

# Addenda to Academic Catalog 2019-2020

The following revision has been made in the catalog (deleted items are ~~struck~~, new items are underlined)

## **Catalog pages: 88**

### **7.3.4. Criminal Justice with concentration in Forensic Science**

#### **7.3.4.1. Goals**

The goal of the Criminal Justice Program is to ensure students understand the ethical implications associated with crime, criminal behavior, techniques used to reduce crime, and the legal system.

#### **7.3.4.2. Student Learning Outcomes**

B.S. in Criminal Justice degree program has seven student learning outcomes (SLO):

1. Demonstrate knowledge and understanding of links between forensic science that will allow students to make reasoned ethical and legal judgements related to the criminal justice profession.
2. Compare fundamental theories in various criminal justice disciplines and relate them to current criminal justice environments.
3. Understanding the importance of professionalism and ethical behavior in the forensic science community will allow students to analyze criminal justice problems and formulate relevant solutions as well as assess possible outcomes.
4. Understand the need for forensic science in the criminal justice field as well as develop written communication skills for presentation of findings in accordance with established professional guidelines.
5. Develop oral communication skills for discussing the scientific method in a laboratory setting and effectively testifying in a court of law.
6. Understand the basic principles used in forensic science, crime scene investigation and reconstruction, including evidence collection and preservation.
7. Develop an understanding of the importance of the interaction between law enforcement, scientists, forensics, correctional agencies, and the legal profession.

#### **7.3.4.3. Degree Requirements**

The core curriculum for the Bachelor of Science Degree Program in Criminal Justice requires 42 credit hours in criminal justice area. The program focuses on one concentration area in forensic science.

In addition to the core criminal justice curriculum, students have courses related to the concentration forensic science which provides them with an in-depth understanding of concepts

and the opportunity to enhance their skills in forensic science. Concentrations require 18 credits for completion. Similar to the core courses, the concentration courses build on the fundamental knowledge attained in lower-level course work.

**Core Courses (42 credits)**

CRJS 1301 Introduction to Criminal Justice System

CRJS 2302 Policing System and Practices in America

CRJS 2303 Criminal Law

CRJS 2304 Constitutional Law

CRJS 2305 Criminal Trial and the Court

CRJS 3306 Correctional System and Practices in America

CRJS 3307 Criminology

CRJS 3308 Criminal Procedure and Evidence

CRJS 3309 Technical Writing

CRJS 3310 Criminal Investigations

CRJS 3311 Criminal Justice Research

CRJS 3312 Criminal Psychology

CRJS 3313 Diversity and Multiculturalism

CRJS 3314 Statistics in Criminal Justice

**Electives (18 Credits)**

CRJS 2315 Issues in Criminal Justice

CRJS 2316 Theories in Criminal Justice System

CRJS 2317 Comparative/International Criminal Justice

CRJS 2318 Victimology

CRJS 3319 Introduction to Criminalistics

CRJS 3320 Juvenile Delinquency

CRJS 3321 Mental Health in Criminal Justice

CRJS 4322 Ethics in Criminal Justice

CRJS 4323 Substance Abuse

CRJS 4324 Terrorism

CRJS 4325 Cybercrime

CRJS 4326 Quantitative Analysis

CRJS 4327 Crisis Communication/Emergency Management

CRJS 4328 Social Justice

CRJS 4398 Internship

CRJS 4399 Special Topics

**Forensic Science Concentration Core Courses (18 credits)**

FORS 2329 Forensic Science and Criminal Justice

FORS 3330 Forensic Investigations

FORS 3331 Forensic Psychology

FORS 3332 Forensic Biology

FORS 4333 Digital Forensic

FORS 4334 Forensic Studies Experience

**Forensic Science Concentration Electives (6 credits)**

FORS 2329 Forensic Science and Criminal Justice

FORS 3330 Forensic Investigations

FORS 3331 Forensic Psychology

FORS 3332 Forensic Biology

FORS 4333 Digital Forensic

FORS 4334 Forensic Studies Experience

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***7.4.3. Master of Education in Curriculum and Instruction (CUIN)***

**Program Goal**

The Master of Education in Curriculum and Instruction program provides students with advanced content knowledge and pedagogical understandings, which will enable them to implement curricula using instructional technology and research-based instructional strategies, to the highest ethical and professional standards. In addition to STEM fields, the English concentration is designed to prepare teachers for leadership positions in curriculum and instruction in English Language Arts and Literacy.

