the federal government devote to the prevention of youth violence in 2013?
2. Why do adolescents join a gang?
3. Does police foot patrol reduce citizens' fear of crime?
4. How does being a gang member influence judicial decision-making?
5. How many juvenile offenders were arrested in 2013?
6. Does mandatory minimum sentencing reduce judicial bias?
7. What factors lead to differences in judicial decision-making?
8. Does participating in D.A.R.E. reduce drug use?
9. What are citizens' perceptions of the gang in a given community?
10. What are the motivations for joining a gang?
11. Why does having delinquent peers cause youth violence?
12. Does participating in family therapy reduce youth violence?
13. What is it like to be a gang member?
14. How many people in the United States have been a victim of domestic violence in their lifetime?
15. What causes youth violence?

Theory

A **theory** is defined as a logical set of interrelated propositions about empirical reality. They help make sense of facts. Theories are not based on people's perceptions or opinions.

Theories guide the formulation of research questions, the development of testable hypotheses, and the selection of research designs.

Theories are comprised of **theoretical constructs** that describe what is important to study in order to understand, explain, or predict the **dependent** (outcome) **variables**. In criminology, the dependent variable is usually criminal behavior. Theories link theoretical constructs using relationship statements or hypotheses. A **hypothesis** is a tentative statement about empirical reality involving the relationship between two or more variables. The purpose of criminological research is to test the validity or accuracy of the hypotheses.

Example

Deterrence theory:

- It presumes that human beings are at least marginally rational beings who are responsive to the expected costs and benefits of their actions.

Deterrence theory expects punishment to inhibit crime in two ways:

1. General deterrence: People deter from committing crime when they believe that they are likely to be caught and punished. Punishing criminals serves as examples for those who have not yet committed an offense.
2. Specific deterrence: Occurs when persons who are punished decide not to commit another offense so they can avoid further punishment.

Things to consider:

- The theory
- The constructs of the theory
- How the data relates to the theory

Identifying Variables

Policymakers in Tennessee have asked you to analyze crime rates across counties in Tennessee. They are particularly interested in the relationship between county-level population characteristics and crime with a focus on burglary. Apparently, there has been some suggestion that high burglary rates are the reason the higher crime rates.

Therefore, you have developed four research questions. You have also conceptualized/operationalized your concepts as:

- Size of the population = the number of residents in each county (variable = population)
- Urbanicity = whether the county is identified by the US Census as rural, micro, or macro (variable = type of county)
- Crime = (two variables) the crime rate per 100,000 residents and the burglary rate per 100,000 residents (variables = crime rate 2012, burg rate 2012).

Using these conceptualizations, identify the independent and dependent variables for the following research questions:

1. What is the relationship between the size of the population and crime in TN counties?
 - IV:
 - DV:
2. What is the relationship between the level of urbanicity and crime in TN counties?
 - IV:
 - DV:
3. Does the urbanicity vary by the size of the population in TN counties?
 - IV:
 - DV:
4. Do counties with high crime rates also have high burglary rates?
 - IV:
 - DV:

Identifying Variables & Unit of Analysis

Practice Questions

For each question, answer the following:

1. What is the independent variable?
 2. What is the dependent variable?
 3. What is the unit of analysis?
-
1. A researcher wishes to test the hypothesis that low education affects crime. She gathers a sample of people aged 25 and older.
 2. A research wishes to test the hypothesis that arrest deters recidivism. She gathers a sample of people who have been arrested.
 3. A researcher wishes to test the hypothesis that poverty affects violent crime. He gathers a sample of neighborhoods.
 4. A researcher wishes to test the hypothesis that prison architectural design affects the number of inmate-on-inmate assaults that take place inside a facility. He gathers a sample of prisons.
 5. A researcher wishes to test the hypothesis that the amount of money a country spends on education, health, and welfare affects the level of violent crime in that country. She gathers a sample of countries.
 6. A researcher wishes to test the hypothesis that police officers' job satisfaction affects the length of time they stay in their jobs. He gathers a sample of police officers.
 7. A researcher wishes to test the hypothesis that the location of a police department in either a rural or urban area affects starting pay for entry-level police officers. She gathers a sample of police departments.
 8. A researcher wishes to test the hypothesis that the level of urbanization in a city or town affects residents' social cohesion. She gathers a sample of municipal jurisdictions (cities & towns).

Conceptualization, Operationalization, Units of Analysis, Variables, & Hypotheses

Does the quality of parenting cause aggressive behavior among adolescents?

1. What is your unit of analysis? Who/what is being studied?
2. Identify the two concepts in the research question.
3. Identify a variable that best represents each concept. What is the independent variable? What is the dependent variable?
4. Identify an indicator for each variable.
5. Using your variables, what is your hypothesis (hint: remember to include IV, DV, and direction of association).

Does community disadvantage impact the number police use of force incidents across counties?

1. What is your unit of analysis? Who/what is being studied?
2. Identify the two concepts in the research question.
3. Identify a variable that best represents each concept. What is the independent variable? What is the dependent variable?
4. Identify an indicator for each variable.
5. Using your variables, what is your hypothesis (hint: remember to include IV, DV, and direction of association).

Levels of Measurement

Here are a few examples of variables related to **sentencing decisions** and **correctional treatment**:

1. Variable = sentencing decision (coded as either probation, incarceration, or group home)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?
2. Variable = length of sentence (in months)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?
3. Variable = amount of restitution (in dollars)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?
4. Type of counseling required by the court (none, family, substance use, mental health, other)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?
5. Offender risk to re-offend level (low, moderate, high)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?
6. Frequency of violations of probation while on custody (the number)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?
7. Type of offense committed by offender (felony, misdemeanor, other)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?
8. Drug test results (total number of positive tests)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?
9. Community services requirements (in hours)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?
10. Frequency of probation officer contact (daily, weekly, monthly, yearly)
 - Continuous or categorical?
 - Nominal, ordinal, interval, or ratio?

Worksheet

1. What is your **RESEARCH TOPIC**?

2. What is your **UNIT of ANALYSIS**?

 - (Who/what is being studied? People, places, events? Be specific).
3. Using the table below, conceptualize and operationalize your research topic.
 - What are the 2 concepts in your research question?
 - 4. Identify at least 1 variable that best represents each concept.
 - What is the independent variable?

 - What is the dependent variable?

5. Identify an indicator for each variable.
6. Identify the level of measurement for each variable.
7. After you have identified your variables and which are the independent and dependent variables, you can specify your research question.

Example: What is the relationship between (dependent variable) and (independent variable)?
Write out your

RESEARCH QUESTION: _____

Concept	Variable	Indicator	Level of Measurement

Discussion Question 1

Using evidence, tell me which justification for punishment you think "works the best" in terms of preventing crime. Which is "worst" in terms of preventing crime. Explain. *Remember, you must use evidence (from lecture, your text, or another source) to support your answer and cite it.*

Discussion Question Rubric (SP24)					
Criteria	Ratings				Pts
Description of criterion	2.5 pts Exceeds Expectations The student has completely answered the discussion question. The answer is well written and free of grammatical mistakes. The student includes outside sources and refers to what they have learned in lecture and/or class.	2.5 pts Meets Expectations The student has mostly answered the discussion question. The answer is mostly well written and free of grammatical mistakes. The student may include either outside sources or refer to what they have learned in lecture and/or class.	1.25 pts Not Yet Significant portions of the question remain unanswered. OR the answer may need major revisions due to grammatical or writing errors. OR the student does not include outside resources or references to class and/or lecture.	0 pts No Marks Question unanswered/no assignment submitted	2.5 pts
Total Points: 2.5					

General guidelines: Please answer the prompt below to the best of your ability. The analysis should be written as a formal paragraphs in sentence and paragraphs. APA formatting should be used to guide your writing. You can find resources for APA formatting in the [Syllabus \(and other important information\)](https://ut Chattanooga.instructure.com/courses/33213/modules/294276)

(<https://ut Chattanooga.instructure.com/courses/33213/modules/294276>) module. I want you to write as formally/scholarly as possible Do not use abbreviations, slang, or vernacular terms. Sound like the professional scholar you are. Your answer should be rational, well thought out, grammatically correct, and based upon facts/evidence from either the lecture, readings, or other scholarly materials.

You are required to use at least 2 references, one of which must be a peer-reviewed journal article, and these papers should be between 300-500 words. You must cite the information you use with parenthetical citations, create a "Reference" page using APA formatting, and papers must be uploaded as a Word document. Finally, you are required to have a title and reference page, but these DO NOT count towards the word requirement.

Prompt: First, please examine the [Tennessee incarceration profile](https://www.prisonpolicy.org/profiles/TN.html)  (<https://www.prisonpolicy.org/profiles/TN.html>) provided by the Prison Policy Initiative. After examining the profile, please answer the following questions:

1. Identify 3 things that stood out to you about TN incarceration from this information. Why did these three things stand out to you? Explain.
2. Compare incarceration rates by location (TN to the US or other nations), sex (male vs. female), and race/ethnicity. Highlight who has higher and who has lower rates for each of these categories. Make sure you discuss by raw numbers AND rates when possible. Do these rates match national trends/information provided in your lectures? Explain.
3. Name one thing you learned from this information that you didn't know before.
4. Name one thing you would like to learn more about.

Criteria	Ratings				Pts
Analysis	8 to >7.2 pts Exceptional The analysis is completed on time and is 300 words. It fully answers all the questions in the prompt. It is well written with few to no grammatical mistakes. Arguments utilize empirical evidence, data, etc. Outside sources are correctly referenced.	7.2 to >5.6 pts Meets Expectations The analysis is completed on time and is at least 300 words. Almost all of the questions in the prompt are completely answered. There may be a few grammatical mistakes. Incorporates empirical evidence, but more may be needed. Mostly cites outside sources correctly.	5.6 to >0.0 pts Below Expectations The analysis does may or may not meet the word requirement. Does not address all of the questions in the prompt or barely answers the questions. Grammatical errors detract from the post. Uses minimal empirical evidence, or none at all. May or may not correctly reference outside sources.	0 pts No Marks No submission.	8 pts
APA formatting	4 to >3.6 pts Exceptional Effectively applies APA formatting. Few to no formatting mistakes with in-text citations, reference page, title page, or paper formatting.	3.6 to >2.8 pts Meets Expectations Mostly applies APA formatting. Some formatting mistakes with in-text citations, reference page, title page, or paper formatting.	2.8 to >0.0 pts Below Expectations Somewhat applies APA formatting. There are formatting mistakes with in-text citations, reference page, title page, or paper formatting.	0 pts No Marks APA formatting is not used at all.	4 pts
Grammar/Writing Professionally	3 to >2.7 pts Exceptional	2.7 to >2.1 pts Meets Expectations	2.1 to >0.0 pts Below Expectations	0 pts No Marks	

	The paper is very well written. There are few to no grammatical errors. The writing style is formal and professional.	The paper is mostly well written. There are some grammatical errors. The writing style is mostly formal and professional. However, some editing is needed.	There are many grammatical errors throughout, which detract from the paper. The paper has many informal and nonprofessional words, phrases, and/or sentences	No submission	3 pts
Total Points: 15					

CRMJ 3250 Sample Assignments

Brothel Boy Writing Assignment

Instructions

Using the parable “The Brothel Boy,” students will write a 5-6-page paper. The paper must be typed, double-spaced, with 1” margins and a 12-point font (Times New Roman font preferred).

NOTE: You **MUST** use evidence (i.e., explicit quotations/statements) from the story to support your responses. At the end of the direct quote, you must add the page. See schedule of activity for due date.

IMPORTANT NOTICE: READ CAREFULLY BEFORE STARTING THE ASSIGNMENT:

Although the parable of the Brothel Boy took place in a foreign country (Burma) and a different time-period (1920s), some of the issues it raises (i.e., the moral deservedness of capital punishment and the issue of “blame” and “guilt”) can still be applied to modern-day times. As the author so eloquently puts it, the Brothel Boy is “deliberately fashioned to tease out issues on which thoughtful people have differed for centuries” (Morris, 1992; p. 25). For example, what is “justice”? Is it “justice” to hang an intellectually disabled boy who was born and raised in a brothel, and whose only persistent defense is “Please Sir, I paid, I’m sorry Sir.”?

Simply put, although the story took place in the 1920s and in a third world country, the issues it raises remains prominent in our modern society. Therefore, your task is to use what you have learned in this course (see course objectives [CO] on page 1 of the syllabus) to modernize the handling of the Brothel Boy’s case (i.e., answer the questions below as though the crime, arrest, and trial occurred today and in the United States).

Helpful Tips

Below are the details for completing the Brothel Boy writing assignment. There are seven numbered points, meaning that that you should have no less than 7 paragraphs (each of the numbered points below should correspond to a separate paragraph).

FOLLOW THE GUIDELINES: I have already organized your paper for you. So, all you need to do is follow the guidelines by answering the questions in the EXACT ORDER they were given.

Failure to follow the guidelines will lower the points you receive on the organization of the paper (see rubric). See canvas for a tip sheet that provides additional helpful tips for doing well on this assignment.

Details of the Assignment

8. Paragraph 1 - Calming down the town (CO1)
 - a. Description: The town is in uproar over the death of the virgin girl. To stop a riot from occurring, pretend you are a news reporter informing the public about the case. This you would do by:
 - b. Your Task
 - i. Briefly summarize the parable. Your summary should include:
 1. What happened (what crime/offense is he accused of committing, who is the victim).
 2. Background/demographic information on the Brothel Boy (this should include his age, place of birth, his family, friends, educational attainment, employment, etc.)
9. Paragraph 2 – Elements of a Crime (CO2)
 - a. Description: Informing the public of whether a crime was committed.
 - b. Your Task:
 - i. According to the text, what are the elements of a crime (Be sure to briefly describe each element)?
 - ii. Do you think the elements of a crime were met?
10. Paragraph 3 – Role/Duties of the Prosecutor (CO3)
 - a. Description: Pretend you're the prosecutor in this case.
 - b. Your Task
 - i. What is the role/duties of a prosecutor?
 - ii. Would you charge the Brothel Boy? If so, on what charge/s?
 - iii. Why or why not? Be sure to provide a quote/s from the story to support your position.
11. Paragraph 4 – Role/Duties of a Defense Attorney (CO3)
 - a. Description: Pretend you're his defense attorney
 - b. Your Task
 - i. What is the role/duties of a defense attorney?
 - ii. What legal defense/s would you use?
 - iii. Why? Be sure to provide a quote/s from the story to support your position.
12. Paragraph 5 – Calm down the terrified Brothel Boy (CO4)
 - a. Description: The Brothel Boy is afraid and anxious because of his unfamiliarity with the criminal justice system and its criminal procedures. As a friend, ease his fears and anxieties by explaining the steps of the American pretrial criminal procedures:
 - b. Your Task

- i. Beginning with arrest, present the steps of the pretrial criminal procedures in the order in which they occur.
- ii. Briefly discuss what takes place at each step.

13. Paragraph 6 – Role/Duties of a Judge (CO3)

- a. Description: Pretend you're the judge in this case
- b. Your Task
 - i. Aside from their primary duty in sentencing the convicted, what is the role/duties of a judge during the pretrial stages?
 - ii. Pretend the Brothel Boy was tried and convicted in the United States; what sentence would you impose and why? **NOTE:** To answer this question, you are advised to refer to chapter 14 of the text for examples of sentencing options. Be sure to provide a quote/s from the story to support your position.

14. Paragraph 7 – Outcome (CO6)

- a. Description: Define justice and discuss the outcome of the Brothel Boy
- b. Your Task
 - i. According to the story, what ultimately happened to the Brothel Boy
 - ii. Define the concept of "Justice" (Be sure to cite your source/s).
 - iii. In your opinion, do you think justice was served (be specific)? Why or why not? Be sure to provide a quote/s from the story to support your position.

Assignment Revised: 8/15/2024

Court Visit Assignment

Compare and contrast your visits to the federal courthouse and the Hamilton County courthouse. Students will write a brief review (no more than 2 pages) on their visit to the Federal Court and the Hamilton County Court. **Each question below should be a separate paragraph.** Paper should be double-spaced, 1-inch margins and using a 12-point font.

The paper should include:

1. How are the two courts similar and/or different? For example, what can you say about the architectural style, its interior designs, and the security measures of both courts.
2. What one incident and/or observation stood out in each of your visit (i.e., this is where you would highlight something interesting that you learned or observe on your visit to the federal court and your visit to the county court).
3. If you had another opportunity to ask the hosts (the judges that you met) a question, what would it be?
4. What is your overall opinion of the visits (i.e., did you like or dislike the field trips, and why).
5. After your visit are you (1) more likely, (2) No change, (3) less likely to pursue a career working in the courts? Why or why not?

Criteria	Description
Towns people	Points possible: 0-15 Did the student calm down the town's people by adequately describing the background of the Brothel Boy (i.e., where he was born/raised and his parents; where he lived, educational background and employment). Did the student discuss the crime the Brothel Boy is accused of committing?
Elements of a crime	Points possible: 0-14 Did the student adequately identify and describe all elements of a crime? Did the student specifically answer the question as to whether the elements of a crime were met?
Prosecutor	Points possible: 0-11 Did the student adequately discuss the role/duties of the prosecutor? Did the student discuss whether they would file charges, and why? Did the student identify a quote/s from the story to support their position?
Defense	Points possible: 0-11 Did the student adequately discuss the role/duties of the defense attorney? Did the student identify the legal defense they would use? Did the student explain why they chose that legal defense? Did the student identify a quote/s from the story to support their position?
Steps in the CJ process	Points possible: 0-21 Did the student discuss the pretrial steps of criminal procedures? Were the steps presented in order? Is it clear what the steps are and what takes place at each stage?
Judge	Points possible: 0-11 Did the student adequately discuss the role/duties of the judge during the pretrial stages? Did the student specify a sentence and why they chose that sentence? Did the student identify a quote/s from the story to support their position?
Was justice served	Points possible: 0-7 Did the student specifically discuss the ultimate fate of the Brothel Boy? Did the student provide a definition for justice? Did the student specifically answer the question as to whether justice was served? Did they explain why?
Organization	Points possible: 0-5 Was the paper organized and followed the format requested by the professor?
Grammar/sentence structure	Points possible: 0-5 Paper has almost no spelling, grammatical or sentence structure errors.

CRMJ 3310 Sample Materials

CRMJ 3310

Spring 2020

CTE 3

1. In 2010, the top income was earned by hedge fund manager, John Paulson, who worked with Goldman Sachs to create bundles of mortgages (tranches) he knew were likely to fail and then took out insurance policies on them. He was paid handsomely when the housing market collapsed—even though he was one of the orchestrators of the meltdown. Compare this to a property owner who sets fire to their home or business and collects the insurance money. Or a contractor who builds a structure they know is likely to collapse and collects insurance money when it does. How does the government, and the criminal justice system in particular, treat these actions differently?

2. States have invested less and less in higher education on a dollar for dollar basis, owed to stagnant budgets and increased expenditures in other areas (e.g., corrections). The cost of attending college has increasingly been passed on to students who now maintain more than \$1.1 trillion in student loan debt. Many experience housing and food insecurity while in school and will struggle to pay back their loans after graduation. Drawing upon what you have learned in this and other classes, offer an alternative strategy for funding higher education. As you do so, keep something in mind: nothing is free, someone is paying for it. Thus, if you argue the “government will pay for it,” you must indicate the source of the tax dollars the government will use to fund it.

3. The Sherman Anti-Trust Act (1890) and other legislative efforts were designed with the intention of preventing “a small minority to amass outsized wealth, which they could then use to influence government.” Given what we have learned in this chapter, these fears were well-founded. In a global economy, what recommendations do you have for removing or effectively mitigating the influence of corporations and the hyper-wealthy from national-level politics that will not prove disastrous for the economy?

CRMJ 3310
Race, Class, Gender, and Crime
Final Project Guidelines

Your project should be organized into the following sections with the suggested content. Successful completion of this project will require a significant amount of time outside of class. Your project should “flow” as a single document, rather than a disjointed compilation of many documents. 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 project. Use it to draft an outline of your project BEFORE you begin creating slides. Trust me, this will make you much more efficient. I have also attached a checklist that I will use to grade your project. Review the checklist and use it to self-evaluate your presentation 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.

Title Slide

The title page should include the title of your proposal, group number, group member names, and institutional affiliation.

Introduction (1 slide)

The intro section should be NO LONGER than 1 slide and should discuss what your topic is and why it is important. This is the hook that you use to keep the audience 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?)
- Brief overview of extant literature (what general areas have been examined)
- Briefly describe the potential policy implications of previous studies as they relate to the topic. How might they be used?

Literature Review (3-5 slides)

The purpose of the literature 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. To avoid this, ensure that the lit review is narrowly focused. It is acceptable and encouraged to have several sub-sections within this section, but each sub-section and sources cited within should have DIRECT relevance to your topic. The best approach is to examine the most recent literature (less than 5 years old). 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!

Policy Initiatives (4-6 slides)

The final section of your presentation should advance policies/strategies/practices that might be used to address the problem(s) your group has selected. These initiatives should be supported by previous research/criminological theory. You must also explain WHY you believe these initiatives would be effective (again, tying them to prior research/theory will be helpful in this respect).

Good rules of thumb when writing a lit review:

- 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 presentation).

- Write by topic; not by study.

- Do not use secondary cites (Ex: According to Kleck (as cited by Dierenfeldt et al. 2016). Read the article and cite the primary source.

Reference Section

This section should, like the rest of your presentation, be formatted in APA style and list every reference cited throughout your paper. A minimum of 15 sources is required.

CRMJ 3310
Race, Class, Gender, and Crime
Checklist for Evaluating Final Project

Introduction

- _____ The section has a thesis/central argument.
- _____ The researcher establishes the importance of the topic.
- _____ The researcher clearly indicates the topic to be examined and theoretical perspective used to examine it.

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 Initiatives

- _____ Policy initiatives are derived from the findings described in the literature.
- _____ Policy initiatives are supported by criminological/sociological theory.
- _____ Policy initiatives are ethical and legal.
- _____ Implications of policy initiatives are neither understated nor overstated.

Stylistic Presentation and Structure

- _____ Each slide has a clear topic and focuses on a single idea.
- _____ Each slide is necessary (furtheres the argument).
- _____ The sequence of slides follows a logical order.

_____ 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)—bullet points are an exception;
- _____ run-on sentences;
- _____ misspellings and typos;
- _____ punctuation errors;
- _____ tense shifts (switching from present to past tense—HINT: Proposals should be written in future tense).

CRMJ 4300 Sample Materials
Writing Assignment: Personal Dilemma Paper
ETHICAL DILEMMAS IN DAILY LIFE

For this assignment, you will be answering questions about an ethical dilemma that you have faced in your life. DO NOT submit a “.pages” document – I cannot open these and will be unable to grade your paper. All papers must be written in paragraph form (not Q&A). Be sure to include a title page with your name. Papers should be submitted via the assignment tool on UTCLearn. It is expected that you will integrate information from the course readings, class discussions, and scholarly articles you feel support your discussion. Whenever you refer to information from the eBooks, PowerPoints (from Pollock’s book), or a scholarly source; make sure you are citing appropriately in the text of the paper and providing a reference page in APA format. You DO NOT need an abstract for this paper. Papers not following these guidelines may not be accepted.

Prompt:

1. Think of an ethical dilemma that you have faced in your life. This dilemma can have to do with a personal or professional issue that you have had to address. Think about some time in your life when you have had to consider what the right thing to do would be. Answer the following questions about the dilemma you choose.
2. Write a brief description of the ethical dilemma you have faced.
3. What options did you have to resolve the dilemma?
4. What did you decide to do to resolve the dilemma?
5. Why did you make the choice that you did? Also, what ethical system could you apply that would support your choice? Ethical systems you may choose from: ethical formalism, utilitarianism, natural law, ethics of virtue, ethics of care religion, and egoism (For these last three system options, make sure you fully explain them. If used, students often lack in content when those are used). You will need to cite in this section as you are getting this information from a source (i.e., your course materials). This section should comprise the majority of your paper.
 - a. How does this ethical system apply to your particular choice? Be specific and thorough! Your discussion of the ethical system should be extensive and demonstrate you understand what the system says about what is considered ethical, as well as how this played out in your decision-making process.
6. Looking back, do you think that you made the correct, ethical decision? Explain.

All papers MUST conform to the following guidelines:

1. Be created using Microsoft Word. Be between 4 and 5 pages.
2. Times New Roman, 1-inch margins, headings/subheadings, and double-spacing.

3. Include at least four references and an in-text cite for each (i.e., two scholarly peer-reviewed articles, a PowerPoint, one of the ebooks -or- Pollock's book if using it).

4. Format references and in-text cites in APA format, see Purdue Owl or the APA help sheet.

Mini Homework Prompts

These can be single or double-spaced, but you must address all parts of the prompt. Remember, do not exceed one page.

Mini Homework #1:

(Courts)

Go to the National Registry of Exonerations website (www.law.umich.edu/special/exoneration). Find a case where a person was exonerated due to prosecutorial misconduct, answer following questions:

1. What is the person's name?
2. What are the details of the crime for which the person was wrongfully convicted?
3. Detail the type of misconduct the prosecutor engaged in.
4. How long was the original sentence?
5. How long did they serve in prison before being exonerated?
6. If have more space left, any additional details you think are important/want to add.

Write one page answering the questions above.

CRMJ 4300 Sample Quiz Questions

1. Imagine you are driving a bus full of people. You take a corner a bit too fast, and one person is crossing the road. You can swerve and miss one person but possibly harm all of the people you are responsible for on the bus, or you can maintain your course and hit the one person. Which ethical system would advocate for saving all bus passengers and sacrificing the one individual crossing the road?

- a. Egoism
- b. Utilitarianism**
- c. Ethics of Care
- d. Ethics of Virtue

2. Sally had experienced abuse at the hands of her partner for many years. Sally decided to fight back by pushing her partner while they were standing near a flight of stairs. Sally's partner hit

their head and died at the scene. Which ethical system would say this action is wrong despite what you know about their relationship?

- a. Religious Ethics
- b. Utilitarianism
- c. **Ethical Formalism**
- d. Ethics of Virtue

3. Billy really wanted a sandwich, but it was the last one. Some of Billy's peers expressed that they were hungry. Billy felt that he was the hungriest and had places to go after class. Thus, he decided to take the last sandwich without asking his peers if they had a plan for food after class. What ethical system does Billy appear to be operating on?