#### 7.4.3.1. Program Student Learning Outcomes (SLO)

The Master of Education (M.Ed.) in Curriculum and Instruction program prepares students to:

1. Apply human development and learning theories to create productive learning environments
2. Implement curricula with fidelity, using educational best practices, instructional technology, and current research to follow state-mandated standards
3. Develop pedagogical understandings and subject matter knowledge in STEM fields and English Language Arts and Literacy
4. Demonstrate competence in subject area content courses

#### 7.4.3.2. Degree Requirements

Students seeking a M.Ed. in Curriculum and Instruction degree are required to complete ~~36~~ **30** credit hours; ~~24~~ **15** credits of core courses and 6 ~~15~~ credits of **concentration emphasis courses and 6 credits of elective** courses.

#### Core Courses (~~24~~ **15** credits)

EDUC 5311 Human Growth and Development  
 EDUC 5312 Curriculum and Instructional Design  
 EDUC 5313 Statistical Procedures and Measurement\*  
 EDUC 5324 Integrating Technology into Education  
 EDUC 5325 Research Methods in Education

CUIN 5341 Seminar in Curriculum and Instruction 1  
CUIN 5342 Seminar in Curriculum and Instruction 2  
CUIN 5343 Seminar in Curriculum and Instruction 3

CUIN 5344 Assessment Methods in Literacy and Language Arts

*\* English language arts concentration students will take EDUC 5344 Assessment Methods in Literacy and Language Arts in place of EDUC 5313 Statistical Procedures and Measurement.*

#### Mathematics Education Concentration (15 credits)

~~MATH 5311 Teaching Secondary School Mathematics~~

MATH 5312 Geometry and Trigonometry for Teachers

MATH 5313 Advanced Calculus

~~MATH 5314 Teaching Problem Solving in Mathematics and Science~~

~~MATH 5315 Innovative Teaching Methods in STEM Education~~

**Science Education Concentration (6 15 credits)**

CUIN 5321 Methods in Science Teaching

~~CUIN 5322 Teaching the Nature of Science~~

CUIN 5323 Teaching Science Lab

~~MATH 5314 Teaching Problem Solving in Mathematics and Science~~

~~MATH 5315 Innovative teaching methods in STEM Education~~

**Educational Technology Education Concentration (6 15 credits)**

CUIN 5331 Web Design and Web 2.0 Applications

CUIN 5332 Digital Graphics and Animation

~~CUIN 5333 Educational Media and Video Applications~~

~~CUIN 5334 Mobile Application Design and Development~~

~~CUIN 5335 Teaching Programming to Students~~

**English Language Arts Education Concentration (6 credits)**

ENGL 5314 Literary Theory and Criticism

ENGL 5315 Literature for Young Adults

**~~Elective (6 credits—Any two courses below)~~**

~~CUIN 5324 Selected Topics in Science Education~~

~~EDUC 5314 School Leadership~~

~~EDUC 5315 Instructional Leadership~~

~~EDUC 5316 Human Resource Management~~

~~EDUC 5319 School Finance and Campus Business Management~~

~~EDUC 5320 Communication and Public Relations for School Administrators~~

~~EDUC 5326 Law and Policy for School Leaders~~

~~MATH 5316 Selected Topics in Mathematics Education~~

~~MATH 5317 Advanced Linear Algebra~~

~~MATH 5318 Probability and Statistics~~

~~MATH 5319 Ordinary Differential Equations~~

## THESIS or NON-THESIS OPTION

The program offers options to its students to complete the program with Thesis or Non-Thesis option

### THESIS OPTION

For students who choose a thesis option they are required to complete 24 credit hours of course work plus an additional 6 credit-hours of thesis in their concentration area (EDUC 5398 & EDUC 5399). Those who choose thesis option are exempt to take concentration courses.

- Thesis proposal must describe the research and it must be approved by the faculty advisory committee beforehand.
- A successful thesis defense must be presented to the faculty advisory committee to complete the course.
- Students will work with their academic advisor to develop the thesis proposal and plan of study. Once this is completed and prior to finishing the first thesis course, the student must select at least three professors from the NAU faculty to serve as members of their faculty advisory committee. This committee will guide the student through the thesis process.
- The thesis will be defended orally by the student prior to completion of the second thesis course. The faculty advisory committee must accept that all thesis requirements have been successfully completed.
- Grading system: Fail (F), Pass (P)

### NON-THESIS

### OPTION

Students selecting the non-thesis option must complete 30 credit hours of course work.

## **Catalog pages: 94-95**

### *7.4.4. Master of Education in Educational Leadership*

Students who wish to pursue graduate study directed toward developing leadership knowledge and skills may pursue a master's degree in educational leadership. The 30-credit hour Master of Education (M.Ed.) degree program in Educational Leadership is designed to meet the needs of students seeking to develop the knowledge, skills, and dispositions essential to becoming effective educational leaders.

#### **Program Goals**

The Master of Education in Educational Leadership program prepares future school leaders who are forward-looking visionaries, effective communicators, knowledgeable and informed instructional leaders, advocates of technology, and adept resource managers.

##### 7.4.4.1. Program Student Learning Outcomes (SLO)

The Master of Education (M.Ed.) in Educational Leadership program prepares students to become proficient school leaders who:

1. establish and implement a shared vision of high expectations

2. create a positive school culture through effective communication and collaboration with a diverse school community
3. promote the success of all students through rigorous curriculum, effective instructional practices, and data-driven instructional interventions
4. manage human capital through the selection of highly trained teachers, facilitation of professional learning communities, and comprehensive evaluation program
5. oversee the integration of cutting-edge technology into all aspects of the school

#### 7.4.4.2. Degree Requirements

Students seeking a M.Ed. in Educational Leadership degree are required to complete ~~30~~ 36 credit hours course work including ~~6~~ 3- credit, ~~270~~ 135-clock hour internship. The program requires completion of ~~the following core education and major~~ courses:

##### ~~Core Courses (15 credits)~~

~~EDUC 5311 Human Growth and Development~~

~~EDUC 5312 Curriculum and Instructional Design~~

~~EDUC 5313 Statistical Procedures and Measurement in Education~~

~~EDUC 5324 Integrating Technology into Education~~

~~EDUC 5325 Research Methods in Education~~

##### ~~Major Courses (30 21 credits)~~

~~EDUC 5314 Instructional Coaching for School Leadership (personnel)~~

~~EDUC 5315 Instructional Leadership (curriculum)~~

~~EDUC 5316 Human Resource Management~~

~~EDUC 5319 School Budgeting and Resource School Finance and Campus Business Management~~

~~EDUC 5320 Communication for School Leaders and Public Relations for School Administrator~~

~~EDUC 5322 Internship in Educational Leadership~~

~~EDUC 5324 Integrating Technology into Education~~

~~EDUC 5326 Law and Policy for School Leaders~~

~~EDUC 5327 Ethical, Legal, and Professional Issues in Education~~

~~EDUC 5328 Action Research~~

~~EDUC 5329 Organizational Management~~

~~EDUC 5322 Internship 1~~

~~EDUC 5323 Internship 2~~

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**7.4.5. Master of Education in School Counseling**

The Master of Education (M.Ed.) in School Counseling program is designed to develop counseling skills and school counselor preparation for individuals who are seeking a graduate degree in school counseling. The program is a non-thesis, ~~48~~ 36-hour including a practicum for graduation. Coursework features individual and group counseling theories to help, support and advocate for all students, applying research for data-driven decisions, research methods in support of school counseling programs, legal issues and ethical principles, and developing the design implementation, management, and evaluation of a comprehensive developmental school counseling program. The program prepares students to become a skilled school counselor for K-12 schools, helping students in group and individual counseling.