- a. **Egoism**
- b. Natural Law
- c. Ethics of Care
- d. Ethics of Virtue

APPENDIX 4A: CLASS LISTING BY INSTRUCTOR

Sherah Basham

Fall 2020- CRMJ 2100 Criminology; CRMJ 3110 Research Methods

Fall 2021- CRMJ 5020 Research Methods II; CRMJ 3110 Research Methods; CRMJ 5060 Police and Society

Spring 2022- CRMJ 2100 Criminology; CRMJ 4850 Capstone; CRMJ 4995- Thesis- 1 person; CRMJ 4999 Police in a Diverse Society

Fall 2022- CRMJ 3110 Research Methods; CRMJ 3170 Minorities and Criminal Justice; CRMJ 4995- Thesis- 1 person; CRMJ 5010- Methods

Spring 2023- CRMJ 4850 Capstone; CRMJ 4999r Police in a Diverse Society; CRMJ 5997- Independent Studies- 1 person

Fall 2023- CRMJ 2100 Criminology; CRMJ 3170 Minorities and Criminal Justice; CRMJ 5010 Methods

Spring 2024- CRMJ 3100 Policing; CRMJ 3110 Methods

Fall 2024- CRMJ 4850 Capstone

Joshua Corum

Fall 2024- CRMJ 1100 Introduction to Criminal Justice; CRMJ 2950 Gender-Based Violence; CRMJ 3310 Race, Class, Gender, and Crime

Courtney Crittenden

Fall 2019- CRMJ 2100 Criminology; CRMJ 3110 Research Methods; CRMJ 4995 – Thesis (1 person); CRMJ 5010- Methods

Fall 2020- CRMJ 3110 Research Methods; CRMJ 4995- Thesis – 1 person; CRMJ 5010- Methods; CRMJ 5997- Independent Study- 1 person

Spring 2020- CRMJ 3120 Corrections; CRMJ 4998- Independent Study- 1 person; CRMJ 5030- Criminology

Spring 2021- CRMJ 3120 Corrections; CRMJ 4999- Police in a Diverse Society; CRMJ 5430- Corrections and Society

Fall 2021- CRMJ 3180 Women and Criminal Justice; CRMJ 5010 Methods

Spring 2022- CRMJ 3120 Corrections; CRMJ 4998- Independent Studies- 1 person; CRMJ 5030 Criminology

Fall 2022- CRMJ 3110 Research Methods; CRMJ 3180 Women and Criminal Justice

Spring 2023- CRMJ 3120 Corrections

Fall 2023- CRMJ 3180 Women and Criminal Justice; CRMJ 5000 Proseminar; CRMJ 5999- Thesis- 5 people

Spring 2024- CRMJ 3120 Corrections; CRMJ 4995- Thesis – 1 person; CRMJ 5430 Corrections and Society; CRMJ 5997- Independent Studies- 2 people; CRMJ 5999- Thesis- 4 people

Fall 2024- CRMJ 1100 Introduction to Criminal Justice; CRMJ 4995- Thesis – 1 person; CRMJ 5010- Methods; CRMJ 5999- Thesis- 2 people

Andrew Denney

Fall 2023- CRMJ 3110 Methods; CRMJ 4850- Capstone

Spring 2024- CRMJ 3110 Methods; CRMJ 3120 Corrections

Fall 2024- CRMJ 3120 Corrections; CRMJ 5100 Sex Offenders

Rick Dierenfeldt

Fall 2019- CRMJ 2100 Criminology; CRMJ 3310 Race, Class, Gender, and Crime; CRMJ 4500 Criminal Justice Administration; CRMJ 4995 (Thesis – one person)

Fall 2020- CRMJ 3310 Race, Class, Gender, and Crime; CRMJ 4780, 4790-Internships; CRMJ 5130- Diversity and Crime; CRMJ 5600- Internships

Spring 2020- CRMJ 3310- Race, Class, Gender, and Crime; CRMJ 4780, 4790, and 5600 Internships; CRMJ 4995- Thesis – 1 student; CRMJ 4998- Independent Study – 1 person; CRMJ 5997- Independent Study- 1 person

Spring 2021- CRMJ 3310- Race, Class, Gender; CRMJ 4780, 4790, 5600- Internships

Fall 2021- CRMJ 3310- Race, Class, Gender; CMJ 4780, 4790, 5600 Internships; CRMJ 5270- Organizational Crime

Spring 2022- CRMJ 2100- Criminology; CRMJ 4780, 4790, 5600- Internships; CRMJ 5100- Neighborhood and Crime

Fall 2022- CRMJ 2100- Criminology; CRMJ 4780 and 5600- Internships; CRMJ 5130- Diversity and Crime

Spring 2023- CRMJ 2100- Criminology; CRMJ 4780, 4790, and 5600- Internships; CRMJ 5020- Methods II

Fall 2023- CRMJ 2100- Criminology; CRMJ 4780, 4790, and 5600- Internships

Spring 24- CRMJ 2100- Criminology; CRMJ 4780, 4790, and 5600- Internships; CRMJ 4999- Independent Studies- 1 person; CRMJ 4999- Independent Studies- 2 people

Fall 2024- CRMJ 2100- Criminology; CRMJ 4780, 4790, and 5600- Internships

Tammy Garland

Fall 2019- CRMJ 3700 Drugs: The Law and the Community; CRMJ 3750 Juvenile Justice; CRMJ 4850 Capstone; CRMJ 4998- 1 independent study; CRMJ 5000- Proseminar; CRMJ 5370- Drugs and the Comm; CRMJ 5997- Independent Studies -1 person

Spring 2020- CRMJ 3750 Juvenile Justice; CRMJ 3110 Research Methods; CRMJ 5340 Crime and Popular Culture; CRMJ 4998R Individual Studies; CRMJ 5997 Individual Studies

Fall 2020- CRMJ 3700 (drugs); CRMJ 4850- Capstone; CRMJ 5000- Proseminar; 5997-
Spring 2020- CRMJ 3110- Methods; CRMJ 3750- Juvenile Justice; CRMJ 5340- Crime and Popular Culture; CRMJ 5997- Individual Studies -1 person

Spring 2021- CRMJ 3750- Juvenile Justice; CRMJ 4850- Capstone; CRMJ 5120- Juvenile Delinquency and the Justice System; CRMJ 5997- Independent Studies – 1 person

Fall 2021- CRMJ 4850- Capstone; CRMJ 5000- Proseminar; CRMJ 4997- Independent Studies – 1 person

Spring 2022- CRMJ 4850- Capstone; CRMJ 4998- Independent Studies- 1 person; CRMJ 5370- Drugs and Crime

Fall 2022- CRMJ 3700- Drugs: The Law and the Community; CRMJ 4850- Capstone; CRMJ 5000- Proseminar

Spring 2023- CRMJ 3999r- Community Engagement- Crime and Poverty; CRMJ 5340- Crime and Popular Culture

Fall 2023- CRMJ 3110- Methods; CRMJ4850- Capstone; CRMJ 5997- Independent Study – 1 person

Spring 2024- CRMJ 4850- Capstone; CRMJ 5120- Juvenile Delinquency; CRMJ 5997- Independent Studies- 1 person

Fall 2024- CRMJ 3110- Methods; CRMJ 3700- Drugs: The Law and the Community; CRMJ 5000- Proseminar

Katelyn Hancock

Fall 2022- CRMJ- Ethics

Spring 2023- 2100- Criminology; CRMJ 5320- Victimology: Theory, Research, and Policy Issues

Fall 2023- CRMJ 2100- Criminology; CRMJ 4300- Ethics

Spring 2024- CRMJ 2100- Criminology; CRMJ 4010- Victimology

Fall 2024- CRMJ 2100- Criminology; CRMJ 4300- Ethics

Gale Iles

Fall 2019- CRMJ 3250 Courts; CRMJ 5997 Independent Studies- 3 people, CRMJ 5999r- Thesis- 4 people

Spring 2020- CRMJ 2100- CRMJ 5220- Comparative Criminal Justice Systems; CRMJ 5999- Thesis – 3 people; CRMJ 5997- Individual Studies 3 people

Spring 2021- CRMJ 2100; CRMJ 5030- Criminology

Fall 2021- CRMJ 3250 -Courts; CRMJ 5250- Courts

Spring 2022- CRMJ 3250- Courts; CRMJ 3310- Race, Class, Gender, and Crime

Fall 2022- CRMJ 3250- Courts; CRMJ 5130- Comparative Criminal Justice Systems

Spring 2023- CRMJ 3250- Courts; CRMJ 3310- Race, Class, Gender, and Crime; CRMJ 5030- Criminology

Fall 2023- CRMJ 3250- Courts; CRMJ 5250- Courts, Sentencing and Society

Spring 2024- CRMJ 3250- Courts; CRMJ 3110- Race, Class, Gender, and Crime; CRMJ 5030- Criminology

Fall 2024- CRMJ 3250- Courts

Sara Knox

Fall 2019- CRMJ 1100 Introduction to Criminal Justice; CRMJ 4780, CRMJ 4790, CRMJ 5600- Internships

Fall 2020- CRMJ 1100 Introduction to Criminal Justice; CRMJ 3500 Media and Crime; CRMJ 3550 Public and Private Security

Spring 2020- CRMJ 1100 Introduction to Criminal Justice; CRMJ 3500 Media and Crime; CRMJ 3550 Public and Private Security; CRMJ 4998- Independent Study- 1 person

Spring 2021- CRMJ 1100 Introduction to Criminal Justice; CRMJ 3500 Media and Crime; CRMJ 3550- Public and Private Security

Fall 2021- CRMJ 1100 Introduction to Criminal Justice; CRMJ 3500 Media and Crime; CRMJ 3550- Public and Private Security

Spring 2022- CRMJ 1100 Introduction to Criminal Justice; CRMJ 3550 Media and Crime; CRMJ 3270 Serial Murder

Fall 2022- CRMJ 1100 Introduction to Criminal Justice; CRMJ 3500 Media and Crime; CRMJ 3550 Public and Private Security

Spring 2023- CRMJ 1100 Introduction to Criminal Justice; CRMJ 2720 Serial Murder; CRMJ 3550 Public and Private Security

Fall 2023- CRMJ 1100 Introduction to Criminal Justice; CRMJ 2720 Serial Murder; CRMJ 3500 Media and Crime; CRMJ 3550 Public and Private Security

Spring 2024- CRMJ 1100 Introduction to Criminal Justice; CRMJ 2720 Serial Murder; CRMJ 3550 Public and Private Security

Fall 2024- CRMJ 1100 Introduction to Criminal Justice; CRMJ 2720 Serial Murder; CRMJ 3500 Media and Crime

Ahmet Kule

Fall 2019- CRMJ 4140 Terrorism; CRMJ 4999 Group Studies: Cyber Crime

Spring 2020- CRMJ 3100 Policing; CRMJ 4999 Hate Crimes; CRMJ 5420 Terrorism

Fall 2020- CRMJ 4140 Terrorism; CRMJ 5100r Cyber Crimes

Spring 2021- CRMJ 3100 Policing; CRMJ 4999 Hate Crimes

Fall 2021- CRMJ 2100 Criminology; CRMJ 4140 Terrorism; CRMJ 4999 Cyber Crimes

Spring 2022- CRMJ 3100 Policing; CRMJ 4999 Hate Crimes

Fall 2022- CRMJ 2600 Cyber Crime; CRMJ 4140 Terrorism; CRMJ 5420 Terrorism and the Criminal Justice System

Spring 2023- CRMJ 3100 Policing; CRMJ 4750 Hate Crimes

Fall 2023- CRMJ 2600 Cyber Crimes; CRMJ 3999 Transnational Crime; CRMJ 4140 Terrorism; CRMJ 5100 Cyber Crime

Fall 2024- CRMJ 2600 Cyber Crimes; CRMJ 3100 Policing

Karen McGuffee

Fall 2019- CRMJ 2450 Family Law; CRMJ 3600 Law of Evidence; CRMJ 4050 Constitutional Law; CRMJ 4998 – 2 independent studies

Fall 2020- CRMJ 3250 Courts; CRMJ 4050 Constitutional Law

Spring 2020- CRMJ 1700 Criminal Law; CRMJ 2450 Family Law; CRMJ 4998 Independent Study – 1 person

Spring 2021- CRMJ 1700 Criminal Law; CRMJ 2450 Family Law; CRMJ 3250 Courts

Fall 2021- CRMJ 2450 Family Law; CRMJ 3600 Law of Evidence; CRMJ 4050 Constitutional Law

Spring 2022- CRMJ 1700 Criminal Law; CRMJ 2450 Family Law; CRMJ 4050 Constitutional Law

Fall 2022- CRMJ 1700 Criminal Law; CRMJ 3250 Courts; CRMJ 4050 Constitutional Law

Spring 2023- CRMJ 1700 Criminal Law; CRMJ 2450 Family Law; CRMJ 3600 Law of Evidence

Fall 2023- CRMJ 1700 Criminal Law; CRMJ 2450 Family Law; CRMJ 3250 Courts

Spring 2024- CRMJ 1700 Criminal Law; CRMJ 2450 Family Law; CRMJ 3250 Courts

Fall 2024- CRMJ 1700 Criminal Law; CRMJ 2450 Family Law; CRMJ 4050 Constitutional Law

Christina Policastro

Fall 2019- CRMJ 4010 Victimology; CRMJ 5320 Victimology

Fall 2020- CRMJ 4300 Ethics; CRMJ 5100r Family Violence; CRMJ 5999r- Thesis 2 people

Spring 2020- CRMJ 4300 Ethics; CRMJ 5020 Research Methods II

Spring 2021- CRMJ 4300 Ethics; CRMJ 5260 Ethics; CRMJ 5999- Thesis 3 people

Fall 2021- CRMJ 4300 Ethics; CRMJ 5999- Thesis 4 people

Spring 2022- CRMJ 4300 Ethics; CRMJ 5020 Methods II; CRMJ 5999 Thesis- 3 people

Fall 2022- CRMJ 4010 Victimology; CRMJ 5999 Thesis- 2 people

Spring 2023- CRMJ 4300 Ethics; CRMJ 5260 Ethics; CRMJ 5999 Thesis- 3 people

Spring 2024- CRMJ 4300 Ethics; CRMJ 5020 Methods II

Fall 2024- CRMJ 4200 Family Violence and Criminal Justice; CRMJ 5100 Family Violence

Lindsay Whetter

Fall 2024- CRMJ 1100 Introduction to Criminal Justice; CRMJ 3999 Prison Ethnography

APPENDIX 4B: FULL 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 Ugwu-dike, 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 (*Undergraduate Student, ∞Graduate Student)

*Harvey, I., ∞Jackson, E., *Preston, 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.

∞Jackson, 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.

*Collins, 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.

*Hyppolite, 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 student wages & stipend).
 2023 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 Justice Association (\$432).
 2022 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: Rzemysk, 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.

Joshua Corum
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EDUCATION

2024 Ph.D. Sociology, University of Nevada Las Vegas Chair: Dr. Barb Brents
2012 M.A. Sociology, University of Louisville
2007 B.A. Psychology and Human Sexuality, Indiana University, Bloomington

RESEACH AND TEACHING INTERESTS

Political Sociology	Statistics and Thematic Analysis
Social Control and Regulation of sexual behavior	Sexuality and Gender Studies
Mixed Methodologies	Social Theory

TEACHING EXPERIENCE

University of Tennessee Chattanooga

Full-Time Instructor

- CRMJ 1100: Intro to Criminal Justice Online (Fall 2024)
- CRMJ 2950: Gender Based Violence Online (Fall 2024)
- CRMJ 3310: Race, Class, Gender and Crime Online/FtF (Fall 2024)

Cleveland State Community College

Adjunct Instructor

- Soc 101: Introduction to Sociology Hybrid (Fall 2021 – Current)
- Soc 101: Introduction to Sociology Online (Spring 2023)

University of Nevada, Las Vegas

Instructor

- SOC 449: Sex and Social Arrangements Online (Spring 2024)
- SOC 101: Principles of Sociology Online (Fall 2015- Spring 2024)
- SOC 449: Sex and Social Arrangements (Fall 2015- Spring 2021)
- SOC 101: Principles of Sociology (Fall 2013-Spring 2020)
- SOC 453: Gender and Society Online (Fall 2019)

Teaching Assistant

- SOC 416/616: Sociology of Work and Occupation (Spring 2014)
- SOC 441/641: Social Inequality (Spring 2014)
- SOC 471/671: Race and Ethnic Relations (Spring 2014)
- SOC 447/647: Marriage and Family (Spring 2014)
- SOC 449/649: Sex and Social Arrangements (Fall 2012, Spring 2012)
- SOC 101: Principles of Sociology – Online (Fall 2012, Spring 2012)

RESEARCH

Stalking Victimization Experiences Among Online Sexual Content Creators
University of Tennessee Chattanooga – Current
Principle Investigator.: Dr. Rick Dierenfeldt

Untitled Intergenerational Infidelity Project (Book)
Autoethnography

University of Nevada Las Vegas
Dissertation Research Project July 2018 – May 2024
“Sex is Fun” A Study of Hook Up Behaviors and Experiences of Post-College and Middle-Aged Adults.
Committee Chair: Barb Brents, PhD

University of Louisville
Masters Thesis Research Project October 2011 – April 2012
Quantifying Promiscuity: Assessing Individual Attitudes on Sexual Behavior
Thesis advisor: Dr. Patricia Gagné

The Kinsey Institute for Research in Sex, Gender and Reproduction, Indiana
University Senior Thesis Research Project August 2006 – April 2007
Men and Women’s Attitudes toward a Potential Partner’s Sexual History
Thesis advisor: Dr. Erick Janssen

Project: *Mood, Sexual Arousal and Sexual Risk-Taking*
Principle Researcher: Dr. Erick Janssen
Research Assistant May 2005 – May 2006

Project: *Gender Differences in the Effects of Sexual Arousal on Attention and Perception*
Principle Researcher: Dr. Erick Janssen
Research Assistant March 2005 – May 2005

ACADEMIC PRESENTATIONS

2011	<u>Corum, J</u> & P. Gagné. “Quantifying Promiscuity: Assessing Individual Attitudes on Sexual Behavior” Student Poster at the Society for the Scientific Study of Sex (SSSS) Annual Meeting 2011. Houston, TX.
2010	<u>Corum, J</u> & E. Janssen. “The Sexual double Standard Revisited: Men and Women’s Attitudes toward a Potential Partner’s Previous Sexual History.” Presented at the Annual Meetings of the Anthropologists and Sociologist of Kentucky, Columbia, KY.

PROFESSIONAL PRESENTATIONS

2018	“Can I touch you? A straight man’s guide to consent.” Rollercon 2018 (2 seminars)
2017	Casual Sex: Morality Disguised as Science. Adult Film Festival Las Vegas. The Erotic Heritage Museum. Las Vegas, NV

SERVICE AND AFFILIATIONS

Indiana House of Representative Intern - Democratic Caucus	2015
Society for the Scientific Study of Sex (SSSS) 2012 Student Ambassador	2013-2014, 2011-
C. Wright Mills Sociology Club – UNLV	2013-2014 Founding Member

AWARDS AND HONORS

2021	Public Sociology Award. UNLV Department of Sociology
2011	Outstanding Student Ambassador Award Society for the Scientific Study of Sex (SSSS) Annual Meeting 2011
2010	Jules Delambre Student Paper contest – 1st Place Undergraduate Paper Annual Meeting of Anthropologist and Sociologist of Kentucky, “The Sexual double Standard Revisited: Men and Women’s Attitudes toward a Potential Partner’s Previous Sexual History”
2007	Most Outstanding Senior Project Award Individualized Major Program, Indiana University. “The Sexual Double Standard Revisited: Men and Women’s Attitudes toward a Potential Partner’s Previous Sexual History.”

POP SOCIOLOGY PUBLICATIONS

KNPR	April 2021	Guest Commentator
<i>Does A New Sex Revolution Beckon As The Pandemic Wanes?</i>		
<i>Sex Nerd Podcast</i>	2019-2021	Cohost
<i>Baking Naked</i> Patreon.com	Feb -Aug 2018	Cohost, Producer: 1 season, 12 episodes
<i>Daily Kos</i>	October 17, 2016	“Just Say “No” to a 3rd Party President...For Now”
<i>NUVO Newsweekly</i>	June 3, 2015	<i>Ask the Sex Doc</i> : Guest columnist

Courtney Crittenden, Ph.D.
UC Foundation Associate Professor of Criminal Justice
Department of Social, Cultural, and Justice Studies
University of Tennessee at Chattanooga
Chattanooga, TN
Office: (423) 425-4220
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. Mailliccoat & 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 Alcalá, Alcalá 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/ Violence Against Women (undergraduate, face to face and online, Quality
- WSTU 2950 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/ Women and Criminal Justice (undergraduate, online, hybrid)
- WGSS 3810
- 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, <i>Ally</i> , 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. <i>Adverse Childhood Experiences (ACEs) and Co-Occurring Disorders: Is there a relationship?</i> Graduated Spring 2022.
2019- 2020	Bethany Bray. Department of Social, Cultural and Justice Studies, UTC. <i>Examining gender and institutional ties in criminological research.</i> Graduated Spring 2020.
	Hannah Gateley. Department of Social, Cultural and Justice Studies, UTC. <i>Measuring sexuality and gender in criminology.</i> Graduated Spring 2020.
2014 – 2015	April Miller. Department of Criminal Justice and Criminology, ETSU. <i>The effects of gender, race, and age on sentencing decisions.</i> Graduated Spring 2015.
	Kirsten Piatak. Department of Criminal Justice and Criminology, ETSU. <i>Assessing victim blame: Intersections of Victim Race, Ethnicity, & Gender.</i> Graduated Spring 2015.
2014	Giovanna Lima, Department of Criminal Justice and Criminology, ETSU. <i>Women Killers.</i> 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. <i>The media's response to domestic versus international terror</i> . Graduated Spring 2014. Samantha Lower. Department of Criminal Justice and Criminology, ETSU. <i>Controlling juvenile behavior: An empirical test of Hirschi's Attachment and Involvement</i> . 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. <i>Racial and Ethnicity measurement in CCJ research</i> .
2022	Brenda Zaragoza (undergraduate). Department of Social, Cultural, and Justice Studies, UTC. <i>Examining the impact of COVID-19 on jails</i> .
2020	Heather Storey (graduate). Department of Social, Cultural, and Justice Studies, UTC. <i>Exploring social constructs in criminological research</i> .
2020	Dalyn Hodge (undergraduate). Department of Social, Cultural, and Justice Studies, UTC. <i>Sexual Harassment Attitudes and Pervasiveness of College Campuses</i> .

2019	Hannah Gateley (graduate). Department of Social, Cultural, and Justice Studies, UTC. <i>Examining Criminological Literature</i> .
2013	Alex Cantrell (undergraduate). Department of Criminal Justice and Criminology, ETSU. <i>Police Interrogation Techniques</i> .
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. <i>Perceptions of Hate Crimes</i> .

Other Departmental Service

2023 – current	<i>Criminal Justice Graduate Director</i> , Department of Social, Cultural, and Justice Studies, UTC.
2022 – 2023	<i>RTP Committee</i> , Committee Chairperson, Department of Social, Cultural, and Justice Studies, UTC.
2022- 2023	<i>Assistant Professor Search Committee</i> , Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2021 – 2023	<i>Recruitment and Retention</i> , Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2020 – 2023	<i>Online Program Coordinator</i> , Criminal Justice B.S. Online Degree Program. Department of Social, Cultural, and Justice Studies, UTC.
2020 – current	<i>RTP Committee</i> , Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2020 – 2021	<i>Department Chair Search Committee</i> , Committee Member, Department of Social, Cultural, and Justice Studies, UTC
2019 – 2020	<i>Department Chair Search Committee</i> , Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2019 -2021	<i>Curriculum Committee</i> , Committee Chair. Department of Social, Cultural, and Justice Studies, UTC.
2018 – 2019	<i>Assistant Professor Search Committee</i> , Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2017 - 2018	<i>Faculty Expectations Ad Hoc Committee</i> , Committee member, Department of Social, Cultural, and Justice Studies, UTC.

2017	<i>Assistant Professor Search Committee</i> , Committee member, Department of Criminal Justice, UTC.
2015-2016	<i>Assistant Professor Search Committee</i> , Committee member, Department of Criminal Justice, UTC.
2015 – 2016	<i>Social Justice Film Series</i> , Co-Curator, Department of Criminal Justice in conjunction with Department of Sociology, Anthropology, and Geography.
2014	<i>Assistant Professor Search Committee</i> , Committee Chair, Department of Criminal Justice and Criminology, ETSU.
2013	<i>Assistant Professor Search Committee</i> , Committee member, Department of Criminal Justice and Criminology, ETSU.
2013	<i>Teaching Mentor</i> , Department of Criminal Justice and Criminology, ETSU.
2012 – 2015	<i>Graduate Admissions Committee</i> , Committee member, Department of Criminal Justice and Criminology, ETSU.
2012 – 2015	<i>Scholarship Committee</i> , Committee member, Department of Criminal Justice and Criminology, ETSU.
2012	<i>Assistant Professor Search Committee</i> , 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

School of Interdisciplinary and Graduate Studies
UNIVERSITY OF LOUISVILLE, Louisville, KY

FALL 2012/ SPRING 2013

FALL 2013/ SPRING 2014

FALL 2014/ SPRING 2015

Graduate Dean's Citation

School of Interdisciplinary and Graduate Studies
UNIVERSITY OF LOUISVILLE, Louisville, KY

SPRING 2012

Graduate Research Assistantship Appointment

Department of Justice Administration
UNIVERSITY OF LOUISVILLE, Louisville, KY

2011-2012

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 Mancía'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 2023 LOYOLA UNIVERSITY NEW ORLEANS	2019- May
University Student Fellowship Coordinator 2023 LOYOLA UNIVERSITY NEW ORLEANS *Mentored 2023 Fulbright Winner, Evalyn Knowles, ETA Spain	2022- August
University Board of Appeals, Member 2023 LOYOLA UNIVERSITY NEW ORLEANS	2022- August
MCJ Program Coordinator LOYOLA UNIVERSITY NEW ORLEANS	2023- August 2023
Search Committee Chair for Criminology & Justice Tenure-Track Search LOYOLA UNIVERSITY NEW ORLEANS	2021-2022
University Liaison- <i>Fordham University's Taking Responsibility: Jesuit Educational Institutions Confront the Causes and Legacy of Sexual Abuse</i> LOYOLA UNIVERSITY NEW ORLEANS	2020-2023
Faculty Senate LOYOLA UNIVERSITY NEW ORLEANS.	2020-Present
Retention Workflow Committee LOYOLA UNIVERSITY NEW ORLEANS	2018-2019
Office of Undergraduate Research (OUR) Travel Award Reviewer UNIVERSITY OF WEST FLORIDA	2016-2018
Member, Undergraduate Admissions Appeals Committee UNIVERSITY OF WEST FLORIDA	2016-2018
Member, Sick Leave Pool Committee UNIVERSITY OF WEST FLORIDA	2017-2018
<i>College of Education & Professional Studies</i>	
Member, CEPS Scholarship Committee UNIVERSITY OF WEST FLORIDA	2017-2018
Member, CEPS Showcase Committee UNIVERSITY OF WEST FLORIDA	2016

Member, CEPS Advisors Search Committee UNIVERSITY OF WEST FLORIDA	2016, 2018

Member, CEPS Recruitment and Retention Task Force UNIVERSITY OF WEST FLORIDA	2017-2018

Department of Criminology & Justice

Co-Faculty Advisor, Criminal Justice Student Association UNIVERSITY OF WEST FLORIDA	2015-2018

Member, Bylaws Committee UNIVERSITY OF WEST FLORIDA	2016-2018

Member, Scholarship Committee UNIVERSITY OF WEST FLORIDA	2016-2018

Department Social Media Coordinator UNIVERSITY OF WEST FLORIDA	2016-2018

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	

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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

<i>Journal of Criminal Justice Education</i>	2012

<i>Archives of Sexual Behavior</i>	2013

<i>Criminal Justice Policy Review</i>	2013

<i>Criminal Justice Studies</i>	2013
<i>Journal of Qualitative Criminal Justice & Criminology</i>	2014
<i>Journal of Psychology & Psychotherapy</i>	2016
<i>Journal of Alcoholism, Drug Abuse & Substance Dependence</i>	2016
<i>Medical Journals Review</i>	2016
<i>Finding Freedom in Confinement: The Role of Religion in Prison Life</i>	2016
<i>Violence and Victims</i>	2016
<i>Journal of Aggression, Conflict and Peace Resolution</i>	2017
<i>Criminal Justice and Behavior</i>	2017
<i>Religions</i>	2018
<i>Social Science and Missions</i>	2019
<i>American Journal of Criminal Justice</i>	2019
<i>International Journal of Offender Therapy and Comparative Criminology</i>	2019
<i>SN Social Sciences, Editorial Board</i>	2021
<i>Deviant Behavior</i>	2021
<i>Policing: An International Journal</i>	2021
<i>Crime & Delinquency</i>	2022
<i>Sociological Forum</i>	2022
<i>Criminology & Public Policy</i>	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.

Stickler, 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 \(cell\)](tel:816-390-1657)

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 Safety—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, <i>Justice Quarterly</i>
2024-Present	Peer Reviewer, <i>American Journal of Preventive Medicine</i>
2024-Present	Peer Reviewer, <i>Journal of Experimental Criminology</i>
2024-Present	Peer Reviewer, <i>Police Practice and Research: An International Journal</i>
2024-Present	Peer Reviewer, <i>Risk, Hazards, and Crisis in Public Policy</i>
2023-Present	Peer Reviewer, <i>International Journal of Comparative and Applied Criminal Justice</i>
2022-Present	Peer Reviewer, <i>Journal of Research in Crime and Delinquency</i>
2022-Present	Peer Reviewer, <i>Crime and Delinquency</i>
2022-Present	Peer Reviewer, <i>PLOS One</i>
2021-Present	Peer Reviewer, <i>Criminology, Criminal Justice, Law and Society</i>
2020-Present	Peer Reviewer, <i>Violence Against Women</i>
2020-Present	Peer Reviewer, <i>Policing: A Journal of Policy and Practice</i>
2020-Present	Peer Reviewer, <i>Sociology Compass</i>
2018-Present	Peer Reviewer, <i>Journal of Interpersonal Violence</i>
2018-Present	Peer Reviewer, <i>Deviant Behavior</i>
2018-Present	Peer Reviewer, <i>Police Quarterly</i>
2017-Present	Peer Reviewer, <i>Journal of Criminal Justice</i>

2016-Present	Peer Reviewer, <i>American Journal of Criminal Justice</i>
2015-Present	Peer Reviewer, <i>Criminal Justice Policy Review</i>
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.
<i>To the Department</i>	
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.
<i>To the Community</i>	
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 Chattanooga residents 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 plate 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=upstrack.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/>

Tammy S. Garland, Ph.D.
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Criminal Justice #3203
 Chattanooga, TN 37403
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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
Doctoral Teaching Fellow (1/2001-8/2003)
Math/Writing Consultant (4/2000-8/2002)
Graduate Research/Teaching Assistant (1/2000-12/2001)

1/2000-8/2003

Fayette County Public Schools, Lexington KY
Lexington Day Treatment Center
Substitute Teacher

9/1999-12/1999

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 respondent demographics. *Journal of Offender Therapy & Comparative Criminology*

Reasonover, C.*, Dierenfeldt, R. Garland, T.S., Rosenberger, J., Burgeson, K., & Jackson, E. (onlinefirst, 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). Benjamin 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-occurring 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: Victimized 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: Representations 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, Asheville, 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 respondent demographics. Southern Criminal Justice Association, Asheville, 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, Asheville, 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?" Southern 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 Rape Victims." 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) Revisited-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 policies 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 Abductions, 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), Perceptions 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). Depictions 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 Cyberbullying on Adolescents, Chattanooga School for the Arts & Sciences (September 27, 2022).
- 2022 Invited 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=rtFLTl6Mprs>
- 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, University 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 Colorado, 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 Saylor (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 Dutkiewicz; 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 individual 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 & Sciences
- 2022 Influential Faculty Recognition, UTC Athletics (Sydney 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., Policastro, 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. *Methodology 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 Alcalá (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 Ph.D. 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, J.L., & 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 Chattanooga, Tennessee. Under review at *Victims & Offenders*.

Manuscripts In Progress

Iles, G., Dierenfeldt, 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., Dierenfeldt, 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.*, Drenfeldt, 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., Drenfeldt, 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.*, Drenfeldt, 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 Apples 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: Oladipupo 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

Sara A. Knox

8097 Fox Glove Dr.
Ooltewah, Tennessee 37363
423-580-0564

Education

August 2001 – August 2003 The University of Tennessee at Chattanooga, Chattanooga, TN

Masters of Science in Criminal Justice 3.90 GPA

August 1996 – December 2000 The University of Tennessee at Chattanooga, TN

Bachelors of Science in Psychology 3.50 GPA.

Work Experience and Internships

August 2008-Present Instructor/Professor of Criminal Justice **University of Tennessee at Chattanooga** Responsible for teaching Criminal Justice courses to undergraduates at the University of Tennessee at Chattanooga. This includes lesson plan preparation, creating and grading assignments and tests. Also includes student interaction and advisement.

August 2006-April 2008 Ministry Support Coordinator **Eastwood Church**

Responsibilities include office administration, chief accounting administration, and general management of everyday and special operations of the church.

August 2006-December 2007 Adjunct Professor of Criminal Justice **University of Tennessee at Chattanooga** Responsible for teaching Criminal Justice courses to undergraduates at the University of Tennessee at Chattanooga. This includes lesson plan preparation, creating and grading assignments and tests.

August 2007-December 2007 Adjunct Professor of Criminal Justice **Chattanooga State Technical Community College** Responsible for teaching Criminal Justice courses to undergraduates at the University of Tennessee at Chattanooga. This includes lesson plan preparation, creating and grading assignments and tests.

August 2005-August 2006 Instructor/Professor of Criminal Justice **University of Tennessee at Chattanooga** Responsible for teaching Criminal Justice courses to undergraduates at the University of Tennessee at Chattanooga. This includes lesson plan preparation, creating and grading assignments and tests. Also includes student interaction and advisement.

December 2003 – August 2005 Investigator/ Client Relations **Unified Investigations & Sciences, Inc.** Main duties included, investigating origin and cause of fire losses for clients when illegal, fraudulent, or subrogation potential exists. The investigation may

include fieldwork as well as written reports, evidence gathering and storage. Other duties include client relations as well as marketing to prospective clients.

August 2001 – December 2003 Office Assistant **Dr. Dan Moulds D.D.M**
Responsibilities included answering phones, making patient appointments, receiving payments, as well as patient customer service.

August 2001 – May 2003 Graduate Assistant to Dr. Jeffery Rush & Dr Vic Bumphus
University of Tennessee at Chattanooga Assisted in the planning and implementation of Southeastern Command and Leadership Academy, taught undergraduate Criminal Justice courses as requested by Dr. Rush, graded tests and writing assignments for undergraduate courses. Assisted Dr. Bumphus in many office-oriented tasks.

May 2002 – September 2003 Forensic Technician **TechniFire Services**
Worked closely with State Certified Fire Investigators gathering and logging evidence, taking fire scene photos, scanning evidence into computer databases, assisting in the preparation of Origin and Cause reports and Inventory reports, and general office duties.

February 2001 – August 2001 Case Manager **Fortwood Mental Health Center**
Responsible for the mental welfare of adolescents ages 4 – 17, also worked in conjunction with other mental health professionals, such as Psychiatrists and Therapists. The majority of disorders encountered were Attention Deficient Hyperactive Disorder (ADHD), Depression, and Conduct disorder.

Professional Participation

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).

2012 Round Table Presentation, *ETHICS PEDAGOGY: IS THE TRUTH REALLY OUT THERE?*
Moderator: Sara A. Knox, University of Tennessee at Chattanooga
Discussants: Tammy Garland, University of Tennessee at Chattanooga; Michael DeValve Fayetteville State University; Kenethia Fuller, Fayetteville State University, at the Academy of Criminal Justice Sciences, New York, NY (March 16, 2012).

2014 Presentation, *Ethics in Fire Investigation*, Tennessee chapter of The International Association of Arson Investigators Annual Conference, Pigeon Forge, TN (August 2014).

2016 Guest Speaker, Topic: *Reliability of Eye Witness Testimony*, Southern Adventist University, Collegedale, TN (September 2016)

2019 Presentation, *Ethics and the Fire Investigator*, Tennessee chapter of The International Association of Arson Investigators Annual Conference, Pigeon Forge, TN (August 2019).

Courses Taught

Undergraduate:

Introduction to Criminal Justice
Serial Murder (Face to Face and Online)
Media and the Criminal Justice System (Face to Face and Online)
Policing
Organized Crime
Gender, Crime and Criminal Justice (Face to Face and Online)
Ethics in Criminal Justice (Face to Face and Online)
Public and Private Security
CRMJ Internships (Face to Face interaction and Online)

Professional Service Activities

University

2008-Present	Honor Court dates may vary in between other committees
2009-Present Sponsor of the	Co-Faculty Sponsor of the Criminal Justice Club, now sole Faculty Criminal Justice Club and Honor Society Alpha Phi Sigma
2012	Conduct Board
2012-2013	Sat on the Education Committee for the TN Chapter of the IAAI
2013	Learning Support Services Committee
2018-2019	Internship Coordinator
2018	Temporary Lecturer Search Committee Member
2019.	Department Head Search Committee Member
2020-Present	University Conduct Board
2020	SCJS Racial Justice Committee SCJS
2020	Lecturer Search Committee
2022	Assistant Professor Search Committee
2023-24	Bi Laws Committee
2023-Present	Lecturer Committee
2023-Present	Criminal Justice Career Expo Planning Committee

2024 Chair Lecturer Committee

Professional Service and Training Activities

2012-2013	Sat on the Education Committee for the TN Chapter of the IAAI
2015	Gained 32 hours of educational credits from the TN Chapter of the IAAI Annual Conference, working towards my CFI
2017	Gained 29 hours of educational credits from the TN Chapter of the IAAI Annual Conference, working towards my CFI
2017	CFI Trainer.net; The Scientific Method for Fire and Explosion Investigation, 3 hours
2017	CFI Trainer.net; NFPA 1033 and Your Career, 2 hours
2017	CFI Trainer.net; Ethics and the Fire Investigator, 3 hours
2017	CFI Trainer.net; The Practical Application of the Relationship Between NFPA1033 and NFPA921, 2 hours
2018-2019	Sat on the Education Committee for the TN Chapter of the IAAI
2019	Gained 32 hours of tested educational credits from the TN Chapter of the IAAI
2020 -21	Sitting member on the Educational Board fir the TN Chapter of the IAAI
2021-22	Siting member of the Educational Board for the TN Chapter of the IAAI
2021	Gained 32 Hours of tested educational credits from the TN Chapter of the IAAI Including: Emerging Considerations for Fire Investigators, Technology and Fire Investigators, Helpful Tips in Collecting Fire Debris Samples, NFPA and Fore Investigation, Fire Suppression and Ventilation in Commercial Cooking.
2022	Gained 32 Hours of tested educational credits from the TN Chapter of the IAAI Including: Cigarette Ignition Analysis, Burn Stuff to Learn Stuff, Fire Fatalities/Line of Duty Death Investigations, Law Update and Search Warrants, RV Fires and Their Investigations, Challenges to Expert Evaluations, Fire Investigator Safety, and Basic Fire Dynamics.
2023	Attended the International Association of Arson Investigators full conference in Cherokee, North Carolina.

2024 Gained 34 Hours of tested educational credits from the TN Chapter of the IAAI Including: Fatal Fire Investigations, Fire Patterns/Dynamics, Motor Vehicle Fires, Electric Vehicle Fires, Photovoltaic/Solar Farm Fires and Case Studies.

Community:

Dates Vary Based on Need However Consistent:

Volunteer with Project Homeless Connect /With CJ Club

Totes for Tots Drive: totes, backpacks, and suitcases for foster children in transition from homes. / With CJ Club

Food bank Drives /With CJ Club

Sponsor a child from the Salvation Army's Angel tree/With CJ Club

Grants

2009 Faculty Development Grant: An Exploratory Study of College Student's Religious Perceptions on Drug Policy in the United States

Awarded \$1000.00

Awards Received

Recipient of the Outstanding Graduate Student Award

Recipient of the Stanton P. Fjeld Scholarship

Professor of the Year Award from the Athletic Department 2019

Faculty Recognition for the Athletic Department 2024

AHMET KULE

Department of Social, Cultural, and Justice Studies University of Tennessee
at Chattanooga
540 McCallie Avenue
Chattanooga, TN 37403
Phone [423.425.4512](tel: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**, Habberfeld, 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 to get 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 known 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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Email: Christina-policastro@utc.edu

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 Present Interim Assistant Dean	2024

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.**, & Svyrenko, 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.**, Svyrenko, 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, Gaaney, 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: lidaigle@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

Curriculum Vitae

Dr Lindsay Whetter

The University of Tennessee at Chattanooga
Criminal Justice. Department of Social, Cultural, and Justice Studies
Phone: +1 646 675 7546 Email: lindsay-whetter@utc.edu

Education

- 2016 PhD. The University of Exeter, Devon, England
Thesis title: 'Faith Inside: An Ethnographic Exploration of Kainos, HMP The Verne'.
- 2000 MSc in Criminology and Criminal Justice. The Queen's University of Belfast, Northern Ireland
Dissertation title: 'Female Juvenile Criminality'.
- 1996 BSc (Hons) in Psychology. The Queen's University of Belfast, Northern Ireland
Thesis title: 'Correlates of Schizotypy'.

Academic Experience

The University of Tennessee at Chattanooga, US

- 2023 - 2024 *Visiting Lecturer, Criminal Justice*
2023 - 2024 *Visiting Research Scholar, Criminal Justice*

John Jay College of Criminal Justice, US

- 2019 - 2023 *Visiting Research Scholar, Sociology Department*
2023 *Core Online Course Developer, Sociology Department*
2020 *Professor, Prison to College Pipeline (P2CP), Otisville Correctional Facility*
2014 - 2015 *Visiting Research Scholar, Prisoner Reentry Institute*

The University of Exeter, UK

- 2011 - 2016 *Graduate Teaching Assistant, Human Geography Department*

The University of Cambridge, UK

- 2002- 2006 *Researcher, Peterborough Adolescent Development Study (PADS), Social Contexts of Pathways into Crime Network (SCoPiC), The Institute of Criminology*
2004 - 2005 *Supervisor, Wolfson Course, The Institute of Criminology*

2000 - 2002 *Researcher and Team Leader, New England and Wales Arrestee Drug Abuse Monitoring Program (NEW-ADAM), The Institute of Criminology*

Professional Experience

2023 - 2024 *Independent Evaluator, Dads Making a Difference Program, First Things First, Chattanooga, US*

2019 - 2020 *Facilitator, Alternatives to Violence Project (AVP), Sing Sing Correctional Facility, New York*

2018 *Photographer and Videographer, Creative Art Works, New York*

2017 - 2024 *Researcher and Curator, Prison Art Project, UK and US*

2012 - 2014 *Exeter Cathedral Prison Ministry, Exeter Prison, England*

2010 - 2013 *Kainos Community Volunteer, HMP The Verne, Dorset, England*

2010 *Independent Researcher, Cornwall and Isles of Scilly Youth Offending Service, England*

2006 - 2011 *Project Manager, Property Development, Self employed*

2000 *Researcher, Ex-Prisoner's Interpretative Centre (EPIC), Belfast, Northern Ireland*

1997 - 1999 *Residential Worker, Dakota Avenue Mental Health Hostel, Ulster Community and Hospital's Trust, Northern Ireland*

1996 - 2000 *Independent Representative, Lisnevin Training School for Young Offenders, Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO), Northern Ireland*

Conferences and Speaking Engagements

2024 *Invited Participant, Family-Based Justice Center: Researcher Convening on Alternatives to Incarceration for Parents & Caregivers, Chattanooga, US*

2024 *The Southern Criminal Justice Association Conference. Presented paper: "They treat me like I'm a person, not a prisoner": Why Re-humanizing the Prison Matters.*

2023 *International Visiting Scholar Lecture. University of Tennessee, Chattanooga, US: 'Stories from Prison: The Case for Prison Ethnography'*

2017 *St Michael's Lecture Series, Devon, England: 'A Researcher's Notebook: Stories from Prison.'*

2013 *South West Ministry Training Course (SWMTC) Cornwall, England: 'Criminal Justice and Christian Ethics'.*

2012 *Exeter Cathedral: Prison week exhibition: 'Forgiveness'*

Publications

Book: Forthcoming 2025 *Rehumanizing the Prison: The Path to Flourishing and Desistance*. London: Palgrave Macmillan

Book Chapter: 2015 'To Thine Own Self be True: Having Faith in the Prison Researcher' in Drake, D., H., Earle, R. and Sloan, J. (2015) *The Palgrave Handbook of Prison Ethnography*:

London: Palgrave Macmillan

Article: 2014 ‘The Little Acorn’ in *Perspectives Magazine*, Grendon Prison, England

Funded Project

Independent Evaluation, Dads Making a Difference Program, First Things First, Chattanooga, US. DMD is a grantee of The Family-Based Justice Center which is funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and operated by New York University's Marron Institute of Urban Management.

Other Qualifications, Training and Experience

- 2011 Learning and Teaching in Higher Education (LTHE), The University of Exeter
- 2011 Trauma Risk Management Stress Scheme; Domestic Violence Workshop, Devon and Cornwall Police
- 2011 *Christian Ethics Course*, South West Ministry Training Course (SWMTC)
- 2011 *Mentoring formerly incarcerated persons training*, Peninsula Initiative, Exeter
- 1998 *Management of Potential Aggression and Violence Training; Manual Handling Training; A.I.D.S. Awareness Training*, Ulster Community and Hospitals Trust
- 1997 *Befriender Training*, Praxis, Belfast
- 1997 *Computer Literacy and information Technology* (C.L.A.I.T. Stage 2); *Integrated Business Design Technology* (I.B.T. Stage 2), RSA (Royal Society of Arts)
- 1997 ‘Career Ahead’: Vocational training course including personal development, assertiveness, leadership and communication skills development, ‘Career Ahead’
- 1996 *Non-violent Conflict Resolution Training*, ‘Peace People’ Project, Northern Ireland

Society/Association Membership

British Society of Criminology; The Howard League for Penal Reform; National Criminal Justice Arts Alliance; Global Prisons Research Network; Southern Criminal Justice Association

APPENDIX 4C: ADJUNCT FACULTY CVs

AUDREY A. HEADRICK
2300 Twin Fawns Trail
Signal Mountain, TN 37377
(423) 991-3982 cell

EMPLOYMENT

STATE OF TENNESSEE

Chattanooga, TN

Workers' Compensation Judge, Court of Workers' Compensation Claims

6/2015 - Present

Workers' Compensation Specialist IV (Staff Attorney)

11/2004 – 6/2015

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Chattanooga, TN

Adjunct Professor (Family Law)

8/2023-4/2024

Adjunct Professor (Alternative Dispute Resolution)

1/2013-12/2013

CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE

Chattanooga, TN

Adjunct Professor (Intro. to American Government & Politics and Developmental Writing)

1/2006-5/2008

BURROUGHS, COLLINS & JABALEY, PLC

Knoxville, TN

Associate

10/2003-10/2004

WALDROP & HALL, P.A.

Jackson, TN

Associate

10/2002-10/2003

SPEAKING ENGAGEMENTS

15th ANNUAL TENNESSEE W.C. EDUCATIONAL CONFERENCE

2012

Moderator for Panel Session: Independent Medical Exams and Medical Impairment Rating Registry—What has been the impact of the introduction of the 6th Edition of the AMA Guides?

STERLING EDUCATION SERVICES, INC.

2012

Advanced Workers' Compensation

RHEA COUNTY EMPLOYERS' ASSOCIATION

2008

Tennessee Workers' Compensation Case Law Update

CHATTANOOGA TRIAL LAWYERS' ASSOCIATION

2006 & 2008

Tennessee Workers' Compensation Law

LORMAN EDUCATION SERVICES

2007

Advanced Workers' Compensation in Tennessee

EDUCATION

THE UNIVERSITY OF MEMPHIS, Cecil C. Humphreys School of Law

Memphis, TN

Juris Doctor, May 2002

GPA: 3.0

Class Rank: Top 30%

Honors

The University of Memphis Law Review, Staff Member (2000-2002)

Author: “Workers’ Compensation—Nance v. State Industries, Inc.: Tennessee Adopts Affirmative Defense Standard for Willful Failure or Refusal to Use a Safety Appliance” (Comment published in *The University of Memphis Law Review*, Spring, 2001, Book 3)

The Cecil C. Humphrey’s School of Law Fellowship (Graduate Assistant), 2001-2002

Best Appellate Brief Award, Legal Methods II and Best Memorandum Award, Legal Methods, I

Dean’s Award and CALI Award (Center for Computer-Assisted Legal Instruction), Juvenile Law, Spring, 2002

The Association of Women Attorneys Scholarship 2001-2002

The Kathryn Hookanson Law Scholarship, 2000-2001

Phi Delta Phi Honor Society

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Chattanooga, TN

Bachelor of Arts, *cum laude*, December 1997

GPA: 3.6

VITA

GARY D. BEHLER

PERSONAL DATA

Born March 6, 1957 in Allentown, Pennsylvania. Married to Jamie Barnett Behler, an Elementary Education Teacher at Chattanooga School for the Liberal Arts. Gary and Jamie have two children, Brittany Elizabeth, born June 7, 1988 and Jared James, born December 9, 1991.

HOME ADDRESS

11333 Ooltewah Georgetown Road
Georgetown, TN 37336
(423)421-1712 (cell)

EDUCATION

University of Tennessee-Chattanooga
Master of Science
Criminal Justice – Education with Honors
May 1990, 3.9 GPA

Harvard University
Graduate School of Design
Planning Workshop June-Aug 1980
Certificate

University of North Carolina-Chapel Hill
Department of City and Regional Planning
Graduate work toward Master's Degree in
City and Regional Planning (MCRP)
1980-81

Correctional Leadership/Management Training
U.S. Department of Justice
National Institute of Corrections
Boulder, Colorado
October, 1989 - Certificate

University of Tennessee-Chattanooga
Bachelor of Science Degree
Criminal Justice-Research and Planning
May 1980, Magna Cum Laude 3.8 GPA

PROFESSIONAL EXPERIENCE

September 1, 2010-present

Juvenile Court Clerk (elected in 2010)
Hamilton County, TN 37404

Administrative Functions: Elected to the Constitutional Office of Juvenile Court Clerk for Hamilton County Tennessee in August, 2010 and sworn into office on September 1, 2010. This office is a four year term.

Duties of the Clerk include managing the creation, collection and retention of all documents related to the daily operations all seven divisions of the Juvenile Court. The Clerk acts as agent for the Juvenile Court. The office is divided into two major divisions: the Administrative Division (which includes the Judge and three magistrates) and the Child Support Division (three additional magistrates). The primary functions of the Administrative Division are to maintain court records and to collect and disburse court costs, judgments, restitution, bonds, fees, fines, etc. on cases tried in the Juvenile Court. The child Support Division is primarily responsible for maintaining court records and processing all legal documents for child support, paternity, consent, etc. on child support cases processed through the Juvenile Court system.

The Clerk has overseen a complete technology overhaul of the clerk's office delivery system since 2011. This included becoming the first state court clerk's office to be fully electronic in both document workflow and in the courtrooms according to the County Technical Assistance Services (March, 2016).

August 1990-present

Adjunct Faculty Member

University of Tennessee-Chattanooga
Chattanooga, Tennessee

Academic Functions: Recruited to serve as an adjunct instructor upon completion of requirements of Masters of Criminal Justice-Education in 1990. Provide classroom instruction as requested by Department Head. To date, provided instruction for 14 different classes in criminal justice and human services. Selected as Adjunct Member of the Year in 1999. Nominated for the Departmental Honor in 2007. Currently teaching classes related to corrections management and community corrections.

October 2006- August 2010

Operations Director

First Things First
Chattanooga, TN 37403

Administrative Functions: Manage daily operations of non-profit organization aimed at strengthening families through education, collaboration and mobilization. Work closely with the Executive Director to implement and articulate the strategic direction and vision of FTF to relevant audiences and collaborators. Coordinate research projects and tracks program initiatives to measure effectiveness. Facilitate development of community partnerships and coalitions in program areas of responsibility. Develop and coordinate educational programs, workshops, conferences and other special events that promote the mission of FTF. Speak on behalf of the organization as part of the FTF Speaker's Bureau. Participate in the creative design of media campaigns articulating the organizations message as well as provide critical review and editing of multi-faceted media materials.

January 1990 – March 2006

Director of Program Services

Bethel Bible Village
Hixson, Tennessee

Administrative Functions: Responsible for management of 74 bed, state-licensed Level I residential child care group home. Directly supervised the following coordinator positions: Program Services, Intake, Crisis Management, Education, and Therapeutic Recreation. Also directly supervised a team of four social workers. Served as liaison with County Juvenile Court and associated state and county human services agencies. Ensure compliance of state contract for services and residential group home licensing standards. Coordinated campus programs and delivery of services to children. Managed delivery of services for program alumni. Supervised implementation of computerized child- tracking data collection system, including data analysis and generation of appropriate reports.

December 1987 - January 1990

Assistant Warden-Treatment

Corrections Corporation of America
Silverdale Detention Center

Administrative Functions: Management of 500-bed adult male/female correctional facility. Direct supervision of Medical Services, Classification, Counseling Services, Clothing and Supply, Purchasing Officer and administrative support staff. Served as Facility Accreditation Manager for American Correctional Association Audit. Assisted in upgrading facility from 260-bed minimum to 500-bed medium custody unit.

March 1986 - December 1987

Administrator

CCA- Fayetteville Center
Fayetteville, North Carolina

Administrative Functions: Management of 24-bed adult pre-release center under private management contract with the U.S. Bureau of Prisons. Services provided included individual job skill assessment, job placement, on-site evaluations, individual case management, financial

counseling and substance abuse counseling. Prepared facility for accreditation.

October 1984 - March 1986

Assistant Facility Administrator
Silverdale Detention Center

Administrative Functions: Management of 260-resident correctional facility. Direct supervision of Medical Services, Classification, Employee Training, Food Services, Recreation/Activities, and Case Management departments. The facility was the first local government adult detention unit contracted to private enterprise in the United States.

July 1981 - October 1984

Corrections Program Coordinator
Hamilton County Corrections Department
Hamilton County, Tennessee

Administrative Functions: Developed educational and job training programs for the Hamilton County Corrections Department. Conducted staff training for 56-member staff of Correctional Officers and Management staff. Developed written policies, procedures, and operations manuals for male and female units. Coordinated a model job training and placement program with the University of Tennessee-Chattanooga, the private sector, and the Corrections Department. Assisted in planning and development of new housing and administration buildings, including preparations of a facility management plan. Identified project funding sources and prepared necessary grant work.

December 1980 - July 1981

Planner I
Office of County Development
Hamilton County, Tennessee

Administrative Functions: Performed duties including recreation, physical development and program planning. Aided in the completion of joint City-County 5 Year Master Plan for renovation and expansion of recreation facilities. Created format currently being used by county-wide soccer league. Assisted in development of site plan for Ooltewah Community recreation facility. Served as representative of Chattanooga Area Regional Council of Governments.