**7.4.5.1. Program Student Learning Outcomes (SLO)**

The Master of Education (M.Ed.) in Counseling program enables students to: 1. Appreciate the need for observing legal and ethical practices in counseling 2. Recognize the relationship between human growth and development and options for counseling interventions 3. Use individual and group counseling techniques to facilitate treatment planning and implementation for diverse student populations 4. Research career development options and create a personal career plan 5. Understand the various roles of the school counselor, including standards and behaviors as defined in Texas Education Agency's Comprehensive and Developmental Guidance and Counseling Program.

**7.4.5.2. Degree Requirements**

Students seeking a M.Ed. in School Counseling degree are required to complete ~~48~~ 36 credit hours course work. The program requires completion of core education and major courses:

**Core Courses (15 credits)**

EDUC 5311/or 5398 Human Growth and Development/or Thesis Research

EDUC 5312 Curriculum and Instructional Design

EDUC 5313 Statistical Procedures and Measurement in Education

EDUC 5324/or 5399 Integrating Technology into Education/or Thesis Writing

EDUC 5325/or 5328 Research Methods in Education/or Action Research\*

**Major Courses (~~33~~ 21 Credits)**

COUN 5311 Foundation of School Counseling

COUN 5312- Individual ~~and Group~~ Counseling Theories and Techniques

COUN 5313- Counseling Children and Adolescents

COUN 5314- ~~Multicultural Counseling and Professional Ethics in School Counseling~~

COUN 5315- Developmental Guidance and Counseling

COUN 5316- Career Development and Counseling

COUN 5317- Practicum for School Counseling\*\*

COUN 5318- Group and Family Counseling Theories and Techniques

COUN 5319- Mental Health & Community Counseling

COUN 5320- Counseling for Special Population

EDUC 5327- Ethical, Legal, and Professional Issues in Education

*\* Students enrolled in thesis section will take EDUC 5325 – Research Methods in Education instead of taking EDUC 5328.*

*\*\* Students enrolled in thesis section will not take EDUC 5312 & COUN 5317, but they will take thesis courses EDUC 5998 & EDUC 5399*

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**COUN 5311 Foundation of School Counseling**

**COUN 5312 Individual ~~and Group~~ Counseling Theories/ and Techniques**

**COUN 5314 Multicultural Counseling ~~and Professional Ethics in School Counseling~~**

**~~COUN~~-COUN 5316 Career Development and Counseling**

**COUN 5318- Group and Family Counseling Theories and Techniques**

Cr. 3. (3.0). This course introduces the Group and Family counseling theories and their applications in educational settings. Theories of group and family counseling with an emphasis on analysis, techniques processes and applications will be covered in this course. Theories covered include psychoanalytic, humanistic, existential, behavioral, cognitive, Gestalt, and solution focused. Student will be understanding the role of group counseling, types, stages, and methods of organizing and facilitating groups in relation to the effectiveness of the overall comprehensive counseling program. Prerequisite: None

**COUN 5319- Mental Health & Community Counseling**

Cr. 3. (3.0). This course addresses professional orientation of services and issues related with mental health counseling in schools. In addition, it provides the study of scope and methods of counseling in school community. Prerequisite: None