FELLOWSHIPS, SCHOLARSHIPS, AWARDS

Bobby Wood Public Service Award 2022 and 2024

Adjunct Professor of the Year, 2024

Tennessee State Court Clerk of the Year 2023

Thomas Geraghty Award, Hamilton County Republican Party

Department of Health and Human Services (Criminal Justice) Nominee for

Adjunct Faculty Member of the Year, 2007

Adjunct Faculty Member of the Year, University of Tennessee-Chattanooga, 1999

Alpha Phi Sigma - National Criminal Justice Honor Society, 1989

National Association of Counties - Departmental awards for corrections programming, 1983 &

1984

Recipient of graduate Fellowship, University of North Carolina-Chapel Hill, 1980

Recipient of scholarship to Harvard University Planning Seminar, 1980

Raven Society

Who's Who in American Colleges and Universities, 1980 (UTC)

Alpha Society, 1980 (UTC)

Blue Key National Honor Fraternity, 1980 (UTC)

UNIVERSITY AND COMMUNITY SERVICE

Children's Advocacy Center of Hamilton County-Board Member 2016-present

CAC Board Chair 2023-25
 Tennessee Human Rights Commission-Commissioner for the East Tennessee Grand Division; appointed by Governor Bill Haslam, September, 2017. Reappointed by Governor Bill Lee in January 2020-23.
 Charles H. Coolidge National Medal of Honor Heritage Center Luncheon Planning Committee 2019-20
 Hamilton County Dept. of Education-Future Ready Institute-Public Service Industry Council 2019-20
 Southeast Tennessee Workforce Development Board-Youth Committee 2012-present
 SCOC Respect for Law Chairman 2000-present
 Scenic Chattanooga Optimist Club, President 2005-2006
 Optimist Club of Chattanooga, 1999 – present, Vice President-elect, 2002
 YMCA – Youth Sports Assistant Football Coach, 2000-2004
 Corrections Corporation of America, Community Relations Committee, 1999-2009
 Hixson Youth Athletic Association, Baseball Coach, 1997-2003
 Chattanooga-Hamilton County Community Services Agency Board, 1996-2005; appointed by Governor Don Sundquist; reappointed by Governor Phil Bredesen
 WRCB-TV Children's Advisory Panel, 1995-2003
 Children's Discovery Museum, Advisory Committee, 1994-1998
 Chattanooga Resource Foundation Leadership Class, 1992
Adjunct Faculty, University of Tennessee-Chattanooga, 1990 to present
 Member, Board of Directors, Chattanooga Riverbend Festival, 1989-1993; Vice President,
 Member of Executive Committee, 1991-1993
 Leadership Chattanooga Class, 1988-1989
 Member, Bayside Baptist Church, Harrison, Tennessee, 1981-present; Deacon, 1990-present
 Pastor Search Team-2018-21
 HOPE Team (Human Trafficking Ministry Team) founding member 2018-present

PROFESSIONAL MEMBERSHIPS

Tennessee State Court Clerks Association Board of Directors 2015-present
 Tennessee State Court Clerks Association Legislative Committee Chair-2019-2022
 East Tennessee State Court Clerks Association President 2015-16
 East Tennessee State Court Clerks Association Vice President 2014-15
 Tennessee State Court Clerks Association 2010-present
 State Court Clerk of the Year 2019
 Public Policy Committee, Tennessee Association of Child Care, 2005-2006
 Tennessee Association of Child Care, Board of Directors, 1996 - 2000
 Tennessee Association of Child Care, President, 1996-97
 Tennessee Association of Child Care, Vice President, 1996
 Tennessee Association of Child Care, Task Force Member for revision of state child care standards, 1993
 Member, Southeast Tennessee Association of Child Care, 1990-2006
 Member, Tennessee Association of Child Care, 1990-2006
 Member, American Correctional Association, 1987-present
 Member, National Association of Homes and Services for Children
 Member, National Association of Christian Child and Family Agencies, 2002-2006
 Board of Directors, NACCFA, 2002-2006

WORKSHOPS/TRAINING

Presented professional development workshops for the following organizations:
 Tennessee State Court Clerks Association
 Child Welfare League of America
 National Association of Child and Family Agencies
 North American Association of Christians in Social Work

Red Bank Baptist Church-Sex Abuse Training/Reporting Requirements for church staff
Tennessee Association of Child Care
Southeast Tennessee Association of Child Care
Georgia Association of Homes and Services for Children

COURSES taught at the UNIVERSITY OF TENNESSEE at CHATTANOOGA, College of Arts and Sciences, Department of Social, Cultural and Justice Studies

Human Perspectives
Probation and Parole
Community Corrections
Introduction to Criminal Justice Systems
Information Systems
Prisoner's Rights
Correctional Perspectives
Comparative Criminal Justice
Correctional Institutions (Juvenile and Adult)
Correctional Casework
Police Administration and Management Issues
Administrative and Legal Issues in Criminal Justice
Introduction to Criminal Justice (current class)
Probation, Parole and Community Corrections (current class)

DENNIS W. BOWMAN, Ph.D.

**143 Karen Lane NE
Charleston, Tennessee 37310
217-652-1088 (C)
DW-Bowman@wiu.edu**

Education: Doctor of Philosophy in Education (Ph.D.), Workforce Education and Development, Southern Illinois University, Carbondale, Illinois (2001)

Federal Bureau of Investigation National Academy, Quantico, VA., 131st Session, 1982; Selected as Section 3 Representative

Master of Arts, Administration of Justice, Southern Illinois University, Carbondale, Illinois (1979)

Bachelor of Science, Secondary Education, Illinois State University, Normal, Illinois (1968)

Employment: Western Illinois University (1999-2016)

- ◆ Professor (2010-2016)
- ◆ Associate Professor (2005-2010)
- ◆ Assistant Professor (1999-2005)
- ◆ Director, Institute for Applied Criminal Justice Studies (2002-2006)

Illinois State Police (1970-1999)

- ◆ Captain (1988-1999)
- ◆ Lieutenant (1982-1988)
- ◆ Master Sergeant (1977-1982)
- ◆ Special Agent Squad Leader (1975-1977)
- ◆ Special Agent Investigator (1970-1975)

Southern Illinois University (1979-1985)

- ◆ Adjunct Faculty - Crime Studies Center

Teaching Experience:

Western Illinois University

Criminal Investigation (Undergraduate)

Critical Issues in Policing (Undergraduate)
Diversity in Criminal Justice (Graduate)
Ethics and Criminal Justice (Undergraduate)
Ethics and Morality in Criminal Justice (Graduate)
Introduction to Criminal Justice (Undergraduate)
Law Enforcement Executive Seminar (Graduate)
Management Issues in Law Enforcement (Graduate)
Police Administration (Undergraduate)
Police Theory (Graduate)
Report Writing in Criminal Justice (Undergraduate)

I have conducted numerous lectures in the United States, and in other countries such as Afghanistan, China, Ecuador, Germany, Kazakhstan, and Russia. The topics included, but not limited to, police administration, ethics, police culture, cultural diversity, quality assurance, community policing, law enforcement accreditation, supervision, drug enforcement, criminal investigations, informants, organized crime, critical incident management, and leadership.

Research and Scholarship:

Publications

Bowman, Dennis W. (October, 2019). **The Role of law enforcement in combatting terrorism.** International Scientific Conference. International Strategies in the Fight Against Terrorism. Russian Academy of National Economy and Public Administration under President of Russian Federation, Vladimir, Russia. In collaboration with the Center for Applied criminal Justice, Western Illinois University. (Lecture)

Bowman, Dennis W. (March, 2018). **Violent extremism: United nations recommendations.** International Scientific Conference. Russian Academy of National Academy and Public Administration under President of Russian Federation, Vladimir, Russia. In collaboration with the Center for Applied Criminal Justice, Western Illinois University. (Lecture)

Bowman, Dennis W. (April 2016). **Transformational leadership.** International Scientific Conference. The Legal and Economic Aspects of Public Administration in the Russian Federation and the USA: Theory, Practice and Research. Russian Academy of National Economy and Public Administration under President of Russian Federation, Vladimir, Russia. In collaboration with the Center for Applied Criminal Justice, Western Illinois University. (Lecture)

Bowman, Dennis W. (March, 2014). **Intelligence led policing: An effective police strategy for the international community.** International Scientific Conference. Actual Issues of the State System: Theory and Practice. Russian Academy of National Economy and Public Administration under President of Russian Federation, Vladimir, Russia. In collaboration with the Center for Applied Criminal Justice, Western Illinois University.

Lim, H., Lee, H., & Bowman, D. (April, 2012). **The six major policing strategies in America.** International Scientific Conference. The Legal and Economic Aspects of Public Administration in the Russian Federation and the USA: Theory, Practice and Research. Russian Academy of National Economy and Public Administration under President of Russian Federation, Vladimir, Russia. In collaboration with the Center for Applied Criminal Justice, Western Illinois University.

Bowman, Dennis W. (March, 2012). **Political corruption: investigating crimes.** International Scientific Conference. Criminal Proceedings: International Experience and National Traditions. Russian Academy of National Economy and Public Administration under President of Russian Federation, Vladimir, Russia. In collaboration with the Center for Applied Criminal Justice Studies, Western Illinois University.

Bowman, Dennis W. (March, 2011). **Immigration battleground state: Arizona's experience with illegal immigration.** International Scientific Conference. Current Problems of Migration Policy. Russian Academy of National Economy and Public Administration under President of Russian Federation, Vladimir, Russia. In collaboration with the Center for Applied Criminal Justice, Western Illinois University.

Bowman, Dennis W. (December, 2009). **Risk management for law enforcement agencies: Organizational issues and strategies.** Illinois Law Enforcement Executive Forum, 9, 89-100. Illinois Law Enforcement Training and Standards Board and Western Illinois University.

Bowman, Dennis W. (December, 2008). **Ethics and the culture of law enforcement.** Illinois Law Enforcement Executive Forum, 8, 185-194. Illinois Law Enforcement Training and Standards Board and Western Illinois University.

Bowman, Dennis W. & Wingo, Angela L. (March, 2008). **Persons with autism and other developmental disabilities: The law enforcement role and responsibility.** Illinois Law Enforcement Executive Forum, 8, 15-22. Illinois Law Enforcement Training and Standards Board and Western Illinois University.

Bowman, Dennis W. & Mors, Terry M. (2005). **Problem-oriented policing for probation and parole.** Crime & Justice International, Office of International Criminal Justice, Sam Houston State University, Huntsville, Alabama.

Bowman, Dennis W. & Mors, Terry M. (2004). **Re-thinking in-service training.** Illinois Law Enforcement Executive Forum, 4, 19-25. Illinois Law Enforcement Training and Standards Board and Western Illinois University.

Bowman, Dennis W. (2004). **Educational preferences among Illinois police chiefs.** Illinois Law Enforcement Executive Forum, 4, 71-81. Illinois Law Enforcement Training and Standards Board and Western Illinois University.

Bowman, Dennis W. (2003). **Comparing law enforcement and private security standards.** Journal of Security Administration, 26, 17-24. Western Illinois University; In affiliation with the Security and Crime Prevention Section, Academy of Criminal Justice Sciences.

Bowman, Dennis W. (2003). **The key to successful community policing training in Illinois.** Illinois Law Enforcement Executive Forum, 3, 145-154. Illinois Law Enforcement Training and Standards Board and Western Illinois University.

Bowman, Dennis W. (2002). **The extent of community policing education offered in Illinois colleges and universities.** Illinois Law Enforcement Executive Forum, 2, 67-82. Illinois Law Enforcement Training and Standards Board and Western Illinois University.

Bowman, Dennis W. (2001). **Accreditation for the international law enforcement community.** Crime & Justice International, 17, 5-6 and 24-26. Office of International Criminal Justice, Sam Houston State University, Huntsville, Alabama.

Bowman, Dennis W. (2001). **An emerging alliance between the Commission on Accreditation for Law Enforcement Agencies and the local law enforcement community.** Illinois Law Enforcement Executive Forum, 1, 27-39. Illinois Law Enforcement Training and Standards Board and Western Illinois University.

Lectures

COMMUNITY ORIENTED POLICING; AMERICAN EXPERIENCE. East China University of Political Science and Law, Department of Criminal Justice, Shanghai, China. April 2019

LAW ENFORCEMENT ACCREDITATION, COMMUNITY ORIENTED POLICING, CULTURE OF LAW ENFORCEMENT. University of San Francisco at Quito, Ecuador, April 2018.

LEADERSHIP DEVELOPMENT: Gulf Cooperation Council, Dubai Police Executives, Washington, DC, September 2016.

CHINA AND US LAW ENFORCEMENT COOPERATION; Strategies to reduce corruption. International Conference. Sino-US Anti-Corruption Law Enforcement Policy and Cooperation. Guanghua Law School, Zhejiang University, Hangzhou, China.

ETHICS FOR INTERNATIONAL LAW ENFORCEMENT: A Strategy for the Future, George C. Marshall European Center for Security Studies, Garmisch, Germany, April, 2015.

INTELLIGENCE-LED POLICING: An Effective Police Strategy For The International Law Enforcement Community, Proceedings of the International Scientific and Practical Conference, Actual Issues of the State System: Theory and Practice, The Russian Presidential Academy of National Economy and Public Administration, Vladimir, Russia, March 2014.

POLITICAL CORRUPTION: Investigating Crimes, International Scientific Community, Criminal Proceedings: International Experience and National Traditions. The Russian Presidential Academy of National Economy and Public Administration, Vladimir, Russia, March, 2012.

LEADERSHIP ASSESSMENT, CRITICAL INCIDENT MANAGEMENT, and INTERACTION WITH THE NEWS MEDIA, United States Army (centcom), Executive Police Training, Afghanistan and Kazakhstan, 2011 and 2010.

IMMIGRATION CHALLENGES FOR THE UNITED STATES: The Arizona Experience, International Scientific Community, Global Immigration Issues; Strategies for Improvements and Understanding, The Russian Presidential Academy of National Economy and Public Administration, Vladimir, Russia, March, 2011.

POLICE AND MEDIA: Case Studies in Crisis Management, International Conference on Police and Media, Zhejiang Police College, Hangzhou, China, November, 2011.

USE OF FORCE: Challenges for American Police Officers, Criminal Justice Department, East China University for Political Science and Law, Shanghai, China, April, 2010.

COMMUNITY POLICING FOR THE INTERNATIONAL COMMUNITY, Criminal Justice Department, East China University of Political Science and Law, Shanghai, China, March, 2009.

INTERNATIONAL COOPERATION AMONG LAW ENFORCEMENT, The Russian Presidential Academy of National Economy and Public Administration, Vladimir, Russia, October, 2005.

Illinois State Police

- ◆ Accreditation Manager (1988-1999)
- ◆ Commander, Office of Community Policing (1996-1997)
- ◆ District Commander, District 18, Litchfield, Illinois (1997)
- ◆ Deputy Chief, Inspections and Audits (1993-1996)
- ◆ Bureau Chief, Research and Development Bureau (1988-1993)
- ◆ Director, Southern Illinois Drug Enforcement Group, Carbondale, Illinois (1983-1988)
- ◆ Bureau Chief, Staff Services Bureau, Division of Criminal Investigation (1981-1983)
- ◆ Bureau Chief, Academic Services Bureau, ISP Academy (1980-1981)
- ◆ Special Agent Squad Leader, Division of Criminal Investigation (1975-1980)
- ◆ Special Agent Investigator, former Illinois Bureau of Investigation (1970-1975)

Professional and Honorary Affiliations:

- ◆ FBI National Academy Associates, President, Illinois Chapter (1999)
- ◆ FBI NAA Railsplitters Division, President, Central Illinois Chapter (1996)
- ◆ International Association of Chiefs of Police
- ◆ Illinois Association of Chiefs of Police (Life Member)
- ◆ International Police Association

- ◆ International Law Enforcement Auditor's Association
- ◆ Retired State Police Officers Association of Illinois
- ◆ Illinois State Police Command Officers Association
- ◆ Academy of Criminal Justice Sciences (Past)
- ◆ State Agencies Accreditation Coalition, Chairperson, (1995)
- ◆ Illinois Association of Police Planners, Board Member (1988-1989)
- ◆ Illinois MEG Director's Association, Chairperson (1987)
- ◆ Police Executive Research Forum (Past)
- ◆ Professional Advisory Committee, Criminal Justice Department, Illinois State University, Normal, Illinois (1995-1996)

Law Enforcement Accreditation On-site Assessments (Certified Assessor):

Connecticut State Police (Twice)
 Delaware State Police
 Edmonton Police Service, Alberta, Canada
 Florida Department of Law Enforcement
 Florida Highway Patrol
 Hillsborough County Sheriff's Department, Florida
 Honolulu Police Department, Hawaii
 Jacksonville County Sheriff's Department, Florida
 Nebraska State Highway Patrol (Twice)
 North Dakota Highway Patrol

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Dennis W. Bowman

Law Enforcement Accreditation Assessments (continued)

Ohio State Highway Patrol (Twice)
 St. Louis County Police, Missouri
 Tennessee Bureau of Investigation (Twice)
 Tennessee Valley Authority Police Department, Knoxville, Tennessee
 Washington State Patrol

Military: Captain, United States Army Reserves (1983-1991)
 Military Police (MOS)
 St. Louis, Missouri (Honorable Discharge)

Captain, Illinois Army National Guard (1981-1982)
 Headquarters and Headquarters Detachment
 Military Police, Camp Lincoln, Springfield, Illinois
 (Transferred to USAR)

References:

Director Jill Myers
School of Law Enforcement & Justice Administration
Western Illinois University
1 University Circle
Macomb, Illinois 61455
jj-myers@wiu.edu
309-298-1038 (0)

Terry Mors, Professor and Chair (Retired)
Department of Law Enforcement & Justice Administration
Western Illinois University
3962 Morris Burn Drive S.W.
Concord, NC 28027
tmmors@gmail.com
309-237-6063 Cell

Mr. Michael C. Braun, President
SAVA Solutions
2553 Dulles View Drive
Suite 700 Herndon, VA 20171
mab7185@gmail.com
202-497-8077

Patricia A. Basham, JD

bashamlaw@gmail.com

423-827-3482

EDUCATION

- 2004 **Juris Doctor**
Appalachian School of Law, Grundy, VA
- 1988 **Master of Arts, Special Education: Learning Disabilities, Behavior Disorders, Mental Impairment**
West Virginia College of Graduate Studies (under Marshall University)
Huntington, WV
- 1973 **Bachelor of Science in Education**
Concord University, Concord, WV

ACADEMIC EXPERIENCE

- 2005- 2013 **Adjunct Professor**
Department of Business: Business Law and Ethics
Bethel University, McKenzie, TN
- 1983- 2001
1973-1976 **Faculty**
Elementary Teacher of Learning Disabled Students,
System Operator of Computer Labs
Mercer County Board of Education, Princeton, WV
- 1978-1983 **Faculty**
Elementary Teacher First and Second grades
Ballard Christian School, Ballard, WV
- 1976-1977 **Faculty**
Elementary Teacher Sixth grade
Tennessee Temple Academy, Chattanooga, TN

PROFESSIONAL EXPERIENCE

- 2009- Present Attorney Private Practice: Family Law, Wills and Estates and
Court Appointed to represent Indigent Defendants in Child Support and in
Child Custody and as Guardian ad Litem to children in State custody
- 2007-2009 Director: Early Learning Center
Tennessee Temple Academy, Chattanooga, TN
- 2005- 2007 Attorney for State Child Support Enforcement
Chattanooga, TN

Neil D. Harper
P.O. Box 745 | Charleston, Tennessee 37310
(423) 443-8408 | neil-harper@utc.edu

Education

Ph.D. in Leadership with Criminal Justice. 2024. The University of the Cumberlands.

Dissertation: Teacher leadership in higher education: A comparison of the leadership practices of criminal justice faculty

D.Min. in Ministry Leadership. 2021. Liberty University, Rawlings School of Divinity

Th.M. in Practical Theology. 2021. The Southern Baptist Theological Seminary

M.S. in Explosives Technology. 2019. Missouri University of Science and Technology

M.Div. in Christian Ministry. 2016. Southeastern Baptist Theological Seminary

MPA in Criminal Justice. 1999. City University of Seattle

Graduate Certificate in Forensic Arson & Explosives. 2018. Oklahoma State University

B.S. in Political Science with a minor in History. 1991 Francis Marion University

A.S. in Business Administration and Military Science. 1988. Georgia Military College

Professional Experience

Bryan College, Dayton, Tennessee

- Associate Professor of Criminal Justice (August 2024 - Present)
- Teaching Fellow (August 2023 - July 2024)
- Adjunct Faculty (May 2022 - July 2023)

I teach criminal justice, forensic science, and related courses on campus, interacting closely with the Chair of the Criminal Justice Department. I also serve as the criminal justice, forensic accounting, forensic science, and criminal psychology program coordinator. I will also teach courses I developed in the online Master of Science in Criminal Justice program.

The University of Tennessee at Chattanooga, Chattanooga, Tennessee

- Adjunct Faculty (January 2020 - Present)

I currently teach the Introduction to Criminal Justice course online. However, I have also developed and taught criminal justice courses on campus, including a special topics course titled Intelligence-led Policing.

Lee University, Cleveland, Tennessee

- Part-time Faculty (January 2020 - July 2024)

I taught criminal justice-related courses both on-campus and online. I also interacted closely with the criminal justice program coordinator on course offerings and developed the on-campus courses I taught, including special topics courses. I served as the faculty advisor for the criminal justice club and created the criminal justice internship program.

Leadership Ministries Worldwide, Chattanooga, Tennessee

- President/CEO (April 2021 - June 2022)

I served as the President and Chief Executive Officer of a non-profit Christian ministry dedicated to equipping pastors, teachers, and leaders with *The Preacher's Outline and Sermon Bible®* (POSB) and Outline Bible Resources (OBR) worldwide so they can equip their congregations for ministry work. We sold the POSB and OBR to support the ministry and received donations to support the free distribution of those resources to under-resourced pastors worldwide.

Bureau of Alcohol, Tobacco, Firearms & Explosives (ATF), U.S. Department of Justice

- Senior Special Agent/ Intelligence Officer (March 2017-December 2019)
- Supervisory Special Agent/ Certified Explosives Specialist (Jan 2015 - Feb 2017)
- Special Agent/ Certified Explosives Specialist (August 2002 - December 2014)
- Special Agent (October 1999 - July 2002)

I served in various capacities, including as a special agent assigned to the Chattanooga Field Office for about fifteen years. I conducted criminal investigations and served several additional duty assignments. As a branch chief, I was a supervisory special agent at the National Center for Explosives Training and Research for two years. I served a tour as a special agent (project officer) remotely at the Internet Investigations Center. I retired while serving as a senior special agent (intelligence officer) with the Nashville Crime Gun Intelligence Group.

Georgetown Police Department, Georgetown, South Carolina

- Police Officer III (January 1995 - April 1997)

I served as a police officer III initially in a patrol position. However, I transferred to a position as a criminal investigator and served in that role for almost two years. In that role, I investigated juvenile and general crimes, processed crime scenes, assisted the narcotics unit, and responded as an on-call investigator.

South Carolina Department of Probation, Parole & Pardon Services, Aiken, South Carolina

- Probation & Parole Agent I (November 1992 - January 1993)

I served as a probation & parole agent, where I met with probationers and parolees to supervise their community sentences. I also arrested violators.

Richland County Sheriff's Office, Columbia, South Carolina

- Deputy Sheriff (October 1991 - October 1992)

I served as a deputy sheriff assigned to the patrol division. I performed the full range of law enforcement patrol duties, including responding to emergency calls for service, making arrests, and patrolling my assigned district.

United States Army Reserve (USAR)

- Military Police (MP) Officer (June 1988 - July 2016)

I was commissioned as a U.S. Army Reserve Officer (Second Lieutenant) in 1988 and branched as a military police officer. During my twenty-eight years of service, I held many leadership positions in part-time status as a Reservist and full-time on six active-duty tours, including three overseas assignments. My assignments included platoon leader, detachment commander, deputy commander, executive officer, operations officer, physical security officer, and military historian (5X). I transferred to the Retired Reserve as a Lieutenant Colonel on July 1, 2016.

Courses Taught

Community Corrections | Criminal Investigative Analysis | Criminal Investigations | Criminal Justice Internship | Criminal Justice & Christian Faith | Criminal Law | Digital Forensics | Ethics in Criminal Justice | Firearms, Arson & Explosives Investigations | Homeland Security & Emergency Management | Human Trafficking | Juvenile Justice | Law Enforcement | Intelligence-led Policing | Introduction to Forensic Science | Introduction to Criminal Justice | Police Procedures | Serial & Mass Murder Investigations | Research Methods in Criminal Justice | Theology of Leadership

Peer-Reviewed Publications/Presentations

Harper, N.D. (2024, September 10-14). *Teacher-leadership in higher education: A comparison of the leadership practices of criminal justice faculty* [Conference presentation]. Southern Criminal Justice Association 2024 Annual Conference. Greenville, SC. United States.
<https://practitioner-scholar.org/>

Harper, N.D. (2024, July 28-29). *Criminal justice scholar-practitioners: Role models in higher education* [Conference presentation]. Academia Meets Practice AMP Online 2024 Conference. University of South Florida, Tampa, FL. United States.
<https://www.southerncj.org/conference-2024/>

Non-Peer-Reviewed Publications/ Presentations

Harper, N.D., Parker, J., & West, E L. (2021), *Policing in the pandemic: Faith and law enforcement* [Panel discussion]. Criminal Justice Symposium. Lee University. Cleveland, TN. United States

Harper, N.D. (2020). *Bomb threats & suspicious packages management planning* [Conference Presentation]. MAGEN Church Security Conference. Westwood Baptist Church, Cleveland, TN. United States

Harper, N.D. (2019, September 16-19). *National Integrated Ballistics Information Network* [Conference presentation]. Tennessee Association of Law Enforcement

Analysts 2019 Annual Conference. Pigeon Forge, TN. United States.

Professional Memberships

Member, Academy of Criminal Justice Sciences

Member, Southern Criminal Justice Association

Awards

U.S. Military

Bronze Star Medal | Defense Meritorious Service Medal | Meritorious Service Medal |
Joint Commendation Medal | Army Commendation Medal with oak leaf |
Army Achievement Medal | Combat Action Badge | Airborne Qualification Badge |
German Military Efficiency Badge (Silver)

U.S.

Government

Special Service Award, United States Department of Justice (6 awards)

Special Service Award, United States Treasury Department (2 awards)

Certificate of Commendation, ATF | Foreign Service Medal, ATF

Certificate of Appreciation, Multi-National Forces-Iraq, Long-Term Threat

Memorandum of Appreciation, Terrorist Explosive Device Analytical Center

Certificate of Commendation, U.S. Attorney's Office, Eastern District of Tennessee

Certificate of Appreciation, U.S. Attorney's Office, Eastern District of Tennessee

State/Local Government

Certificate of Merit, Tennessee Advisory Committee on Arson

Award of Excellence, Solicitor, 15th Judicial Circuit, South Carolina

Commendation, Georgetown Police Department, South Carolina

Sarah Dean
University of Tennessee at Chattanooga
Curriculum Vitae
DMF154@mocs.utc.edu
[907-202-1181 \(cell\)](tel:907-202-1181)

Education

Master of Science: 2022

Department of Criminal Justice, University of Tennessee at Chattanooga, Chattanooga, TN.

Thesis: *Food deserts, crime, and neighborhood context: An examination of the impact of food insecurity on violent crime in Little Rock.*

Bachelor of Science: 2009

Department of Biology, The Ohio State University, Columbus, OH.

Research Interests

Criminal and Family Law

Courts

Violence Against Women and Children

Policing

Manuscripts Completed

Graduate Thesis: *Food deserts, crime, and neighborhood context: An examination of the impact of food insecurity on violent crime in Little Rock.*

Community Service

Court Appointed Special Advocate in Bradley & Polk Counties – Summer 2021 to Present

Field Experience

Tennessee Department of Safety – Highway Patrol Trooper – 2022 to Present

- Instructor Development – Course Instructor
- Adjunct Instructor – Fall 2024 Cadet Class
- Executive Protection Unit District Member
- Statewide Rapid Response Team Member
- Federal Commercial Vehicle Enforcement Officer
- Public Information Officer
- Talent Acquisition and Recruitment Team Member
- Candidate and Cadet Mentor
- Advanced Roadside Impaired Driver Enforcement Training
- Federal Terrorism Taskforce Training

- Emotional Survival for Law Enforcement Training
- Women in Law Enforcement 2024 Conference Committee Meeting

University of Tennessee Course Lecturer – Policing – Fall 2024

University of Tennessee Internship – Course Lecturer: Serial Murder – Spring 2022

Tommy Burks Victim Academy – Certified Victim’s Advocate through TN Coalition to End Domestic and Sexual Violence – Summer 2021

East Tennessee U.S. Marshals Service Intern – Summer 2021

10th District Public Defender’s Office Intern – Spring 2021

10th District Attorney General’s Office Intern – Spring 2020 to Fall 2020

**Confidential Vital of Stephen F. Kappeler
2024**

Address:

Eastern Kentucky University
One Pennington Way
Corbin KY 40701

Phone:

Office—EKU Corbin campus: (859) 622-6710
stephen.kappeler@eku.edu

Education:

1996 Master of Arts, Criminal Justice
Thesis: “A Quantitative Analysis of Judicial Decisions
Regarding Police Liability for Excessive Force”
College of Arts and Science
Department of Criminal Justice
Radford University
Radford, Virginia 24141

1992 Bachelor of Science, Criminal Justice
Minor, Psychology
College of Education and Human Services
Department of Criminal Justice
Central Missouri State University
Warrensburg, Missouri 64093

Professional Experience:

2007-2008	Interim Director – ECU Corbin Regional Campus	
2006- Present	Criminal Justice and Police Studies Coordinator EKU Regional Campuses & Sites	
2005- Present	Instructor of Criminal Justice Eastern Kentucky University 521 Lancaster Ave Richmond, KY 40475	2005-Present Campus 2005-Present Online

2005- Present	Instructor of Criminal Justice	2006- Present Online
	University of Tennessee at Chattanooga 529 Oak St. Davenport Building Chattanooga, TN. 37403	2004-2005 On-Campus
2005-2015	Instructor of Criminal Justice Troy University - Ecampus 1101 South Brundidge Street Troy, AL 36082	Online Adjunct
1996-1998	Instructor of Sociology Concord University Division of Social Sciences Department of Sociology Vermillion Street PO Box 1000 Athens, West Virginia 24712-1000	On Campus
1990-1992	Teaching/Research Assistant in Criminal Justice College of Education and Human Services Department of Criminal Justice Central Missouri State University Warrensburg, MO 64093	On Campus

Courses Taught

CJ 3345 Criminology

An examination of crime, overall and by category, and an examination of theories of crime causation, their research support and their impact on social policy, categories of crime, etc. The criminological theories covered will be classical, biological, sociological, psychological, economic, and multidisciplinary.

CJ 4403 Sexual Assault and the Criminal Justice System

In-depth study of sexual assault and sex offenders. Investigation into the motivation of sex offenders, the victim's responses to assault, and investigative procedures.

CRJ 101 Introduction to Criminal Justice

A general overview of the criminal justice system including a description of the major agencies: police, prosecution, courts, and corrections, and an analysis of their interdependence in the criminal justice process.

CRJ 315 Police Administration and Management

Examines theories of organization and management as they relate to criminal justice practice. Organizational life, leadership personnel management, bureaucracy, resource management, and other critical administration issues are addressed.

CRJ 325 White Collar Crime

A review and analysis of the upper world crimes of business and government committed in the course of legitimate occupations and financial activities.

CRJ 331 Perspectives Crime and Delinquency

Prerequisite: CRJ 101 with a grade of "C" or better, sophomore standing, or departmental approval. Overview of crime and its control. Examines law making, law breaking, and the social response from theoretical perspectives including social, economic, cultural, symbolic, psychological, and biological. Includes historical and contemporary developments. Credit will not be awarded to students who have credit for PLS 331.

CRJ 388 Research Methods

Formerly COR 388 and PAD 300. Prerequisite: CRJ 101 or departmental approval. Overview of the research process, with emphasis on finding, using, and evaluating criminal justice research. Examination of both quantitative and qualitative social science research methods and procedures appropriate to the study of crime policy and criminal justice.

CRJ 423 Topical Seminar: Law and the Justice System (3) A.

Prerequisite: departmental approval. Intensive study of selected topics related to criminal justice. May be retaken for a maximum of six hours on different topics.

CRMJ 110 Introduction to the Criminal Justice System

An overview of the criminal justice system as it currently operates in its three major components: police, courts, corrections. A broad-based interdisciplinary perspective is employed to introduce the student to theories of crime and the process of criminal justice in modern America.

CRMJ 311 Criminal Justice Research Methodology

Examination of the contemporary philosophy and techniques of research as applied in the criminal justice field. Prerequisite: Criminal Justice 110.

CRMJ 325 Law and Justice System

An overview of the role of the actors in the American courtroom, the interaction of these actors and the effort of social forces on their behavior. Includes prosecutor, plaintiff and defense lawyers, judges, juries, eye witnesses, expert witnesses, and court staff. Prerequisite: Criminal Justice 110 or approval of instructor.

PLS 103 Foundations of Policing

Overview of police functions and responsibilities at the local, state, and federal levels. Police operations are examined relative to effectiveness in crime control, delivery of services, and maintenance of order.

PLS 216 Criminal Law

The nature of the criminal act; the essential elements; theories of responsibility; exculpatory matters; overview of common law offenses; identification of trends in the law.

PLS 315 Police Administration and Management. Critically examines the theories of motivation, leadership, and organization in the police context. Police administrative and management functions studied emphasizing personnel management and organizational change.

PLS 326 Police Liability & Ethics

Police conduct is examined relative to ethical and legal principles. Application of federal and state civil, criminal and administrative law including civil rights issues.

PLS 330 Topical Seminar: Community Policing (3) A.

Prerequisite: departmental approval. Intensive study of selected topics related to criminal justice. May be retaken for a maximum of six hours on different topics.

PLS 414 Social Forces & Policing and Society

PLS 415 Contemporary Police Strategies

SOC 101 Introduction to Sociology

A course reflecting the basic concerns of sociology and social work and designed to fulfill the General Studies requirements for non-majors and for teacher certification.

SOC 399 Sociological Research

Examining methods of investigation and research in the social sciences: how to organize a project; use of documentary materials and participant observations; interview, survey, and polling techniques; analysis, organization, and presentation of findings. Three hours lecture, two hours laboratory.

SOC 350 Special Topics in Sociology: Sociology of Law

Covered courses on various topics in sociology.

Summer 2022

CRJ 315	Administration of Justice	EKU RC&S
CRJ 325	White Collar Crime	EKU RC&S
PLS 330	Community Policing	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S

Spring 2022

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S
CRJ 388	Criminal Justice Research	EKU Ecampus

Fall 2022

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 388	Criminal Justice Research	EKU Ecampus
CRJ 424	Field Experience (Internship)	EKU RC&S
CRMJ 4150	White Collar Crime	UTC Online

Summer 2021

CRJ 315	Administration of Justice	EKU RC&S
CRJ 325	White Collar Crime	EKU RC&S
PLS 330	Community Policing	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S

Spring 2021

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 410	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRJ 388	Criminal Justice Research	EKU Ecampus

Fall 2020

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 388	Criminal Justice Research	EKU Ecampus
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 410	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRMJ 4150	White Collar Crime	UTC Online

Spring 2020

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRJ 388	Criminal Justice Research	EKU Ecampus
CRMJ 4150	White Collar Crime	UTC Online

Fall 2019

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 388	Criminal Justice Research	EKU Ecampus
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRMJ 4150	White Collar Crime	UTC Online

Summer 2018

CRJ 315	Administration of Justice	EKU RC&S
CRJ 325	White Collar Crime	EKU RC&S
PLS 330	Community Policing	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S

Spring 2018

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRJ 388	Criminal Justice Research	EKU Ecampus
CRMJ 4150	White Collar Crime	UTC Online

Fall 2017

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 388	Criminal Justice Research	EKU Ecampus
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRMJ 4150	White Collar Crime	UTC Online

Summer 2017

CRJ 315	Administration of Justice	EKU RC&S
CRJ 325	White Collar Crime	EKU RC&S
PLS 330	Community Policing	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S

Spring 2017

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRJ 388	Criminal Justice Research	EKU Ecampus
CRMJ 4150	White Collar Crime	UTC Online

Fall 2016

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 388	Criminal Justice Research	EKU Ecampus
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRMJ 4150	White Collar Crime	UTC Online

Summer 2016

CRJ 315	Administration of Justice	EKU RC&S
CRJ 325	White Collar Crime	EKU RC&S
PLS 330	Community Policing	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S

Spring 2016

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRJ 388	Criminal Justice Research	EKU Ecampus
CRMJ 4150	White Collar Crime	UTC Online

Fall 2015

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 388	Criminal Justice Research	EKU Ecampus
CRJ 424	Field Experience (Internship)	EKU RC&S

PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus

CRMJ 4150	White Collar Crime	UTC Online

Summer 2015

CRJ 315	Administration of Justice	EKU RC&S
CRJ 325	White Collar Crime	EKU RC&S
PLS 330	Community Policing	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S

Spring 2016

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU RC&S
CRJ 400	Applied Criminal Justice Analysis	EKU RC&S
CRJ 424	Field Experience (Internship)	EKU RC&S
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus
CRJ 388	Criminal Justice Research	EKU Ecampus
CRMJ 4150	White Collar Crime	UTC Online

Fall 2014

CRJ 331W	Perspectives Crime and Delinquent (Writing Intensive)	EKU Online
CRJ 388W	Criminal Justice Research (Writing Intensive) EKU Corbin & Hazard	
CRJ 400 Campus	Applied Criminal Justice Analysis	EKU Manchester
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Ecampus
CRJ 424	Field Experience (Internship)	EKU For all Regional Campuses
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus

Summer 2014

CRJ 315	Administration of Justice	EKU Online
CRJ 325	White Collar Crime	EKU Online
PLS 330	Community Policing	EKU Online
CRJ 424	Field Experience (Internship)	EKU for all Regional
Campuses		

Spring 2014

Fall 2013

CRJ 331W	Perspectives Crime and Delinquent (Writing Intensive)	EKU Online
CRJ 388W	Criminal Justice Research (Writing Intensive)	
	EKU Corbin & Hazard	
CRJ 400	Applied Criminal Justice Analysis	EKU Manchester
Campus		
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Ecampus
CRJ 424	Field Experience (Internship)	EKU For all Regional Campuses
PLS 103	Foundation in Policing (PLS Online Program)	EKU Ecampus

Summer 2013

CRJ 315	Administration of Justice	EKU Online
CRJ 325	White Collar Crime	EKU Online
PLS 330	Community Policing	EKU Online
CRJ 424	Field Experience (Internship)	EKU Regional Campuses

Spring 2013

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU: Manchester
Campus		
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU: Hazard Campus
CRJ 400	Applied Criminal Justice Analysis	EKU: Corbin Campus
CRJ 400	Applied Criminal Justice Analysis	EKU: Hazard Campus
CRJ 388W	Criminal Justice Research (Writing Intensive)	Ecampus
PLS 330	Community Policing	Ecampus
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU: Manchester

Campus		
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU: Hazard Campus
CRJ 400	Applied Criminal Justice Analysis	EKU: Corbin Campus
CRJ 400	Applied Criminal Justice Analysis	EKU: Hazard Campus
CRJ 388W	Criminal Justice Research (Writing Intensive)	Ecampus
PLS 330	Community Policing	Ecampus

Fall 2012

CRJ 325	White Collar Crime	EKU Online
CRJ 331W	Perspectives Crime and Delinquent (Writing Intensive)	EKU Online

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Corbin
CRJ388W	Criminal Justice Research (Writing Intensive)	EKU Hazard
CRJ 400	Applied Criminal Justice Analysis	EKU Manchester
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Online COR Program
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Hazard
PLS 414	Social Forces and Policing	EKU Corbin
CRJ 424	Field Experience (Internship)	EKU Hazard
CRJ 424	Field Experience (Internship)	EKU Corbin
PLS 103	Foundations in Policing	EKU Online PLS Program

Summer 2012

CRJ 315	Administration of Justice	EKU Online
CRJ 325	White Collar Crime	EKU Online
PLS 330	Community Policing	EKU Online
CRJ 424	Field Experience (Internship)	EKU Hazard
CRJ 424	Field Experience (Internship)	EKU Corbin

Spring 2012

CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Manchester
CRJ 388W	Criminal Justice Research (Writing Intensive)	EKU Hazard
CRJ 400	Applied Criminal Justice Analysis	EKU Corbin
CRJ 400	Applied Criminal Justice Analysis	EKU Hazard

PLS 326	Police, Liability, and Ethics	EKU Online
PLS 415	Contemporary Police Strategies	EKU Corbin
PLS 330	Community Policing	EKU Online PLS Program
CRJ 424	Field Experience (Internship)	EKU Hazard
CRJ 424	Field Experience (Internship)	EKU Corbin

Fall, 2011

CRJ 331W	Perspectives Crime & Delinquency	EKU Online
CRJ 388W	Research Methods (Writing Intensive)	EKU Corbin
CRJ 388W	Research Methods (Writing Intensive)	EKU Hazard
CRJ 325	White Collar Crime	EKU Corbin
PLS 330	Community Policing	EKU Online
COR 388	Research Methods (Corrections Online Program)	EKU Online ecampus
CRJ 424	Field Experience (Internship)	EKU Hazard & Corbin

Summer, 2011

CRJ 388	Research Methods	EKU Online
CRJ 424	Field Experience	EKU Ind. Study
PLS 315	Police Administration and Management	EKU Online
PLS 330	Community Policing	EKU Online

Spring, 2011

CRJ 325	White Collar Crime	EKU Online
CRJ 331	Perspectives Crime and Delinquency	EKU Online
CRJ 388	Research Methods	EKU Online
CRJ 388W	Research Methods (writing intensive)	EKU Campus
CRJ 400	Applied Criminal Justice Analysis	EKU Campus
PLS 216	Criminal Law	EKU Online

Fall, 2010

CRJ 331	Perspectives Crime and Delinquency	EKU Online
CRJ 388W	Research Methods (writing intensive)	EKU Campus
CRJ 400	Applied Criminal Justice Analysis	EKU Campus
PLS 326	Police Liability and Ethics	EKU Online

Summer, 2010

CRJ 423	Law and Society	EKU Online
PLS 315	Police Administration and Management	EKU Online
PLS 330	Community Policing	EKU Online

Spring, 2010

CRJ 325	White Collar Crime	EKU Campus
CRJ 331	Perspectives Crime and Delinquency	EKU Online
CRJ 388W	Research Methods (writing intensive)	EKU Campus
CRJ 400	Applied Criminal Justice Analysis	EKU Campus
PLS 315	Police Administration and Management	EKU Online

Fall, 2009

CRJ 101	Introduction to Criminal Justice	EKU Campus
CRJ 331	Perspectives Crime and Delinquency	EKU Online
CRJ 388W	Research Methods (writing intensive)	EKU Campus & ecampus
PLS 326	Police Liability and Ethics	EKU Online

Summer, 2009

CRJ 423	Law and Society	EKU Online
PLS 315	Police Administration and Management	EKU Online
PLS 330	Community Policing	EKU Online

Spring, 2009

CRJ 315	Police Administration and Management	EKU Campus
CRJ 331	Perspectives Crime and Delinquency	EKU Online
CRJ 388	Research Methods	EKU Campus
PLS 103	Foundations of Policing	EKU Online
PLS 216	Criminal Law	EKU Campus

Fall, 2008

CJ 3345	Criminology	Troy Online
CRJ 101	Intro to Criminal Justice	EKU Campus
CRJ 101	Intro to Criminal Justice (Dual Credit)	Knox Central H.S
CRJ 325	White Collar Crime	EKU Campus
CRJ 388	Research Methods	EKU Campus
CRJ 460	Independent Study	EKU Campus
PLS 326	Police Liability and Ethics	EKU Online
PLS 330	Community Policing	EKU Online
CRMJ 311	Research Methods	UTC Online
CJ 3345	Criminology	Troy Online

Summer 2008

CJ 3345	Criminology	Troy Online
CRJ 423	Law & Society	EKU Online
PLS 315	Police Admin and Management	EKU Online
PLS 330	Community Policing	EKU Online
CRMJ 311	Research Methods	UTC Online
CJ 3345	Criminology	Troy Online

Spring 2008

CJ 3345	Criminology	Troy Online
CRJ 331	Perspectives Crime & Delinquency	EKU Online
CRJ 388	Research Methods	EKU Online
CRJ 460	Independent Study	EKU Campus
CRMJ 311	Research Methods	UTC Online

Fall 2007

CJ 3345	Criminology	Troy Online
CRJ 325	White Collar Crime	EKU Campus
CRJ 423	Law and Society	EKU Campus
CRJ 388	Research Methods	EKU Online
CRJ 460	Independent Study	EKU Campus
PLS 103	Foundations of Policing	EKU Campus
PLS 330	Community Policing	EKU Campus
CRMJ 311	Research Methods	UTC Online

Summer 2007

CRJ 101	Introduction to Criminal Justice	EKU Online
CRJ 423	Law and Society	EKU Online
PLS 330	Community Policing	EKU Online
CRMJ 110	Introduction to Criminal Justice	UTC Online
CJ 3345	Criminology	Troy Online

Spring 2007

CJ 3345	Criminology	Troy Online
CRJ 101	Introduction to Criminal Justice	EKU Campus
CRJ 315	Police Administration and Management	EKU Campus
CRJ 331	Perspectives Crime and Delinquency	EKU Online
CRJ 388	Research Methods	EKU Campus
CRJ 460	Independent Study	EKU Campus

PLS 326 Police Liability and Ethics
CRMJ 311 Research Methods

EKU Campus
UTC Online

Fall 2006

CRJ 325 White Collar Crime
CRJ 388 Research Methods
CRJ 388 Research Methods
CRJ 460 Independent Study
PLS 103 Foundation of Policing
PLS 216 Criminal Law
CRMJ 311 Research Methods
CJ 3345 Criminology

EKU Campus
EKU Campus
EKU Online
EKU Campus
EKU Campus
EKU Campus
UTC Online
Troy Online

Summer 2006

CRJ 423 Law and the Justice System
PLS 315 Police Administration and Management
PLS 326 Police Liability and Ethics
CRMJ 110 Introduction to Criminal Justice
CJ 3345 Criminology

EKU Online
EKU Online
EKU Online
UTC Campus
Troy Online

Spring 2006

CRJ 388 Criminal Justice Research Methods
PLS 326 Police, Liability & Ethics
PLS 330 Community Policing
CRMJ 311 Research Methods
CRMJ 325 Law and Justice System

EKU Online
EKU Online
EKU Online
UTC Campus
UTC Campus

Fall 2005

CRJ 388 Research Methods
PLS 315 Police Admin and Management
CRMJ Introduction to Criminal Justice
CJ 3345 Criminology

EKU Online
EKU Online
UTC Campus
Troy Online

Summer 2005

PLS 326 Police Liability Ethics
PLS 330 Community Policing

EKU Online
EKU Online

1996-1998

SOC 101	Introduction to Sociology	CU Campus
SOC 350	Sociology of Law	CU Campus
SOC 399	Sociological Research	CU Campus
CJ 4403	Sexual Assault & the Criminal Justice System	CU Campus

Research Responsibilities

Conducted a nation survey study for the Police Executive Research Forum under the supervision of Dr. Allen Sapp. “Police Response to Street People and the Homeless.”

Conducted a content analysis of police reports of child sexual abuse under the supervision of Dr, Allen Sapp.

Awards and Honors:

2012	EKU Convocation "Stars" Recognition
2012	Received the “Faculty Advisor of the Year” Award for Most Outstanding Faculty Advisor Member at the Kentucky Academic Advising Association annual conference
2010	Received the “Distinguished Educational Leader” Award for Most Outstanding Faculty Member at the Student Government Association annual conference Eastern Kentucky University
2010	Received “Award for Teaching Excellence” Eastern Kentucky University International Alumni Association
2010	Received 2010 Alpha Phi Sigma “National Advisor of the Year” Award
2009	Received the “Distinguished Educational Leader” Award for Most Outstanding Faculty Member at the Student Government Association annual conference Eastern Kentucky University
2009	Received the “Excellence in Leadership” Award

	at the 2009 Student Life Banquet Eastern Kentucky University
2008	Received the “Distinguished Educational Leader” Award for Outstanding Faculty Member at the Student Government Association annual conference Eastern Kentucky University
2008	Received the “Service Outside the Classroom” Award at the 2008 Student Life Banquet Eastern Kentucky University
2007	Received the "Service Outside the Classroom" Award at the 2007 Student Life Banquet Eastern Kentucky University
2007	Lambda Alpha Epsilon - Theta Gamma Epsilon, Faculty Advisor, Eastern Kentucky University Corbin regional campus
2006	Alpha Phi Sigma - Theta Xi, Faculty Advisor Eastern Kentucky University Corbin regional campus
2006	Honorary Alpha Phi Sigma Membership
1992-Summer	Alpha Phi Sigma, Criminal Justice Honor Society, Honorary Journal Publication, Warrensburg, MO
1990-1992	Dean’s List College of Education and Human Services Central Missouri State University, Warrensburg, MO
1989	Outstanding Young Men of America for recognition of professional achievement, superior leadership ability and exceptional service to the community.

Memberships:

2013 – Present	Kentucky Academic Advising Association
2007-present	Kentucky Association for Continuing Education
2005-present	Alpha Phi Sigma Honorary National Criminal Justice Society

1991-present	Academy of Criminal Justice Sciences
1991-1994	Alpha Phi Sigma, National Criminal Justice Honor Society
1991-present	American Society of Criminology

Publications:

Book review (2010): Paradoxes of Police Leadership, (author undisclosed), Delmar/Cengage Learning

Textbook proposal and chapter review (2009): Police Administration: A Leadership Approach, by P.J. Ortmeier and Joseph J. Davis, Mc-Graw Hill Publishers.

Book review (2009): Criminal Justice and Criminology Research Methods, 2008, Peter B. Kraska and W. Lawrence Neuman, Pearson/Allyn & Bacon.

Book review (2009): Instructor guide for “Community Policing”, 5th edition, 2008, Victor Kappeler and Larry Gaines, Lexis Nexis Publishers.

Book review (2009): “Police Ethics, A Matter of Character”, by Perez and Moore. Wadsworth Publishing.

Book review (2009): “Police Integrity and Ethics”, by Hickman, Piquero, and Greene. Cengage Learning.

Book review (2009): “Police Administration”, second edition, by Larry K. Gaines, John L. Worrall, Mittie D. Southerland, and John E. Angell. McGraw-Hill Publishers

Book review (2009): “Law in Our Lives” by David O. Friedrichs Oxford University Press

Book review (2008): “Police Administration Leadership” by Patrick Ortmeier, McGraw-Hill Publishers

Kappeler, S.F. (2005) “The Police and Society: Instructors Guide”, Touchstone Readings, a Criminal Justice textbook published by Waveland Press.

Kappeler, V.E., Kappeler, S.F., & del Carmen, R.V. (1993). A Content Analysis of Police Liability Cases: Decisions of The Federal District Court, 1978-1990. *Journal of Criminal Justice*, 21(4): 325-337.

Kappeler, S.F. & Kappeler, V.E. (1992). A Research Note on Section 1983 Claims Against the Police: Cases Before the Federal District Courts in 1990. *American Journal of Police*, 11(1): 65-73.

Sapp A.D. & Kappeler S.F. (1992). A Descriptive Study of Child Molestation: Victims and Offenders Characteristics. *Journal of Police and Criminal Psychology*, 9(1): 56-70.

Kappeler, S.F. (1990) [Editorial] War on Drugs: Who's Policing the Police. *Muleskinner*, 82(8): 5.

Works in Progress:

2010 Research project: Criminal Justice and Police Studies Regional Campus Programs' Community Impact.

Paper Presentations:

2006 "Blackboard Lecture" to the United States Air Force Police Administration Program at Eastern Kentucky University.

1993 "A Research Note: Content Analysis of Official Police Rape Reports, 1983-1986." A Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences, Kansas City, Missouri.

1992 "A Content Analysis of Police Liability Cases: Decisions of the Federal District Courts, 1982-1990." A paper presented at the 1992 annual meeting of the Academy of Criminal Justice Sciences, Pittsburgh, PA.

1992 "Characteristics." A paper presented at the annual meeting of the 1993 Academy of Criminal Justice Sciences, Pittsburgh, PA.

QEP and Stewardship:

Fall, 2013 Certificate: Online Instructor Design (Troy University)

Fall, 2011 QEP Training

Spring, 2011 CRJ 331W writing intensive course (Corbin & Hazard campuses)

Fall, 2011 CRJ 331W writing intensive course (Online)

Fall, 2011 CRJ 388W writing intensive course (Corbin & Hazard campuses)

Fall, 2010 CRJ 388W writing intensive course (Corbin & Hazard campuses)

Spring, 2010 CRJ 388W writing intensive course (Corbin & Hazard campuses)

Fall, 2009 CRJ 388W writing intensive course

2009 – 2010 Corbin public school system E-mentoring program

Spring, 2010 CRJ 388W writing intensive course (Corbin & Hazard campuses)

References:

Dr. Karen McGuffee, Associate Department Head
 Department of Criminal Justice
 University of Tennessee at Chattanooga
 Karen-McGuffee@utc.edu
 (423) 280-0323

Dr. Victor Kappeler (retired Dean and Foundation Professor)
 Eastern Kentucky University
 College of Justice and Safety
 Department of Criminal Justice and Police Studies
 1069 E. Headquarters Road
 Carlisle, KY 40311
 victor.kappeler@eku.edu
 (859) 353-7790

Beverly Patterson, Faculty
 Eastern Kentucky University
 College of Justice and Safety
 Department of Criminal Justice and Police Studies
 210 Layton Harris Road
 London, KY 40744
 beverly.patterson@eku.edu
 (606) 224-5945

Troy Carroll

6707 Dixieland Dr, Hixson, TN 37343

(423) 508 9869

Strengths & Qualifications

- More than 21 years of experience in higher education with a background in information systems administration and management, learning management systems, teaching and learning environments, training development and coordination, application development, and support procedures.
- Eight years teaching experience as an adjunct professor for the Department of Criminal Justice and as a professional certification facilitator.
- Serve as primary administrator for university learning management system (LMS), including production and test environments, administering 3rd party integrations, maintenance, planning, monitoring, and troubleshooting.
- Developed solutions around the LMS and related technical tools utilizing custom scripts, API endpoints, and data queries to meet teaching and learning and business workflow needs.
- Developed and maintain custom integration between learning management system and student information system.
- Abundant knowledge in learning management systems, learning technologies, computer hardware, software, servers, and networking, including Windows Server, cloud services, software as a service (SaaS), operating systems, Active Directory, and more.
- Well-rounded skills in information technology, technical troubleshooting and problem solving, customer support, and faculty development, which include advanced system administration of learning management systems, learning technologies, classroom technologies, developing technical and procedural documentation, and tools using programming/scripting languages.
- Extensive experience in project management including planning, development, deployment, and assessment at an enterprise level in higher education.
- A balanced, highly motivated, team-oriented person with a strong ability to work collaboratively across disciplinary boundaries.
- Strong written and verbal communication skills.