### **COUN 5320- Counseling for Special Population**

Cr. 3. (3.0). This course prepares school counselors to address the specific need of special populations, using principles, techniques, and practices. In addition, students learn the research into the role of ethical and cultural skilled counseling with special populations in schools including IDEA, ADA. Prerequisite: None

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### **CRJS 1301 -Introduction to Criminal Justice**

Cr. 3. (3.0). This introductory course is designed to familiarize students with the various facets of the criminal justice system, the sub-systems and how they interrelate, processing of offenders, sentencing, punishment and its alternatives, and the future of the criminal justice system. The historical and theoretical development of the criminal justice system and the impact of issues such as technology, transnational terrorism, cybercrimes, and homeland security on this development are explored.

### **CRJS 2302. Police Systems & Practices.**

Cr. 3. (3.0). This course is an introduction to the operation, philosophy, history, and constitutional limitations of law enforcement in a democratic society in accordance with the U.S. Constitution. The course will focus on the function of law enforcement within society, ethics and professionalism, theories of law enforcement, and the legal aspects that impact law enforcement.

### **CRJS--2303. Criminal Law.**

Cr. 3. (3.0). This course presents an overview of the philosophical development of the American system of criminal law. The course focuses on the types of criminal law, the definitions and classification of crimes, criminal liability and the discussion of controversial issues in criminal law such as the insanity defense, culpability and jurisdiction. This course utilizes actual court cases to illustrate major legal concepts. Prerequisite: CRJS 1301

### **CRJS 2304 Constitutional Law**

Cr. 3. (3.0). The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify and discuss the basic structure of the United States Constitution, the application of the legal fundamental rights involved in the daily operation of the criminal justice system as well as the rights and procedures as interpreted by the courts. Prerequisite: CRJS 1301

### **CRJS 2305. Criminal Trial and Courts**

Cr. 3. (3.0). This course examines the criminal process within American courts from arrest/arrest warrant application to final appeal. Topics include magistrates, trial and appellate courts, plea bargains, evidence, burdens of proof, jury selection and instructions, jurisdiction, habeas corpus and accountability. An analysis of the structure and function of the American court system with attention to the roles of the judge, prosecutor, defender, defendant, jury, victim, witnesses and court administrator are examined. Prerequisite: CRJS 1301.

### **CRJS 2315-Issues in Criminal Justice:**

Cr. 3. (3.0). Students will examine major trends and themes indepth that is not addressed in great detail in another course. Topic will change based on the interests, expertise of the instructor, and current events. Prerequisite: CRJS 1301.

### **CRJS-2316-Criminal Justice Theory and Practice.**

Cr. 3. (3.0). This course examines how criminological theory has developed so that we may better understand the theoretical framing that supports various schools of thought regarding the criminal offender(s) and criminal behavior. Starting with the classical school, moving through the various schools of thought regarding criminality that include, among others, the positivist theories, social disorganization (Chicago School), social learning, strain, social control, and labeling. The course continues through critical criminology, feminist criminology, and more modern theories such as rational choice, routine activity, and development/life course. These theories are examined from a criminal justice perspective view. Moreover, this course is writing-enhanced. Prerequisite: CRJS 1301.

### **CRJS 2317 – Comparative/International Criminal Justice.**

Cr. 3. (3.0). A systematic comparison of the developmental backgrounds, structure and functioning of the major systems of justice in the modern world. This course review the many faces of crime as it takes place around the world and details unusual crimes in foreign countries including: organized crime, money laundering, the drug trade, sex trade, white-collar crime, cybercrime, social media, and terrorism. Prerequisite: CRJS 1301

### **CRJS 2318. Victimology.**

Cr. 3. (3.0). Survey of the literature, research and current trends concerning the victim in the criminal justice system; particular attention is given to the victim rights and compensation, fear of crime measuring victimization, and the impact of victimization on the individual. **Prerequisite: CRJS 1301**