Education

Master of Science Degree in Criminal Justice

University of Tennessee at Chattanooga, Chattanooga, TN

GPA: 3.9.

2009

Bachelor of Science Degree in Criminal Justice

University of Tennessee at Chattanooga, Chattanooga, TN

Major GPA: 3.8.

2005

Progress toward B.S. Degree in Computer Science

University of Tennessee, Knoxville, TN

Minor: Mathematics.

1995

Career History

Walker Center for Teaching & Learning – Lead Online Systems Administrator (1/22-Present)

University of Tennessee at Chattanooga

- Provide software administration and maintenance for the LMS and related products (change management, test environments, integrations, etc.).
- Develop and maintain integration between LMS and student information system.
- Monitor and prepare for scheduled LMS releases and deployments, including internal testing, developing documentation, communication of changes, and implementation.
- Build, update, and maintain custom scripts (primarily PowerShell, Python, Perl, and batch) which facilitate automation of workflow processes.
- Prepare, update, and disseminate procedural documentation.
- Provide faculty support to the learning management system through problem determination and resolution.
- Design, modify, and implement technology solutions related to the learning management system to support University faculty, staff, and student needs.
- Collaborate and maintain relationships and communications with campus resources, as well as vendor, publisher, and third-party resources.

Walker Center for Teaching & Learning – Learning Technologies Specialist (2016-2022)

University of Tennessee at Chattanooga

- Manage and administer campus-wide learning management system, enterprise video platform, and associated/integrated learning systems.
- Responsible for researching, advising, implementing, and supporting learning technology solutions for campus-wide faculty, staff, and students.
- Respond to faculty teaching needs and student learning needs by developing instructional design solutions and modules.
- Assist faculty in developing and delivering teaching materials, assessments, and measurements of learning outcomes.
- Manage the remote proctoring solution to ensure academic integrity of assessments and learning outcomes.
- Support Office 365, Google Suite of apps, Canvas LMS, lecture capture solutions, online proctoring, multimedia solutions, and other learning technologies.
- Design, modify, and implement technology solutions to support University faculty, staff, and student needs, including learning and classroom technologies.

Utilize SharePoint, Power Automate, PowerApps, Power BI and other Office365 tools to develop data collection processes, data analysis, workflows, and more which positively impact department and campus processes.

Department of Criminal Justice Adjunct Faculty (2014-Present)

University of Tennessee at Chattanooga

- Adjunct Professor for Criminal Justice 2110 - Information Systems in Criminal and Juvenile Justice
 - Course description: An introduction to information management tools and processes of accountability as they relate to the two systems of justice.
 - The course learning objectives include the following:
 - Summarize and interpret criminal justice basic sources of data
 - Analyze how information obtained for various data sources potentially impact public policy

- Summarize strengths and weaknesses of various criminal justice data sources
 - Develop information, technology, research and computer literacy skills through practical exercises and course required assignments
 - Analyze what we know about crime among diverse populations, theoretical rationales, and ethical issues in data collection
 - Practice accountability in both data collection and analysis, including avoiding plagiarism
- Adjunct Professor for Criminal Justice 2999 – 21st Century Technology in Criminal Justice
 - Course description: An overview of modern technology in criminal justice. Students will explore the relationship between technology and the criminal justice system. You will learn how law enforcement agencies use technology in fighting crime and responding to public needs. This course will explore changes in the practice of criminal justice brought about by rapid technological development, advanced computing, and Internet connected devices.
 - Designed and produced all instructional materials (videos, presentations, course modules, etc.), learning objectives, alignment of assessments, and learning outcomes for new elective course offering.
 - The course learning objectives include the following:
 - Summarize rapid technology changes pertaining to criminal justice.
 - Identify and analyze emerging technologies used by law enforcement agencies.
 - Discuss efficacy, issues with privacy, right to use, and public perceptions of technologies.
 - Compare criminal justice use of technology.
 - Evaluate the impact that technologies have on victims, offenders, crime, and the public.
 - Develop a plan for use of technology in a law enforcement setting that would contribute to reduction of crime or victim assistance.
- Consistently receive positive instructor/course evaluations

Information Technology – Data Center System Administrator (2015-2016)

University of Tennessee at Chattanooga – Information Technology – Data Center

- Provide system administration for the UTC Data Center as a Windows Server specialist using existing and new technologies.
- Manage and maintain high availability (HA) network storage and server virtualization infrastructure.
- Design, modify, and implement technology solutions to support University faculty, staff, and student needs, including learning and classroom technologies.

Information Technology – Senior System Administrator (2011-2015)

University of Tennessee at Chattanooga – Information Technology – Strategic Solutions Field Support

- Provide tier 3 system administration for Strategic Solution's Field Support department.
- Manage, deploy, and support numerous information systems.
- Managed systems include UTC's virtual desktop infrastructure, pay-to-print solution, enterprise desktop management technology, among other specialized products and servers.
- Lead data collection and analysis for various information technology projects and efforts.
- Provide technical writing assistance for department needs, including presentations and documentation for internal and external university content.
- Develop and maintain information management tools for administrative research and evaluation.

Team Leader for Lab Support Department (2008-2011)

University of Tennessee at Chattanooga – Information Technology

- Lead UTC's lab support department in designing, deploying, and maintaining over 45 academic and departmental computer labs (900+ endpoints).
- Develop and supported UTC's pay-to-print solution, which include advising on equipment purchases as well as designing the pay-to-print architecture for the campus.

Develop various technologies for multiple operating system platforms to standardize UTC's computer lab environment and provide a consistent experience for the students, faculty, and staff.

Certifications

- Instructure Certified Canvas Technical Administrator (CCTA) - 2023
- Learn Administration Essentials Certification – Blackboard administrator certification – 2018
- CompTIA A+ Certified Professional and Course Facilitator – Recertified 2021
- CompTIA ITF+ Certification and Course Facilitator – 2021
- Quality Matters (QM) Applying the QM Rubric (APPQMR) Certification – 2016
- Quality Matters Peer Reviewer Certification – 2016

Committees & Presentations

Committee Chair: Lecture Capture Review and Deployment (2019-2020)

University of Tennessee at Chattanooga – Walker Center

- Chaired the lecture capture review committee approved by the Provost, including representatives and stakeholders across campus, covering all colleges, the Library, Walker Center, and Information Technology.
- Included development and delivery of faculty and student surveys, review of current technologies, evaluation of new technologies, and coordinating a committee decision on which solution to deploy.

Learning Management System Review Committee and Deployment/Migration (2017-2018)

University of Tennessee at Chattanooga – Walker Center

- Worked as a key contributor on the learning management system review, evaluation, and migration from Blackboard to Canvas.
- Served as project manager on several key components of the migration process.
- Developed and deployed several business logic and workflow processes to aid in the migration of learning materials to the new LMS.

Presenter: “Virtual Desktops Work in Labs; What about Staff?” (2014)

Campus Technology 2014 Conference – Boston, MA

- Desktop virtualization at UT Chattanooga for labs and staff. Chosen technologies and honest lessons learned.

Poster Presentation: “Getting on Chattanooga’s Virtual Choo Choo” (2013)

Campus Technology 2013 Conference – Boston, MA

- UTC’s virtual desktop initiative. A thin client can be used in place of a full-size computer. The thin client remotely connects to a server and displays the Windows 7 operating system on the connected monitor. The Windows experience and performance is virtually indistinguishable from a conventional computer for general use.

Technical Training: “Best Practices in Presenting and How to use PowerPoint” (2008-2010)

Southeast Command and Leadership Academy (SECLA)

- Delivered best practice presentation skills and PowerPoint training to attendees of the Southeastern Command and Leadership Academy (SECLA) as part of a seven-week law enforcement leadership and management program designed for progressive and innovative police managers.

Craig Salyer Hamilton

2366 Interlackin Circle NW, Cleveland, TN 37312

Cell: (423) 280-6377 ☎ Email: craig.utc@gmail.com

Objective

To frame my knowledge, skills, and abilities for consideration for employment as an adjunct instructor by the University of Tennessee at Chattanooga.

Profile

Dedicated and hardworking criminal justice professional with diverse experience, education, and background in local and state law enforcement administration, training, and education.

WORK EXPERIENCE

Tennessee Office of Criminal Justice Programs | February 2023 – May 2024

Program Manager

Worked as part of the special projects and program teams to ensure the success of both state and federally funded programs.

Responsibilities

- Worked in the Violent Crime Intervention Fund (state) program for six months.
Responsibilities included:
 - Helping local law enforcement agencies apply for funding within purpose and formula.
 - Ensuring local law enforcement agencies planned an violent crime reduction program to reduce incidents.
 - Verified that equipment purchased met fiscal and program requirements and was tied to specific program goals.
 - Worked through contracting with these agencies and was available for technical assistance.
- Moved to Program Team
 - Work to assist Drug and Violent Crime Task Forces (DTF) with program management with Justice Assistance Grant funding.
 - Currently assist two District Attorney Generals with DTF formation including planning, memorandums of understanding, and training needs.

- Working to plan Higher Education Security funding for the enhancement of University and College Security statewide.
- Working with the state funded Internet Crimes Against Children Program to ensure that annual program requirements and necessary program changes occur

***University of Tennessee at Chattanooga Police Department, Chattanooga, TN |
May 2009 – June 2020***

Deputy Chief of Police/ Deputy Director of Public Safety (retired)

Shared responsibility for the ongoing success of the UTC Police Department (UTCPD) mission by providing leadership, mentorship, and framework for provision of policing and crime prevention services through a cooperative process with faculty, staff, students, and visitors. Retired during incentive program after 30 years of service to state and county governments.

Responsibilities

- Oversaw all Campus Safety Operations, including special events at McKenzie Arena in a 37-person agency (21 sworn – 14 Non-sworn - 2 Civilian Fulltime, 83 part-time).
- Led agency development using the Tennessee Association of Chiefs of Police – Law Enforcement Accreditation Program.
- Responsible for law enforcement participation in campus threat assessment team and Student - Case Assessment, Review, and Evaluation Team (multi-disciplinary).
- Responsible for training, promotional, and hiring processes. Served as Peace Officer Standards and Training (P.O.S.T.) Commission General Departmental Instructor.
- Responsible for policy and supervisory development processes.
- Assisted with development of internal and external groups to meet public safety needs or special crime problems.
- Reviewed and resolved internal personnel issues, performance appraisal process, and exceptional employee behavior.

Key Accomplishments

- Achieved accreditation for the University Police Department in 2020 through the Tennessee Association of Chiefs of Police – Tennessee Law Enforcement Accreditation Program.
- Coordinated the Multi-Agency response to many different types of incidents with successful outcomes.
- Led significant revision to internal hiring practices, increasing retention and morale among department members. This included development of a selection committee for cognitive/physical testing based upon a valid job task analysis, and a providing comprehensive pre/post-employment offer background investigation process.
- Developed an approved General Orders Manual through best practices research and

interaction with department members. Successfully adapted this performance manual to PowerDMS management software.

- Led development of grant funded Sexual Assault Investigator position, with state grant funding, to address the strengthening of the campus response to assist victims of sexual assault, regardless of identity, gender, or sexual orientation by partnering with external and internal agencies.
- Led transition of tactics and equipment in agency, including new vehicles, safety equipment, graphics, weapons, and training methods.
- Worked to bring a joint active shooter exercise with regional agencies on campus in 2014, 2017, and 2019.
- Conducted, coordinated, and/or facilitated many trainings for local and regional law enforcement in special topics of domestic violence, mental health crisis intervention, and sexual assault investigations.
- Successfully converted department to largely online format for both training and accreditation.
- Successfully blended Leadership and Instructor Development into a hybrid 48-hour P.O.S.T. approved program.
- Assisted local agencies with in-service and specialized training.
- Service awards for five and ten years and performance-based pay increases.
- Recognized for service to the Partnership's Sexual Assault Response Team, 2016.

University of Tennessee at Chattanooga Department of Social, Cultural, and Justice Studies, Chattanooga, TN | May 2006 – May 2017 and August 2020 to present

Adjunct Instructor – Criminal Justice

Responsible for development of curriculum in Criminal Justice Administration, Terrorism, Criminal investigations, and Policing courses within the Criminal Justice Program. Instructed one course per Fall/Spring semesters during above period to juniors and seniors in the program. Delivered experiential learning through critical thinking exercises and through student engagement. Requested local agency representatives to review and critique final presentations from student groups which was a successful recruiting event. During this time, I also served as Community Policing instructor in the Southeast Command and Leadership Academy.

In the Fall semester of 2020, I was able to return to adjunct instruction. I converted the Criminal Justice Administration course to full online delivery. In the conversion, I was able to successfully incorporate critical thinking processes into a project in which students demonstrated considerable growth in research and presentation.

Center for Transportation Research – Tennessee Highway Safety Office
University of Tennessee Knoxville TN | June 2006 – May 2009

Law Enforcement Liaison

Responsible for developing local partnerships to further the mission of Tennessee (Formerly Governor's) Highway Safety Office in the 24 counties of East Tennessee. This mission was to work with the agency leadership to develop, execute, and evaluate programs to reduce the number of fatalities, injuries, and related economic losses resulting from traffic crashes on roadways.

Responsibilities

- Interacted with the majority of the 64 police agencies and 24 county Sheriff's offices in the region, implementing programs to address traffic safety.
- Agencies assisted won both National- and State-level honors and lowered fatalities over two consecutive years.
- Located, resourced, developed, implemented, and delivered officer training programs at the request of local law enforcement agencies in support of the mission.

Key Accomplishments

- Team membership which adapted the National Highway Traffic Safety Administration RADAR/LIDAR instructor training program for statewide delivery and received P.O.S.T. Commission approval. Assisted development of instructors for program delivery which included evaluation.
- Team membership which adapted the Arizona P.O.S.T. Commission's "Instructor Methods" course into a format subsequently approved by the Tennessee P.O.S.T. Commission. Assisted development of instructors for program delivery which included evaluation.
- Team membership which adapted the STOPS (Strategies and Tactics of Patrol Stops) program to lower officer and traffic offender injuries, developed instructor trainer program for statewide delivery and assisted agencies in implementation. Assisted development of instructors for program delivery which included evaluation.
- Consulted within a multi-disciplinary team to address a large increase in crashes and fatalities at Deal's Gap (The Tail of the Dragon) in Blount County, TN. This team was responsible for forming and evaluating an effective program to address a spike in injury and fatality crashes with significant success.

***Cleveland State Community College, Law Enforcement Training Academy –
Cleveland, TN | July 2000 – June 2006***

Director, Public and Government Services, A.A.S.

As a Bradley County Sheriff's Office Sergeant, I was assigned as Director of the Law Enforcement Training Center at Cleveland State Community College through a partnership in 2000. I continued service to the Law Enforcement Academy as a college employee P.O.S.T. Southern Association of Colleges and Schools Commission on Colleges (SACSOC) re-accreditation in January 2005.

Responsibilities

- Basic academy direction, curriculum review, and management of staff, development of specialized training programs, staff development, and student career development.
- Directed fifteen basic academy sessions of entry-level police officers, several instructor developmental trainings, and supervised as many as 40 adjunct instructors.
- Conducted in-service programs and training assessments for external agencies.

Key Accomplishments

- Revised and expanded syllabi to align with college requirements of Associate of Applied Sciences program and subsequent SACSOC review and accreditation.
- Selected and developed adjunct instructors through interaction with local law enforcement agencies and community subject matter experts.
- Achieved personal certification as a P.O.S.T. approved instructor in Instructor Development, Legal, Communications, Community Policing, Defensive Tactics, Firearms, Patrol Tactics, and Chemical Weapons.
- Served on committee with the Tennessee Office of Homeland Security for development of anti-terrorism training materials for multiple levels of law enforcement post -9/11.
- Served as an advisory committee member to the U.T. Law Enforcement Innovations Center (2004-2006)
- Worked within committee to expand curriculum from an Eight-week to Ten-week program to meet changing P.O.S.T. mandates.
- Worked with agencies to recruit criminal justice students from academy.

Bradley County Sheriff's Office – Cleveland, TN | October 1990 – January 2005

**Sergeant – Training Division - Assigned to Cleveland State Law Enforcement Academy –
July 2000 – see description of responsibilities above with Cleveland State description.**

Responsibilities

Administrative Corporal – May 1998 - July 2000

Under direction, developed programs to take advantage of available grant funding totaling over two million dollars of state and federal grants, state equipment/money awarded to Bradley County including:

- Domestic Violence investigator position
- Expansion of School Resource Officer program to include all county schools
- Canine program
- Weapons, vehicles, and other equipment
- Total of 27 permanent funded positions added to Sheriff's Office

Community Services Deputy – 1990-1998

Began as a reserve deputy sheriff while still enrolled in the Criminal Justice program at Cleveland State Community College. Continued with progressive increases in responsibilities and skills in service delivery.

- First assigned community Deputy Sheriff
- Uniformed Investigations
- Crime Scene Technician
- Criminal Interdiction Team
- Burglary Action Team
- Became a police instructor, under mentorship, in areas related to patrol and investigations.
- Began adjunct instruction at Cleveland State Police Academy in 1996

Key Accomplishments

- Service award for five and ten years
- Successful service as member of Hostage Negotiations Team
- Served as Board Member for the Harbor Safe House

Professional Affiliations

- Tennessee Law Enforcement Training Officer's Association 2000-Present | Past President 2004-2006 – Lifetime membership awarded
- Tennessee Association of Chiefs of Police | 2007 – 2020
- National Tactical Officer's Association | 2013 – Present
- International Law Enforcement Educators and Trainers Association | 2008 – Present

Education and Training

- Post graduate studies in Business, Industrial/Organizational Psychology, Adult Learning, Education, and Criminal Justice
- Master of Science in Criminal Justice – 1999 – University of Tennessee at Chattanooga
- Bachelor of Science in Criminal Justice – 1990 – University of Tennessee at Chattanooga
- Southeastern Command and Leadership Academy | U.T. L.E.I.C. Session 14 – March 2015
- Advanced/Specialized Training – 2,120 hours
- Basic Police Training - Tennessee Law Enforcement Training Academy – 1991
- Training profile, educational transcripts, and recent syllabus sample are attached.

References

Dr. Karen McGuffee – Professor and Associate Department Head – Social, Cultural, and Justice Studies – University of Tennessee at Chattanooga (423) 425-2137 Karen-McGuffee@utc.edu

Lieutenant Robert Anderson – Roane County Sheriff's Office: (865) 376-5582.
randerson@roanesherriff.org

Captain Jon Collins – Bradley County Sheriff's Office – Patrol Captain jcollins@bradleyco.net
(423) 242-8946

Special Agent Stephen Gordy – United States Department of Justice – Bureau of Alcohol, Tobacco, Firearms and Explosives – Stephen.Gordy@atf.gov (423) 595-8190

Captain Spencer Daniels - Hamilton County Sheriff's Office – Captain Uniform Services - sdaniels@hcsheff.gov (423) 827-7618

Professor Andy Browne - Assistant Professor of Criminal Justice - Social, Cultural, and Justice Studies – University of Tennessee at Chattanooga (423) 425-5227 John-Browne@utc.edu

TEYANA T. WHYTE

6276 Rivoli Drive, Apt. 307, Hixson, TN 37343 (860)719-0915 teyanawhyte@outlook.com

PROFILE: Criminal Justice Professional who is eager to enhance the criminal justice system by devoting my time to equality, giving back, and working diligently to promote effective change for all people.

EDUCATION:

University of New Haven
Master of Science in Forensic Technology
May 2020

University of New Haven
Bachelor of Science in Criminal Justice, Forensic Psychology
May 2018
Minor in Psychology
Certificate in Forensic Computer Investigation

SCHOLARSHIPS:

- Charger Award (2014 – 2018)
- Drs. Nima Patel & Daniel McNaughton Scholarship (2014 – 2016)
- Athletic Scholarship (2016 – 2018)
- Roberta B. Willis Scholarship (2014-2018)

WORK EXPERIENCE:

The City of Chattanooga

Crime Scene Investigator

January 2022 – Present

40 hours per week

- Processing crime scenes through photography, videography, sketching, and scanning
- Recognizing, documenting, collecting, and preserving items of evidentiary value
- Utilizing forensic equipment to process items for latent and biological evidence
- Writing clear, detailed, and concise reports
- Preparing and appearing for courtroom testimonies
- Maintaining confidentiality of case information

The State of Connecticut

Judicial Marshal

– December 2021

February 2019

40 hours per week

- Transported inmates from courthouses to their respected facilities throughout the State of Connecticut
- Controlled prisoner movement throughout the cellblock and the courtrooms
- Maintained order and safety of the public and judges throughout the courthouse
- Wrote clear, detailed, and concise reports
- Executed warrants for wanted persons inside the courthouse for detainment

Judicial Marshal Honor Guard Unit

– December 2021

October 2019

1 hour per week

- Represented the Judicial Marshal Services at functions and events by demonstrating pride, professionalism, and precision as one unified group
- Honored those Judicial Marshals, past and present, who died in the line of duty

Continuum of Care

Community Support Assistant

– December 2021

April 2021

16 hours per week

- Established rapport and positive working relationships with clients
- Supported client's integration into the community by providing resources that enabled them to secure and maintain housing
- Enhanced a client's independent living skills by assessing and providing various modalities of teaching and assistance (e.g. modeling, prompting, hands-on assistance)

United States Marshals Service

Intern

September

2019 – February 2020

8 hours per week

- Shadowed USMS Deputies while they transported inmates from the cellblock to their respected courtrooms
- Organized and entered inmate information into the Justice Detainee Information System and PACER system
- Assisted and participated in USMS field training and educational programs
- Maintained confidentiality of inmate and USMS information

The University of New Haven

Student Gift Processing Aide

June

2018 – January 2019

20 hours per week

- Inputted and exported internal and external information systems to query, retrieve, and modify data
- Created, maintained, and updated donor records and files
- Entered, reviewed, and submitted contribution and gift information through our various gift processing systems

Student Caller

December

2015 – May 2018

Student Caller Supervisor

August

2017 - May 2018

16 hours per week

- Total dollars raised for Phonathon was roughly \$15,000
- Established engaging conversations with prospects on the phone
- Informed prospects on the events and information around and about the campus
- Respectfully asked prospects to generously give a gift to the University
- Analyzed reports within CampusCALL to provide statistical analysis to Student Callers and update leadership boards
- Resolved issues with alumni and other relevant parties through problem solving and de-escalation techniques

Charger Ambassador

September

2016 – May 2018

International Peer Mentor

August

2017 – May 2018

10 hours per week

- Greeted and met with families who visited the University
- Held engaging conversations with families
- Assisted with and organized events for the mentees
- Attended on and off campus events with mentees

Middletown Police Department

Intern

Summer 2017

10 hours per week

- Worked closely with the Investigations Unit on active and closed cases
- Helped to document and preserve evidence for active crimes scenes
- Gathered data with Global, the data collection software
- Patrolled the districts with officers and captains

The Law Office of Kevin R. Joiner, LLC

Intern

Summer 2014

10 hours per week

- Reviewed client files before and after court hearings
- Wrote letters via email to the court and clients about their case
- Attended court hearings and assisted in meetings with the lawyers and their clients

SKILLS:

- First Aid/Automated External Defibrillator/Cardiopulmonary Resuscitation Certified
- Naloxone
- Hand and Leg Restraints
- Oleoresin Capsicum
- Tourniquet
- Expandable Baton
- Law Officers Combat Kinetics Unarmed Panoply Certified
- Problem Solving Abilities
- Minor Protection and Active Shooter Training
- Strong Verbal and Written Communication Skills
- De-escalation Techniques
- Analytical Skills
- Computer Literacy
- Leadership and Organizational Abilities

EXTRACURRICULAR ACTIVITIES:

- Track and Field ***August 2014 – May 2018***
- 3x All Conference Champion
- 1x All New England Champion
- Representative for the Student Athlete Advisory Committee ***August 2017 – May 2018***
- Campus Climate Coalition ***August 2016 – May 2018***

Kevin T. Beck

Attorney at Law

PROFESSIONAL SUMMARY

Litigation attorney with substantial experience in health care law, general civil litigation, medical negligence litigation (defense), employment law, privacy law, and internal investigations.

CURRENT POSITION

Lead Hospital Attorney for TDMHSAS and Legal Counsel, Moccasin Bend Mental Health Institute (“MBMHI”), Chattanooga, TN (February, 2005 – present). Primary on-site legal counsel for MBMHI, an accredited 165-bed psychiatric hospital with over 530 employees, which provides care to persons in a 52-county area in East and Middle Tennessee. As Lead Hospital attorney, supervise the other TDMHSAS hospital attorneys and serve as the primary legal counsel for the department for matters arising at and pertaining to the psychiatric hospitals operated by TDMHSAS. (Interim position began April, 2018; permanent effective January 1, 2019) Duties include, but are not limited to, the following:

Litigation: Represent MBMHI in state courts and administrative tribunals. Coordinate with the Office of the Attorney General to defend MBMHI against claims and lawsuits alleging negligence, civil rights violations, and other matters in federal court and the Tennessee Claims Commission. Litigate all judicial hospitalizations and conservatorship proceedings connected with services rendered at MBMHI.

Employment Law: Provide legal guidance to MBMHI’s Human Resources department on employment law matters, including but not limited to employee discipline, FMLA, ADA, and workers’ compensation. Represent the Department in employment-related litigation and administrative proceedings.

Risk Management and Regulatory Compliance: Serve as primary risk manager with respect to exposure to legal liability vis-à-vis hospital operations and provide legal guidance to hospital on compliance matters involving federal and state regulations.

Internal Investigations and Administrative Proceedings: Provide legal guidance with respect to internal investigations into allegations of employee misconduct and patient mistreatment or abuse and represent the department in administrative proceedings arising from such investigations.

Forensic Services: Provide legal guidance and assistance to department forensic staff, as well as to prosecutors, defense counsel, and court personnel with respect to forensic psychiatric evaluations and related legal proceedings.

EDUCATION AND BAR ADMISSIONS

J.D., *cum laude*, University of Tennessee College of Law (1998).

B.S., *magna cum laude*, in Biology, University of Alabama in Huntsville (1995).

Licensed in Tennessee since 1998 (BPR No. 019294). Admitted to U.S. District Court for the Eastern District of Tennessee in 1999.

Graduate of LEAD TN Executive Development Program (2018).

PRIOR LEGAL EMPLOYMENT

Litigation Attorney, Law Offices of Kevin T. Beck, Chattanooga, TN (August, 2002 – February, 2005). Owner/Sole Practitioner engaged in personal injury, criminal defense, and domestic relations practice.

Litigation Associate Attorney, Gearhiser, Peters, Lockaby & Tallant, PLLC, Chattanooga, TN (April, 1999 – August, 2002). Litigation associate practicing in areas of complex commercial litigation, products liability litigation, wrongful death and personal injury actions, domestic relations, and criminal defense cases.

Litigation Associate Attorney, Weill & Weill, PC, Chattanooga, TN (August, 1998 – April, 1999). Litigation associate handling personal injury, workers' compensation, domestic relations, and criminal defense matters.

OTHER RELEVANT EXPERIENCE AND PUBLIC SERVICE

Adjunct Professor of Criminal Justice and Legal Assistant Studies, Department of Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga (2003 – present).

Crisis Intervention Team Instructor, Hamilton County Sheriff's Department and Chattanooga Police Department (2009 - present).

SELECTED PROFESSIONAL REFERENCES

Chancellor Pamela A. Fleenor, Chancellor, 11th Judicial District (Part I). 625 Georgia Ave., Hamilton County Courthouse Suite 311, Chattanooga, TN 37402. Tel: (423) 209-7380.

Hon. L. Marie Williams, Circuit Court Judge, 11th District (Div. III). 625 Georgia Ave., Hamilton County Courthouse Suite 308, Chattanooga, TN 37402. Tel: (423) 209-6747.

Professor Karen M. McGuffee, UC Foundation Professor, UTC Department of Social, Cultural, and Justice Studies. 540 McCallie Avenue, Fourth Floor, Chattanooga, TN 37403. Tel: (423) 425-2137. Karen-McGuffee@utc.edu.

Sarah Brown

Tel: (423) 315-6362 | Email: brownsa202@gmail.com | www.linkedin.com/in/sarahbrownCSI

WORK EXPERIENCE

Crime Scene Investigator

December 2021 -

Present

Chattanooga Police Department, Chattanooga, TN

- Responsible for the collection, preservation, and processing of evidence at the crime scene and to assist in crime scene management.

Adjunct Professor

August 2019 -

Present

University of Tennessee at Chattanooga, Chattanooga, TN

- Designs and delivers curricula for cultural anthropology course.
- Quality Matters certified, 2021.

EDUCATION

Master of Science (M.S.) - Human Osteology & Funerary Archaeology January 2018

The University of Sheffield, Sheffield, UK

Bachelor of Arts (B.A.) - Anthropology

May

2016

The University of the South, Sewanee, TN

- Archaeology and biology minor

High School Diploma

May

2012

Red Bank High School, Chattanooga, TN

AFFILIATIONS & CERTIFICATIONS

- International Association for Identification Member since 2022
- Crime Scene Photography, Forensic Training Source (IAI certified), 2022
- Death Investigation, Tritech Forensics, IAI certified, 2022
- Death Investigation Training Basics, The University of North Dakota School of Medicine & Health Sciences ABMDI Accredited, 2019
- Qualified Archaeologist and Skeletal Analyst to Excavate Human Burial Sites Certification, The Wisconsin Historical Society, 2018

Liz Ciabattone
260 Donna Lane, Jasper TN, 37347
(423) 260-3217 • liz@lizlittlelaw.com/liz.c.little@gmail.com

EDUCATION

Belmont University College of Law, Nashville,
Tennessee *Doctor of Jurisprudence, Criminal Law*
Certificate, May 2022 GPA: 3.32

Honors: Bruin Scholarship, Dean's List Spring 2021

Activities: Belmont Law Criminal Law Journal, *Senior Editor*; Belmont Law Mock Trial Team,
Captain; Belmont Law American Inn of Court; Belmont Law Peer Mentor

University of Tennessee at Chattanooga, Chattanooga, Tennessee
Bachelor of Science in Criminal Justice, December
2018 GPA: 3.88

Honors: Dean's List, HOPE Scholarship, Work Study Scholarship

WORK EXPERIENCE

Liz Little Law Solo Practitioner, Chattanooga,
Tennessee August 2022-Present

- Practiced under Tenn. Sup. Ct. R. 7, § 10.04 and the supervision of Benjamin L. McGowan Esq. from August until admitted into the Bar in November of 2022.
- Represent clients in their criminal matters in general sessions, criminal, and juvenile courts.
- Draft, file, and argue motions on behalf of clients.
- Litigate matters before criminal court judges.
- Interview and meet with clients and district attorneys to reach plea agreements, dismissals, or trial proceedings.
- Analyze and dissect discovery materials in clients' cases.
- Advocate for and advise clients on how to best handle their criminal case, achieve their personal goals, and help locate resources to improve their situation.

University of Tennessee at Chattanooga, Chattanooga, Tennessee
Adjunct Professor, September 2023-Present

- Teach *Introduction to Criminal Law* to a class of 25 to 35 students.
- Instill the fundamental knowledge of criminal law along with practical skills for students to excel in future criminal justice careers.
- Introduce students to different professionals in various sectors of the criminal justice system.
- Present students with various perspectives and ideologies of criminal justice and lead conversations about the past, present, and future of criminal law and justice.

Freeman & Fuson, Nashville, Tennessee
Legal Intern, December 2021-May 2022

- Conduct interviews with current clients, potential clients, family members, and witnesses.
- Draft memorandums and motions with a variety of legal arguments for courts across Middle Tennessee.
- Analyze extensive discovery documents and create summaries in preparation for trial.
- Contact district attorneys and expert witnesses on behalf of clients.
- Assist in the preparation of cross and direct examinations for preliminary and suppression motion hearings.

Summers, Rufolo & Rodgers, Chattanooga, Tennessee
Legal Intern, May 2021-December 2022

- Conduct research and create memorandums on various criminal, personal injury, and union legal issues.
- Draft motions and orders for criminal and circuit court judges.
- Conduct extensive evidence and discovery review to summarize and organize for trial preparation.
- Coordinate and communicate with various investigators on cases.

- Aid attorneys in preparation for oral arguments.

District Public Defender's Office, 16th Judicial District, Murfreesboro, Tennessee

Legal Intern, August 2020-April 2021, Tenn. Sup. Ct. R. 7 § 10.03 Limited License

- Assist in criminal proceedings with supervising attorney.
- Conduct interviews with clients and meet with district attorneys on behalf of client's cases.
- Conduct research on relevant legal issues and topics using Lexis and Westlaw.
- Assist attorneys with procedural and organizational tasks in both the courtroom and the office.

Astrocamp Virginia, Guided Discoveries, Clover, Virginia

Head Counselor, Summers 2019 & 2020; *Crew Chief, Summer Camp Counselor*, Summers 2017-2019

- Interviewed and hired prospective new counselors.
- Communicated with parents about their children before, during, and after their time at camp.
- Supported and guided children ages 8-17 through astronomy and physical science curriculum.
- Identified and responded to camper behavior both positive and negative.
- Drafted and submitted safety policies to the American Camp Association.
- Trained full staff on the legal obligations of working with minors.

SKILLS, ASSOCIATIONS, AND INTERESTS

- Member of the Tennessee Association of Criminal Defense Lawyers, Tennessee Bar Association, and Notre Dame High School Alumni Council.
- Volunteer as a coach for Notre Dame High School's Mock Trial team that competes in the TBA's annual competition.
- Played competitive soccer for fifteen years and bowled competitively for one.
- Previous Certifications include SCUBA, CPR, First Aid, AED, and American Red Cross Waterfront Lifeguarding.

Hayleigh Weissenbach
1502 Tombras Ave Chattanooga, TN 37412 | (951)581-5249 |
Hayleigh.Margaret.Weissenbach@gmail.com

Education & Affiliations

University of Tennessee at Chattanooga
2020

May

- Bachelor of Science (BS): Criminal Justice; Minor: Psychology.
- Alpha Lambda Delta Honor Society 2017- 2020
- Dean's List 2016, 2017, 2018, 2019, 2020
- GPA 3.403

University of Tennessee at Chattanooga
2022

May

- Master of Science in Criminal Justice (MSCJ)
- Dean's List 2020, 2021, 2022
- GPA 3.428

Professional Experience

Mosaic Event Specialist | University of Tennessee at Chattanooga |
2022

Aug. 2020-

- Promotes, organizes, and coordinates social, educational, and fitness events for the Mosaic program.
- Serves as the staff advisor for the Mosaic Events Committee.
- Recruits and trains students for leadership positions in the Mosaic Events Committee.
- Provides a safe, supportive environment for students to express themselves.
- Provides coaching to students.
- Interim professor of the Mentor program and taught 8 classes in Spring 2022.
- Managed mentor advocacy programs on campus during April Autism Acceptance Month.

Campus Coordinator-Mosaic | University of Tennessee at Chattanooga |
Present

Sep. 2022-

- Promotes, organizes, and coordinates Mosaic events.
- Serves as staff advisor for the Mosaic Events Committee.
- Provides academic coaching to students.
- Serves as advisor for the Mosaic Events Committee.
- Recruits, trains, and manages mentors and peer-students' relationships.
- Gathers data to create assessments and adapt programming based on student feedback.
- Designs and manages Mosaic gear/ swag.
- Provides a safe, supportive environment for students to express themselves.
- Actively participates in professional development opportunities including attending conferences, workshops, and trainings to enhance skills and stay current with industry trends.

Professor- Mosaic | University of Tennessee at Chattanooga |
Present

Feb 2022-

- Develop and deliver undergraduate courses for the Mosaic Program
- Employ diverse teaching methods, including lectures, discussions, case studies, and experiential learning activities, to engage student and promote critical thinking.
- Mentor and advise students on peer-mentorship

- Serve on academic committees and participate in departmental initiatives to support institutional goals and priorities.
- Actively participates in professional development opportunities including attending conferences, workshops, and trainings to enhance skills and stay current with industry trends.

Internship Experience

Union Gospel Mission – Chattanooga Outreach | Chattanooga, TN |

May 2021-

2023

- Responsible for managing donations and coordinating with donors.
- Review applications and conduct interviews with program participants.
- Review and organize participants' completion through the program.
- Organize and manage inventory.
- Coordinating volunteer work.
- Contributed in the formation of grants and fundraisers.

Alcohol, Tobacco, Firearms and Explosives Bureau (ATF) | Chattanooga, TN |

Aug.2021-Dec.

2021

- Receive extensive, high-level exposure to the investigative techniques and responsibilities related to criminal violations of Federal law in areas of explosives, firearms, and arson; attend training and exposure to the firearms tracing process. Became familiar with the responsibilities of the industry operations regulatory and investigative mission.
- Responsible for conferring and coordinating with criminal investigators and task force members in the preparation of criminal investigative reports for the United States Attorney's Office; assist with providing briefs to the United States Attorney's Office on the state of high-profile criminal investigations.
- Organize suspect information and assist in securing of arrest and search warrants. Gather, catalogue, and analyze evidence through investigative leads, seizures, arrests, and execution of search warrants related to federal firearms violations.
- Coordinate with Federal, State, and local law enforcement agencies to obtain current information on potential suspects and obtain a working knowledge of Federal criminal investigative processes and procedures.
- Review and transcribe monitored phone calls of incarcerated persons, relating to violations of state and federal laws.

Other Related Experience and Achievements

- University of Tennessee at Chattanooga Women's Softball. Five-year starter in the outfield.
 - o All-Freshman Team 2017; SoCon Championship Winners 2019; SoCon Second Team All-Conference 2019. 5x SoCon All-Academic Team 2017-2021.
 - Commissioner's Medal 2020, Academic All SoCon 2020. First Team All-Conference 2021.
- SAAC chairman for UTC athletics, voicing the concerns of student athletes. 2019-2021
- Leader and creator of the Stop the R word movement, and co-leader of the Spread the Word to End the Word campaign at UTC. 2017-2019
- Disability Ambassador with the Disability Resource Center (DRC) at UTC.
 - o Disability Resource Center's Disability Ambassador Award 2017

Professional References

- Stephen Gordy: Special Agent ATF – 5726 Marlin Road, 2-316 Chattanooga, TN

- 37411 (423)785-7936 Stephen.Gordy@atf.gov
- Dr. Rick Dierenfeldt: U.C. Foundation Associate Professor of Criminal Justice and Internship Coordinator – 615 McCallie Ave, Chattanooga, TN 37403
(816)390-1657 Ricki-Dierenfeldt@utc.edu
 - Amy Rutherford: Director of Mosaic – 615 McCallie Ave, Chattanooga TN
37403 (865)599-3448 Amy-Rutherford@utc.edu

Jessica Elsmore

6600 Flagstone Drive Ooltewah, TN 37363

Phone: (662) 401-3549 E-Mail: jessica.vinson0812@gmail.com

EXPERIENCE

Hamilton County Sheriff's Office
600 Market Street Chattanooga, TN 37402
(423) 209-7000

04/18 - Present

- ***Crime and Intelligence Analyst*** (11/18 - Present): Works to plan, carry out, and coordinate crime analysis and intelligence activities with other local, state and federal agencies; and performs other related duties as assigned. Develops, recommends and implements policy concerning the organization, resources, roles and uses of the crime and intelligence analysis functions. Researches and analyzes crime statistics to identify patterns and series, forecast trends and recommend allocation of staff resources. Develops victim, criminal, and crime profile analysis identifying potential criminal agents and targets. Responds to requests for analysis of specific and general crime activity for administrative, investigative, and patrol tactical level use. Prepares technical, statistical, and analytical reports. Coordinates crime analysis and research activities to address neighborhood and community issues. Collating and validating intelligence, evaluating the reliability of sources and credibility of information. Designs and evaluates program and project plans, procedures, estimates, and activities for one more aspect of staff service. Trains and supervises 3 full-time and 1 part-time. Coordinates regional intelligence sharing between law enforcement agencies.
- ***Crisis Intervention Team Part-Time Records Clerk*** (04/18 - 08/18): Under general supervision, performed a variety of general clerical duties and customer service duties to support the Sheriff's Office and performed related duties as assigned.

Whitfield County Sheriff's Office
805 Professional Blvd Dalton, GA 30720
(706) 278-1233

08/16 - 01/18

- ***Crime and Intelligence Analyst***: Collects, collates, analyzes, disseminates, and evaluates crime data; creates reports or bulletins to identify trends, patterns, and changes in criminal activity. Performs statistical and investigative analysis of crimes; categorizes and analyzes crimes by type, day, method of operation, etc. Analyzes a variety of police reports to determine areas of criminal patterns. Creates suspect hierarchy organization charts for the department. Analyzes, compiles crime bulletins, organizes, prepares, maintains, and disseminates an assortment of records, reports, and information in an effective manner. Produces computer generated maps to display criminal activity geographically. Requests and sends legal process as necessary. Processes cell phones and cell phone records using Cellebrite and PenLink systems as needed. Works with local, state, and federal jurisdictions on cases. Utilizes national, state, and local law enforcement and other databases in the preparation of daily, weekly, and monthly reports as appropriate. Performs other related duties as required.

Hamilton County Sheriff's Office
600 Market Street Chattanooga, TN 37402
(423) 209-7000

06/15 – 08/16

Crisis Intervention Team Clerical Aide: Under general supervision, performs a variety of general clerical duties and customer service duties to support the Sheriff's Office and performs related duties as assigned. Performs a variety of general office duties including answering phones, routing calls/complaints to appropriate staff, filing (alphabetically, numerically and/or chronologically), copying, and data entry as needed and directed. Assists HCSO staff and general public. Sort and distribute mail and office supplies. Examples of other duties as directed by CIT Manager include assisting with Crisis Intervention Team (CIT) monthly reports (calculating statistics, data entry, etc.), assisting with CIT Training Schools for law enforcement personnel (preparing class materials, contacting presenters, sending reminders, assisting with progression of the 40-hour school, etc.), assisting with Hearing Distressing Voices simulation, gathering information to summarize in report form to superiors, organizing and conducting monthly meetings when needed, interfacing with community partners.

Lee County E-911
178 Pinecrest Street Saltillo, MS 38866
(662) 869-2911

07/14 – 05/15

- ***Emergency Telecommunicator:*** Operated Computer Aided Dispatch (CAD) system to input/monitor emergency calls. Used the InterAct mapping system to track emergency call locations; data was then used to guide emergency first responders, locate callers, etc. Answered emergency and administrative phone lines. Processed emergency calls and dispatched the appropriate response (Fire, Medical, or Police). Followed strict protocols as provided by the National Academies of Emergency Dispatch. Acted as a liaison between agencies for information sharing. Used NCIC to check validity of driver's licenses, vehicle registration tags, criminal history checks, etc. Dispatched for outside agencies (i.e. Natchez Trace Parkway, Lee County Sheriff's Department) as needed. Required to be skilled in remaining calm under pressure, multitasking, data entry, etc. Monitored location of emergency vehicles through use of Fleet Eyes mapping system.

Federal Bureau of Investigation
1220 Echelon Pkwy Jackson, MS 39213
(601) 948-5000

06/11 – 06/12

Intern – Hattiesburg, Mississippi, Resident Agency (08/11

– 06/12) Squad 8

- Assigned Civil Rights era cold case, created documents and reports for Special Agents as needed, researched individuals for background checks.

Intern – Oxford, Mississippi, Resident Agency (06/11 – 08/11) Squad 7 working white-collar criminal matters

- Participated in witness interviews and trial/discovery preparation at the District Attorney's Office, audited walk-in complainant interviews, prepared reports and research for supervisor, investigated data from seized computers, attended trial, assisted Special Agents with all requested tasks.
- Cleared for Top Secret information

■ **EDUCATION**

- **The University of Mississippi 08/12 – 05/14**
- *Master of Science in Criminal Justice with an emphasis in Homeland Security.* Overall GPA: 4.0 Graduate Assistant to Dr. Wigginton in the Department of Legal Studies.
- **The University of Southern Mississippi 08/08 – 05/12**
- *Bachelor of Arts in Criminal Justice with an emphasis in Forensic Science.* Overall GPA: 3.571
- Magna cum Laude, Luckyday Scholar (excellence in community service, 20 hrs. community service per semester required), Honors College Scholar (maintain GPA of 3.25 or higher, complete an undergraduate thesis, and take a comprehensive exit exam in chosen major), Academic Excellence Scholar (received for exemplary ACT score)
- **The Mississippi School for Mathematics and Science 08/06 – 05/08**
- *Diploma.* Overall GPA: 3.7.

CERTIFICATIONS AND TRAINING

- *Certified Law Enforcement Analyst* (International Association of Crime Analysts)
- *Criminal Intelligence and Analysis Training* (Alpha Group Center for Crime and Intelligence Analysis Training)
- *Criminal Investigative Analysis Training* (Alpha Group Center for Crime and Intelligence Analysis Training)
- *Crime Analysis Applications* (Alpha Group Center for Crime and Intelligence Analysis Training)
- *International Association of Law Enforcement Intelligence Analysts, Inc. (IALEIA) Member*
- *International Association of Crime Analysts (IACA) Member*
- *Open Source Fundamentals* (Federal Bureau of Investigation)
- *Criminal Intelligence Systems Operating Policies Certified – 28 CFR Part 23* (Bureau of Justice Assistance)
- *Call Analysis Training School and Cell Site Intelligence Certified* (PenLink)
- *PLX 101 Basic Analysis Training School* (PenLink)
- *CJIS Network Operator Certified* (Hamilton County Sheriff's Office)
- *Microsoft Office – Basic Access Course* (Georgia Bureau of Investigation)
- *Mind Leap Critical Thinking Workshop* (Georgia Bureau of Investigation)
- *CompTIA A+ Certification Course* (New Horizons Online Learning Center)
- *Introduction to SQL* (Chattanooga Public Library)
- *N-Dex: A Tool for Criminal Justice Investigative Analysis* (Regional Organized Crime Information Center)
- *2021 TALEA Training Conference* (TN Association of Law Enforcement Analysts)
- *2021 Virtual PenLink Training Summit* (PenLink)
- *2021 IACA Training Conference* (International Association of Crime Analysts)
- *Certified Law Enforcement Analyst* (International Association of Crime Analysts)
- *Advanced Social Media Analysis Virtual Training* (TN Bureau of Investigation)
- *Best Practices for Effective Crime Analysis* (Instruq/HIDTA)
- *Darkweb Forensics and Investigation* (PATC Tech)
- *From Flash to Bang: How Disinformation fueled the Attack on the U.S. Capitol* (Justice Clearinghouse)
- *Online Social Networking and Criminal Investigations* (NDCAC)
- *Surviving and Thriving in the Court Room* (Bureau of Justice Assistance/NW3C)
- *Virtual Currency* (Bureau of Justice Assistance/NW3C)
- More training information available upon request

RELEVANT EXPERIENCE

- Published as third author in *Criminal Justice Policy Review* paper entitled “Hold That Line: The New Orleans Police Strikes”
- Published as third author in *The Homeland Security Review: A Journal of the Institute for Law & Public Policy*

paper entitled: “Kidnapping for Ransom and Social Learning Theory”

- Published as third author in *Journal of Applied Security Research* paper entitled: “What is the role of behavioral analysis in a multi-layered approach to aviation security?”
- Presented thesis research/academic research at the Academy of Criminal Justice Sciences National Conference in Dallas, Texas – March, 2013 and in Philadelphia, PA – February, 2014
- Attended 29th Annual Training Conference for Mississippi Association for Professionals in Corrections (Bay St. Louis, Mississippi – September, 2012)
- Assisted in carrying out The Icehouse Entrepreneurship Program at Parchman Prison
- Served as a Crisis Line Volunteer providing counseling to victims of sexual assault and survivors of suicide (August 2010 – August 2011)
- Serves on the Marketing Committee for the International Association of Crime Analysts (IACA)

JENNIFER L. MITSCH

Cincinnati, OH ▪ jennifer.mitsch@gmail.com ▪ (513) 266 2555

EDUCATION

XAVIER UNIVERSITY

Cincinnati, OH

Doctor of Education in Leadership Studies

August 2020

- Research area: Approach Avoidance Motivation
- Dissertation: Approach Avoidance Motivation and Predicting Witness Cooperation in Violent Felony Investigations: A Moderation Analysis.
- Reading the leadership landscape, types of leadership, and the leadership strategies that will prove transformative in the organizations in which I serve.

XAVIER UNIVERSITY

Cincinnati, OH

Master of Science in Executive Human Resource Development

May 2014

- Organizational Development and Management, Training, Facilitation, Program Design and Implementation.

EXPERIENCE

CINCINNATI POLICE DEPARTMENT

Cincinnati, OH

Lieutenant

2020 - Present

- **Director, Greater Cincinnati Fusion Center & Real Time Crime Center.**
Provide leadership and supervision regarding the developing and sharing of information and intelligence across all levels of government and private industry to all threats across 12 counties in the region. Management of staff to provide field officers and detectives information in real time to identify patterns and intercept emerging or active crime. Budgeting and related reports as well as identifying funding sources for departmental needs.
- Serve as command officer of the Special Investigations Section's Fugitive Apprehension Squad.
- Serve as command officer and represent the organization to the media and community entities as needed.
- Serve as a primary source of information for command staff and Chief related to the agency's performance.
- Assist command staff in the implementation and maintenance of internal policies, procedures and practices, ensuring all operational matters are uniformly executed and

effectively communicated.

- **Grant writing, research, development and administration.** Current grant, project and fundraising awards exceed 20 million dollars.
- Served as interim Commander of Personnel Management (Human Resources).

Sergeant

2016 - 2020

- Managing a shift of police officers responsible for front-line response to 911 calls and neighborhood patrols within the City of Cincinnati.
- Management and Supervision Planning Section- research, development, grant writing & administration ■

Project Manager – ShotSpotter technology

- Developed a novel witness support initiative CCROW (Cincinnati Citizens Respect Our Witnesses), now modeled across the country.
- Producer, Emmy award-winning documentary “Shoot This, Not That.”

Police Officer

1998 – 2016

- Homicide Unit

(2006 – 2017)

Investigated suspicious deaths, homicides, suicides, and deaths of children under the age of 7, high profile investigations, cold cases, police intervention incidents, kidnappings and cases of patient abuse.

- Developed a case-management database and social networking site for cold cases.
- Personal Crime Unit

(2003 – 2006)

- Investigation of child abuse, missing persons and sexual assaults.
- Patrol & Violent Crimes Squad

(1998 – 2003)

- 911 response, neighborhood patrol, crisis intervention, cultural response to problem-solving.

JENNIFER MITSCH CONSULTING, LLC

2020 – present

- Grant research & writing, review, nonprofit wellness & strategy.

NATIONAL INSTITUTE OF JUSTICE (NIJ)

Washington, D.C

Law Enforcement Advancing Data and Science Scholar

2023 – present

- Class of 2023 – Increasing the research capabilities of law enforcement officers and agencies.

AMERICAN SOCIETY OF EVIDENCE BASED POLICING

UNC, Chapel Hill

Research Fellowship

2022 – present

Applied Criminology and Data Management Course – Development of small-scale localized research project that will allow agencies to measure the effectiveness of programs and policies over time.

DEPARTMENT OF JUSTICE, OFFICE OF JUSTICE PROGRAMS

U.S.A.

Peer Reviewer, Federal Grants

2019 - present

- Critical evaluation of grant applications to ensure scientific credibility and ethical standards of research proposals and ensuring funded projects are in strict accordance with the funder's mission.

YOUTH COLLABORATORY

Pittsburgh, PA (remote)

Grant Reviewer

- Review grant applications being prepared for submission with a focus on the development of innovative, effective and sustainable approaches to program improvement and expansion for youth serving non-profits across the country including efforts to address youth experiencing homelessness and high-risk behaviors.

FACILITATION/INSTRUCTION EXPERIENCE

UNIVERSITY OF CINCINNATI

Cincinnati, OH

Adjunct Faculty – School of Criminal Justice

2022 – present

- Criminal Investigations – in person
- Criminal Investigations - online

UNIVERSITY OF TENNESSEE, CHATTANOOGA

Chattanooga, TN (remote)

Adjunct Faculty – Department of Social, Cultural, & Justice Studies

2023 – present

- Criminal Investigations
- Criminology

CINCINNATI POLICE DEPARTMENT

Cincinnati, OH

Ohio Peace Officer Training Academy (OPOTA) Certified Instructor

2014– present

- Certification #BAS25067
- Certified to teach: Introduction to Policing, Fundamentals of the Criminal Justice System,

Interacting with the Media, Juvenile Justice System, Patrol Aspects & Overview, Companion Animal Encounters, Vehicle Theft & Identification, Booking & Handling, Ohio Law Enforcement Gateway (OHLEG), Traffic: Uniform Traffic Ticket, Tracing Stolen Property, Lineups, Gambling, Surveillance, Interview & Interrogation.

- Provide instruction and/or evaluation for officers and sergeants toward Assessment Center testing as part of promotional exams; both at CPD and at agencies around the U.S.

Archbishop Moeller High School – *Breaking Barriers: An Open Discussion with Area Police Officers on Current Issues*

2020

Ohio Identification Officers Association 2014, 2019

International Leadership Association 2018

ShotSpotter Respond & Investigative Portal 2017

- Instruction to entire police department on the use of ShotSpotter technologies.
- Community Surveys created, administered and analyzed.

Northern Kentucky University – *Technology in Law Enforcement* presentation 2017

Cincinnati Citizens Respect Our Witnesses 2017

- Program creation and development to support witnesses of violent crime.
- Curriculum development for citizen volunteers for the witness support program. Participants received 8 hours of education and training.

National Citizens Police Academy Conference 2015
Certified CPR Instructor

Grant and Funding Awards

-
- Reducing Injury and Death in Missing Individuals with Dementia and Developmental Disabilities - BJA
 - COPS Hiring Program - COPS
 - Coronavirus Emergency Supplemental Fund - OJP
 - Law Enforcement Mental Health and Wellness Act Grant - COPS
 - Crime Gun Intelligence Center - BJA
 - Project Safe Neighborhood - OCJS
 - Ohio TechCred Grant – State of Ohio
 - Second Chance Act Community-Based Reentry Program Grant - BJA
 - Cincinnati Citizens Respect Our Witnesses Initiative – City of Cincinnati
 - Shoot This, Not That – Emmy award winning Photovoice project – City of Cincinnati
 - American Rescue Planning Act (ARPA) – Violence Crime Reduction – OCJS
 - Senator Appropriated Funding
 - Law Enforcement Hearing Protection Pilot Program
 - State Homeland Security Program (SHSP) – FEMA
 - Urban Area Security Initiative (UASI) - FEMA

Public Appearances

-
- The First 48 television series.

- Women of Homicide television series. ■
- NPR, Cincinnati edition.
- Let's Talk Cincy
- 700 WLW, the Bill Cunningham Show
- "Inside Homicide"
- OK! Television show ■ "The Katie Couric Show"
- Leaves of Learning Podcast
- Cincinnati Magazine
- Xavier University Alumni Magazine

TECHNICAL SKILLS

Programming/Software:

- 7+ years' experience with ShotSpotter technology, implementation and troubleshooting.
- Microsoft Office applications
- Canvas, Blackboard
- Zoom, Microsoft Teams, Webex
- OCJS Intelligrants, JustGrants, Grants.gov, SAM.gov
- Fusus
- SPSS and R.
- KRONOS, CHRIS and NEOGOV.
- Blackbaud & eTapestry.

AWARDS AND HONORS

- Career Enhancement Award, Rotary Club Cincinnati, 2021
- Regional Emmy Awards, Nominated as Producer, Documentary – "Shoot This, Not That", 2020
- Superior Achievement – Rotary Club Cincinnati, 2016
- Best Overall Investigative Job Leading to the Solution of a Violent Crime – Hamilton County Police Association, 2010

VOLUNTEER EXPERIENCE

Saints Peter and Paul Academy

Reading, OH

Board of Directors/Development

2010 - Present

- Grant Writing, recruiting, marketing, and student/parent engagement.
- Chair of major fundraising events at this non-profit, independent Catholic Elementary School.

Xavier University

Cincinnati, OH

Executive Mentorship Program

2013 - Present

- Mentoring undergraduate students, career development.
- Serve as a role model and nurturer of possibilities.
- Assist with planning, internship opportunities and career development.

Community Matters

Cincinnati, OH

Board of Directors

2014 – 2017

- Board member and Secretary of this nonprofit in the Lower Price Hill neighborhood, dedicated to removing barriers to opportunities to create a thriving community.

Big Brothers Big Sisters

Cincinnati, OH

Mentor

2014 – 2016

- Served as role model to a 12-year-old young woman until her family moved from Cincinnati. She has returned as an adult, and we remain in contact.

City of Cincinnati

Cincinnati, OH

Mentor

2

022 - present

- Founding member of Cincinnati Police Department's newly developed recruit mentoring program.

CERTIFICATIONS & PROFESSIONAL MEMBERSHIPS, SUBSCRIPTIONS

OPOTA

Teaching

Certification

Certified CPR

Instructor Crime

Prevention

Certification

GPA (Grant Professional Association)

NGMA (National Grant Management
Association) Child Forensic Interviewing

Established SAM, DUNS, & CAGE code
in grants.gov Candid/Foundation

Directory Online

Instrumentl

IACP (International Association of Chiefs of Police)

IALEP (International Association of Law Enforcement

Planners) ASEBP (American Society of Evidence-Based

Policing)
NRTCCA (National Real Time Crime Center Association)

JOSEPH NEIGHBORS

EXPERIENCED HIGHER- EDUCATION EDUCATOR & SUPERVISOR

PROFILE OBJECTIVE

Supervisor with approximately ten (10) years of experience providing directorial support over various work members either through a supervisor role and caseloads. I possess strong skills listed below with the ability to concurrently administer various jobs/projects across multiple disciplines. I possess seven plus (7+) years of being a higher-education educator with creating curriculum.

CONTACT

jneighborscpd@gmail.com

KEY SKILLS AND CHARACTERISTICS

- Strong interpersonal & communication skills
- Experience in various LMS
- Adaptable to various work environments (on-call status)
- Work Collaboratively with various government entities
- Active listening skills
- Problem solving skills
- Leadership skills
- Project Management skills
- Meticulous attention to detail
- Exceptional Organizational skills
- Google Docs & MS Office
- Court Trial testimony
- CIT Train the Trainer

EDUCATION

MASTER OF BUSINESS ADMINISTRATION

BRYAN COLLEGE, DAYTON TENNESSEE
JUNE 2012-NOVEMBER 2013

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

UNIVERSITY OF TENNESSEE-CHATTANOOGA, CHATTANOOGA TENNESSEE
JANUARY 2006-MAY 2007
SUMMA CUM LAUDE/ ALPHA PHI SIGMA NATIONAL HONOR SOCIETY

EXPERIENCE

ADJUNCT FACULTY/UNIVERSITY OF TENNESSEE @ CHATTANOOGA, CHATTANOOGA, TENNESSEE

AUGUST 2024-PRESENT

- ❖ Experienced educator in an online setting in Criminal Justice courses.
- ❖ Experienced educating students with created and prepared curriculum.
- ❖ Grade assignments through valuable feedback with created rubrics during current 4000 level police administration course.

DIRECTOR (PT)/ADJUNCT INSTRUCTOR, MILLER-MOTTE COLLEGE,

CHATTANOOGA, TENNESSEE

APRIL 2017-AUGUST 2024

- ❖ Experienced educator in hybrid, online and in-person educational settings.
- ❖ Organize and plan PAC meetings through educational analysis.

Experienced educating students by utilizing created and prepared curriculum in criminal justice and business administration.

- ❖ Provide analytical data on educational practices for student retention.
- ❖ Delegate duties to various team members to reach mutual goals.

SGT-CRIME SCENE/CIT CO-COORDINATOR/TBI TASK FORCE OFFICER & HOSTAGE NEGOTIATOR (RETIRED), CPD

FEBRUARY 2020-PRESENT

- ❖ Create schedules, utilize project management on office/field functions, and oversee daily operations of 13 personnel.
- ❖ Measure performance of productivity of personnel daily with bi-monthly evaluations.
- ❖ Created employee unit incentive and productivity program.
- ❖ Creation of various crime scene policies and procedural details while providing administrative statistical features.
- ❖ Creation of an increase in crime scene personnel by 42% from 2021-2024.
- ❖ Adaptable in addressing problems by applying corrective strategies.
- ❖ Instruct various courses from civilians to sworn officers.
- ❖ Submittal of TN-POST lessons by conducting educational material for various departmental needs.
- ❖ Conduct and maintain purchase orders for equipment and inventory.
- ❖ Experienced in the following skills: leadership, communication, teamwork, organizational, analytical, time management, and concept of control during supervisor and hostage/crisis responsibilities.
- ❖ Trained and experienced in critical incident management.

HOMICIDE, ROBBERY & PATROL, CPD

MARCH 2008-FEBRUARY 2020

- ❖ Directed and investigated crime scenes/caseload through effective communication. Utilization of project management by directed projects/tasks to various teams while assuring all tasks were completed within a timeline provided.
- ❖ Conducted meetings that included various agencies and interdepartmental teams for a common solution on investigations.
- ❖ Maintained written documentation ranging from patrol to homicide investigative cases (case files).
- ❖ Court Trial Testimony to include county, state and federal courts.

CERTIFICATIONS AND TRAINING

A Hard Look at Soft Skills: How to Implement Soft Skills
Development (MMC) Advanced Auto Theft Identification
Advanced Field
Training Officer
Advanced Interview
and Interrogation
Advanced Leadership
and Supervision-LEIC
Advanced Street Gang
Investigations Advanced
Traffic Investigations
Basic
Fingerprint
Developme
nt Basic
Police
Cyclist

Course
 Basic
 Street
 Gang
 Investigati
 ons Basic
 Traffic
 Investigati
 ons
 Behavioral
 Analysis
 Techniques
 Beyond Knowledge: Investigating Qualities
 Students (MMC) Blood Stain Evidence-
 W204-Crime Scene Investigation Series-IAI
 Building Better CSI's: Developing Robust Field Training
 Programs-W109-IAI Crime Scene Procedures-LEIC
 Criminal Investigative Division's Digital Imaging and
 Video Recovery Team Crisis Intervention Team Training
 Crisis Intervention
 Team Train the
 Trainer Crisis
 Negotiation Team
 Training (FBI)
 Cyber Security: Self-Defense in the
 Digital Age (MMC) Death and
 Homicide Investigation
 Detective and New Investigator
 Investigations Diversity, Equity,
 and Inclusion eLearning (MMC)
 Domestic Assault Response
 Drug Law Enforcement Training Program:
 (Homeland Security) Elder Abuse Training
 FBI Interview and Interrogation: Statement Analysis
 FBI Virtual Academy Certificates: Documenting Discipline, Giving Feedback: A Manager's Guide, Improving
 Your Image & Effective Mentoring
 Field Training Officer
 FTO Sergeant Certification
 Harassment Prevention: A Commonsense Approach – Manager
 eLearning (MMC) Homicide Investigation & Crime Scene
 Management Training
 Hostage Negotiations w/ the Empathy
 Impaired and Psychopaths ICS-100-
 Introduction to Incident Command
 System-FEMA
 ICS-200-Basic Incident Command System for
 Initial Response-FEMA ICS-300-Incident
 Command System-TEMA
 ICS-400-Advanced Incident Command System-TEMA
 ICS-700-An Introduction to the National Incident
 Management System-FEMA ICS-800-National Response
 Framework, An Introduction-FEMA
 Law Enforcement
 Instructor
 Development
 Leadership and

Supervision-LEIC
Leader Within: Maximizing Authentic
Leadership-W177-IAI Learn from the
Experts: Digital Fingermark Imaging
Pioneer 2 Mental Health First Aid
Instructor
Meth Lab Recognition and Safety for
First Responders Next Step
Investigations
Officer Involved Shootings
Post-Blast Investigative Techniques
Post-Certified Instructor in Law-Enforcement
(FTO-Course) PowerPoint 2010, Education
Unit – 1
Prescription
Drug
Enforcement
Social Media
and Drug
Investigations
Special Victims
Investigations
Subconscious Communication: Interview and Interrogation
Support the Vision to Avoid the Division: Building
Teamwork (MMC) Suspicious Activity Reporting (SAR)
Training: (Homeland Security)
The Many Hats of an Educator: Caring
Beyond the Curriculum (MMC) Traffic Reconstruction
Word 2010, Education Unit – 1

Kiera Williams
8930 Drake Parkway Rd, Chattanooga, TN 37416
(404) 450-0604
kiera2280@hotmail.com

Curriculum Vitae

Summary	Demonstrated educator with focus on student retention and understanding. Skilled at learning new concepts quickly, working well under pressure, and communicating ideas clearly and effectively. Enthusiastic about learning and helping others understand content matter.

Education	Master of Science in Criminal Justice University of Tennessee at Chattanooga, Chattanooga, TN Completed 2007 TN State Victims Academy Bachelor of Science in Biology minor Chemistry University of Tennessee at Chattanooga, Chattanooga, TN Concentration: General Biology to allow for more diversified class offerings.	2008 2003

Career History & Accomplishments

Adjunct Instructor, University of Tennessee at Chattanooga, Chattanooga, TN *Current*
Classes include Violence in America, Introduction to Criminal Justice, Criminalistics/Crime Scene Investigation.

Adjunct Instructor, ITT-Technical College, Chattanooga, TN
Successfully taught both Criminal Justice and General Education Classes
Awarded Instructor of the Quarter
Completed Continuing Education Credits on increasing adult learning, student retention, classroom dynamics, and diversification.
Classes include but not limited to: Transportation and Security, Computer Forensics, General Studies 1145, Capstone, Interrogation Methods, and Forensic Criminalistics
2013-2015

Adjunct Instructor, Miller-Motte Technical, Chattanooga, TN
Successfully taught Criminal Justice courses including but not limited to: Juvenile Justice, Criminal Investigations, Introduction to Criminology.
2010 - 2013

Memberships & Affiliations

Member of Beta Beta Beta Biological Honor Society

APPENDIX 4D: NSSE RESULTS 2020-2024

Student Survey Results (NSSE)													
SATISFACTION WITH UTC													
1. How would you evaluate your entire educational experience at this institution?													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	0.0	58.3	41.7	2.4	10.3	51.6	35.7	3.0	15.2	48.2	33.7	12
2023	7.3	9.8	46.3	36.6	4.1	10.8	51.0	34.2	3.4	12.7	51.2	32.7	41
2022	0.0	16.9	55.9	27.1	1.6	18.1	51.3	29.0	2.1	16.7	52.4	28.9	59
2021	2.0	16.0	50.0	32.0	1.9	17.6	53.7	26.8	2.6	16.1	52.4	28.8	51
2020	0.0	10.1	54.4	35.4	2.3	12.9	55.0	29.8	1.9	13.8	53.8	30.6	79
2. If you could start over again, would you go to the same institution you are now attending?													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
	0.0	8.3	50.0	41.7	4.0	7.1	50.8	38.1	4.9	10.9	46.7	37.5	12
	12.5	5.0	37.5	45.0	4.5	12.0	43.1	40.4	4.3	12.6	44.2	39.0	41
	0.0	11.9	59.3	28.8	3.3	15.1	46.0	35.6	4.3	14.0	44.8	36.9	59
	2.0	11.8	45.1	41.2	3.0	13.7	48.4	34.9	3.3	14.4	45.1	37.2	51
	5.1	11.4	43.0	40.5	4.6	14.6	44.1	36.7	3.8	13.6	44.8	37.8	79
CURRICULUM													
3. Institution contributes to you acquiring job or work related knowledge and skills.													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	36.4	27.3	36.4	16.5	24.4	29.1	29.9	13.7	26.0	33.3	27.0	11
2023	10.3	17.9	46.2	25.6	10.8	32.0	31.0	26.2	9.6	26.1	34.3	30.0	40
2022	8.5	32.2	33.9	25.4	13.5	31.7	33.5	21.3	11.4	28.5	34.1	26.0	59
2021	9.8	27.5	39.2	23.5	15.2	32.0	34.5	18.4	13.2	26.5	34.6	25.7	51
2020	13.9	26.6	34.2	25.3	12.7	36.0	30.8	20.5	11.6	30.8	33.2	24.4	79
4. Institution contributed in developing clear and effective speaking skills.													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	16.7	50.0	33.3	8.7	31.5	32.3	27.6	11.7	29.1	33.1	26.1	12
2023	7.7	23.1	30.8	38.5	10.3	23.8	39.4	26.4	9.1	22.9	39.1	29.0	40
2022	8.5	25.4	28.8	37.3	9.6	28.9	33.6	27.9	9.2	28.3	36.1	26.4	59
2021	13.7	21.6	39.2	25.5	11.3	29.7	36.1	22.9	11.4	28.8	36.6	23.2	51
2020	11.4	17.7	38.0	32.9	7.9	33.1	33.7	25.3	9.8	30.6	34.4	25.3	79
5. Institution contributed in developing clear and effective writing skills.													
	Dept				College				UTC				Valid N (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	8.3	41.7	50.0	6.3	19.7	40.2	33.9	7.7	24.3	37.7	30.3	12
2023	2.6	12.8	33.3	51.3	4.8	18.6	38.1	38.6	5.3	20.0	39.0	35.7	40
2022	3.4	22.0	32.2	42.4	4.5	22.7	37.5	35.2	5.2	22.2	40.6	32.0	59
2021	2.0	19.6	39.2	39.2	3.4	23.8	40.6	32.2	4.7	23.4	41.6	30.4	51
2020	5.1	16.5	43.0	35.4	4.9	23.4	40.9	30.8	6.0	25.7	40.6	27.7	79

	6. Institution contributed to your ability to solve complex real-world problems.												
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	8.3	16.7	33.3	41.7	11.9	27.8	32.5	27.8	13.0	25.3	35.7	26.0	12
2023	15.0	15.0	37.5	32.5	10.4	28.0	34.5	27.2	8.4	26.9	34.9	29.9	41
2022	10.2	15.3	39.0	35.6	10.4	29.0	34.8	25.8	10.0	28.6	35.1	26.3	59
2021	7.8	19.6	41.2	31.4	11.2	30.9	35.8	22.1	11.2	27.9	36.0	24.9	51
2020	10.1	31.6	32.9	25.3	10.8	34.1	35.8	19.4	10.4	31.7	35.2	22.7	79
	7. Institution contributed to thinking critically and analytically.												
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	0.0	33.3	66.7	2.4	12.8	36.8	48.0	5.0	15.8	39.6	39.6	12
2023	2.5	15.0	35.0	47.5	3.1	15.1	35.8	45.9	2.7	13.8	40.2	43.4	40
2022	0.0	18.6	27.1	54.2	1.2	18.4	37.2	43.1	1.9	17.6	40.8	39.7	59
2021	3.9	11.8	41.2	43.1	1.7	15.0	45.0	38.3	3.3	14.9	43.1	38.7	51
2020	0.0	15.4	50.0	34.6	3.0	16.6	41.8	38.6	3.0	16.1	42.8	38.1	78
	8. Institution contributed to working effectively with others.												
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	8.3	8.3	25.0	58.3	6.3	25.2	35.4	33.1	10.0	26.3	35.0	28.7	12
2023	2.5	17.5	47.5	32.5	5.8	24.5	40.9	28.8	5.4	21.7	39.7	33.2	40
2022	3.4	28.8	37.3	30.5	6.4	27.9	36.9	28.9	5.3	25.4	39.4	30.0	59
2021	11.8	11.8	45.1	31.4	7.5	26.8	41.2	24.5	8.2	24.3	39.7	27.8	51
2020	8.9	31.6	29.1	30.4	5.3	29.1	42.3	23.3	5.3	26.2	41.2	27.2	79
	9. Institution contributed to developing or clarifying a personal code of values and ethics.												
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	8.3	16.7	33.3	41.7	15.0	25.2	29.9	29.9	15.0	28.7	30.7	25.7	12
2023	10.0	17.5	42.5	30.0	9.1	27.4	34.6	28.8	8.0	24.6	37.0	30.4	40
2022	6.8	25.4	35.6	32.2	11.5	26.6	35.2	26.8	10.2	25.9	36.4	27.4	59
2021	7.8	15.7	45.1	31.4	10.7	27.8	36.7	24.8	12.4	25.9	36.3	25.5	51
2020	10.1	26.6	38.0	25.3	11.3	32.2	34.7	21.9	12.1	28.8	35.9	23.3	79
	10. Institution contributed to encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc).												
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	8.3	25.0	33.3	33.3	15.0	24.4	37.0	23.6	14.8	27.6	34.9	22.7	12
2023	13.2	26.3	39.5	21.1	10.9	30.9	33.6	24.6	10.3	30.2	34.6	24.9	30
2022	8.5	33.9	33.9	23.7	13.0	29.3	35.8	22.0	10.8	31.6	36.4	21.2	59
2021	7.8	31.4	47.1	13.7	12.4	30.3	36.0	21.3	12.2	30.1	36.4	21.2	51
2020	7.6	39.2	38.0	15.2	11.9	32.1	36.2	19.8	12.7	29.5	36.4	21.5	79
	11. Institution contributed to being an informed and active citizen.												
	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	16.7	0.0	41.7	41.7	14.2	24.4	35.4	26.0	17.7	27.7	32.0	22.7	12
2023	14.6	17.1	36.6	31.7	12.5	27.4	32.5	27.6	12.2	27.4	32.6	27.9	41
2022	11.9	22.0	30.5	35.6	13.7	27.6	32.1	26.6	13.0	28.2	34.5	24.2	59
2021	7.8	17.6	41.2	33.3	11.4	32.5	32.6	23.5	12.1	31.5	32.6	23.7	51
2020	12.7	27.8	30.4	29.1	13.3	32.8	31.5	22.4	13.3	32.4	31.6	22.7	79

FACULTY INVOLVEMENT

12. Quality of interactions with faculty members. ¹

	Dept							College							UTC							Valid N. (Dept)*
	Percentages							Percentages							Percentages							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
2024	0.0	0.0	0.0	0.0	8.3	25.0	66.7	0.8	0.8	3.2	9.5	21.4	27.0	37.3	1.6	2.0	4.6	12.2	23.7	23.0	32.9	12
2023	2.5	0.0	2.5	20.0	17.5	25.0	32.5	1.0	1.5	1.7	13.7	27.5	27.0	27.7	1.7	1.9	5.3	13.4	24.4	26.9	26.3	40
2022	1.7	0.0	8.6	22.4	22.4	20.7	24.1	1.2	2.0	4.5	16.7	25.2	25.8	24.6	1.0	2.3	7.2	14.4	26.9	25.1	23.1	58
2021	2.0	0.0	4.0	12.0	32.0	22.0	28.0	1.9	2.3	4.5	14.0	27.9	27.0	22.5	2.4	2.3	6.7	13.4	26.4	25.1	23.7	50
2020	1.3	2.7	4.0	10.7	25.3	28.0	28.0	1.8	1.7	4.5	12.9	26.6	28.3	24.2	1.6	2.4	5.8	15.7	25.8	26.8	22.0	75

13. Talked about career plans with a faculty member or advisor.

	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	8.3	16.7	41.7	33.3	8.7	43.3	25.2	22.8	13.4	46.3	22.5	17.8	12
2023	7.3	39.0	31.7	22.0	11.2	41.4	25.2	22.1	13.7	37.6	28.8	19.9	41
2022	16.9	39.0	27.1	16.9	17.1	40.5	25.6	16.8	16.5	39.7	26.9	16.9	59
2021	19.6	35.3	23.5	21.6	17.4	38.5	24.5	19.6	17.7	40.0	24.1	18.2	51
2020	22.8	44.3	24.1	8.9	14.1	40.6	29.1	16.2	13.0	39.8	27.7	18.8	79

14. Work with a faculty member on activities other than coursework (committees, student groups, etc.).

	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	41.7	25.0	8.3	25.0	40.2	33.9	15.0	11.0	48.8	29.9	11.8	9.6	12
2023	46.2	23.1	23.1	7.7	41.1	30.8	16.0	12.2	41.8	29.3	17.3	11.6	40
2022	49.2	25.4	13.6	11.9	46.4	29.5	14.5	9.6	45.4	39.7	26.9	16.9	59
2021	55.8	21.2	17.3	5.8	48.4	28.4	14.2	9.0	49.4	27.1	14.6	9.0	51
2020	58.2	27.8	7.6	6.3	47.3	29.6	13.8	9.2	45.4	30.3	14.7	9.5	79

15. Discussed course topics, ideas, or concepts with a faculty member outside of class.

	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	27.3	27.3	18.2	27.3	25.4	42.1	18.3	14.3	27.7	44.4	15.6	12.3	11
2023	43.9	29.3	19.5	7.3	26.9	42.2	19.2	11.8	28.3	38.2	21.5	11.9	41
2022	42.4	33.9	13.6	10.2	30.2	40.9	19.1	9.9	32.4	38.8	19.0	9.8	59
2021	42.3	30.8	15.4	11.5	32.8	38.0	18.2	11.0	34.4	37.8	18.2	9.6	51
2020	48.1	38.0	7.6	6.3	29.1	41.6	19.2	10.0	29.4	40.8	20.4	9.5	79

CULTURAL EXPERIENCE AT UTC

16. Had discussions with students of a different race or ethnicity than your own.

	Dept				College				UTC				Valid N: (Dept)*
	Percentages				Percentages				Percentages				
	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	
2024	0.0	0.0	50.0	50.0	1.6	20.6	35.7	42.1	5.3	25.5	32.7	36.5	12
2023	0.0	12.5	32.5	50.0	3.3	21.7	33.2	41.8	4.0	23.5	33.5	39.0	41
2022	5.1	23.7	42.4	28.8	2.8	19.8	36.2	41.1	3.8	22.5	35.0	38.7	59
2021	7.8	19.6	35.3	37.3	3.7	26.9	34.8	34.6	4.7	27.1	32.8	35.5	51
2020	0.0	22.8	41.8	35.4	2.7	25.0	35.3	37.0	3.0	23.6	34.1	39.4	79

17. Had discussions with students from different economic background other than your own.													
Dept				College				UTC				Valid N: (Dept)*	
Percentages				Percentages				Percentages					
Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much		
2024	0.0	8.3	41.7	50.0	1.6	21.3	40.2	37.0	4.1	26.0	36.7	33.2	12
2023	2.5	15.0	32.5	50.0	2.4	21.7	36.8	39.1	3.4	22.9	36.3	37.4	41
2022	6.8	25.4	42.4	25.4	3.6	20.6	39.4	36.4	4.2	23.7	37.2	34.9	59
2021	7.8	21.6	37.3	33.3	4.1	26.0	38.1	31.8	4.3	24.7	37.6	33.5	51
2020	1.3	17.9	46.2	34.6	2.4	20.0	39.7	37.8	2.7	20.2	38.1	39.0	78
18. Had discussions with students who are very different from you in terms of their religious beliefs or personal values.													
Dept				College				UTC				Valid N: (Dept)*	
Percentages				Percentages				Percentages					
Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much		
2024	0.0	16.7	33.3	50.0	4.7	27.6	29.1	38.6	6.0	30.8	30.8	32.4	12
2023	5.0	20.0	27.5	47.5	4.5	23.9	30.3	41.3	5.8	23.6	34.4	36.1	41
2022	8.5	23.7	42.4	25.4	5.5	21.0	38.2	35.4	6.1	24.9	35.3	33.7	59
2021	5.9	19.6	39.2	35.3	5.8	27.0	36.3	30.9	7.2	26.5	35.2	31.1	51
2020	2.5	26.6	36.7	34.2	2.9	23.4	34.6	39.1	4.3	24.5	34.4	36.7	79
19. Had discussions with students who are very different from you in terms of their political opinions or personal values.													
Dept				College				UTC				Valid N: (Dept)*	
Percentages				Percentages				Percentages					
Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much	Very little	Sometimes	Quite a bit	Very much		
2024	0.0	33.3	16.7	50.0	6.3	33.9	30.7	29.1	6.3	32.4	31.4	29.9	12
2023	0.0	27.5	27.5	45.0	3.3	31.3	29.8	35.6	5.4	26.7	33.6	34.3	41
2022	8.5	22.0	37.7	32.2	3.8	26.9	35.2	34.1	5.4	25.7	35.3	33.6	59
2021	3.9	17.6	37.3	41.2	5.8	30.1	32.7	31.4	5.7	25.2	35.6	33.5	51
2020	1.2	21.5	38.0	39.2	2.9	25.6	36.0	35.5	3.7	24.5	34.9	36.9	79
*Valid N = the number of majors (freshmen and seniors combined) answering the question on the NSSE Survey													
**Not enough surveys completed to analyze data													
¹ Scale Question 12: 1 to 7; 1 = Unavailable, unhelpful, and unsympathetic; 7 = Available, helpful, and sympathetic													

APPENDIX 6A: BUDGET

IRIS System via WebGUI - My IRIS Web

<https://irisweb.tennessee.edu/irj/portal?NavigationTarget=navurl%3A%2F%2F84731dbfd...>

University Ledger

Menu J

◀ [@ lleJ[a lL@Jl@llf]l ·11gSll mi1 Reconcile Ledger Report:|

U046510076 social, cultural & Justice studies
E041076 social, cultural, & Justice stds

The university of Tennessee
LEDGER

Reporting Period: 07-01-20
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		

1 of 1

10/30/2024, 2:32 PM