### **CRJS- 3306- Correctional System and Practices in America.**

Cr. 3. (3.0). This course provides an overview of correctional philosophies, practices, and procedures in the corrections segment of the criminal justice system. It examines institutional frameworks and innovations, accountability measures and legislative initiative. The correctional process is examined from sentencing to parole. Examines legal and administrative processes used in establishing postconviction remedies, criminal sanctions, and social controls on adult offenders. Emphasis on understanding the structure and function of the American correctional system and the processes in establishing correctional custody and treatment. **Prerequisite: CRJS 1301.**

### **CRJS 3307. Criminology.**

Cr. 3. (3.0). This course explores the development of criminology as a discipline in greater depth. Contemporary criminological theories relative to the causes of criminal behavior and victimization are studied. Students are expected to study these biological, sociological, psychological, ecological, and anthropological explanations of crime and critically discuss their relevancy to the modern world. Additionally, types of criminal behavior and the systems reaction to these crimes will be distinguished. Research affecting social policy and public crime concerns are examined including social problems and social responsibility perspectives as well. *3 credits* **Prerequisite: CRJS 1301.**

### **CRJS 3308- Evidence and Procedures**

Cr. 3. (3.0). This course focuses on the use of evidence and the legal procedures followed in the processing of criminal cases. Furthermore, this course focuses on the laws and court decisions relating to the admissibility of evidence as well as the appropriate methods of interrogation and its uses in the criminal justice process. **Prerequisites: CRJS 1301, CRJS-2303, & CRJS 2304.**

### **CRJS 3309. Technique Writing for Criminal Justice**

Cr. 3. (3.0). This course is designed to introduce Criminal Justice majors to oral and written communication, critical thinking and operations in criminal justice. Emphasis is placed on the development of writing skills required for careers in criminal justice, including various forms of correspondence, interoffice memos, informal reports, minutes of meetings, summaries, briefings, and presentations; proofreading, revising, and editing; writing for culturally diverse audiences; and criminal justice terminology. In addition, this course focuses on building error-free sentences,

concept formulation and proper citation, e.g., APA. **Prerequisites or Corequisite: ENGL 1311 & ENGL 1312**

### **CRJS 3310-. Criminal Investigation.**

Cr. 3. (3.0). This course provides a brief overview of scientific crime detection and more detailed discussion of techniques for case management and documentation, the concept of proof, the impact of emergent technology on the investigative process, interacting with victims and witnesses, and interviewing suspects. Particular emphasis may be placed on the investigation of particular types of crimes, such as, homicides, sex offenses, child abuse, hate crimes, and so forth. **Prerequisite: CRJS 1301**

### **CRJS-3311- RESEARCH METHODS IN CRIMINAL JUSTICE**

Cr. 3. (3.0). Introduction to the research process as practiced in criminal justice: definition of problem, delineating theory, literature review, various methods of data collection, data analysis, examination of validity and reliability, research design and presentation. Research devices used in everyday criminal justice. Students participate in some aspect of research. **Prerequisite or Corequisite: ENGL 1311 & ENGL 1312; CRJS 1301**

### **CRJS 3312 (or FORS-3331) Criminal Psychology-**

Cr. 3. (3.0). This course examines the various ways in which psychologists, as well as psychological theories and methods, contribute to the study of crime, criminal behavior and the processes of criminal justice. We consider several key domains of forensic psychology including: criminal profiling, eyewitness testimony, forensic interviewing, offender risk assessment and case management. The course also examines points of connection and disjuncture between criminology and psychology, through consideration of the relationship between individual-level and society-level explanations of criminal behavior. **Prerequisite: CRJS 1301, FORS-2329**

### **CRJS 3313-Diversity and Multiculturalism in Criminal Justice.**

Cr. 3. (3.0). The primary objective of this course is to provide students with an overview of issues related to multiculturalism and diversity in the criminal justice system. General areas covered will include how culture influences the decision-making practices of those employed in the system, victimization/offending issues among diverse groups, understanding and appreciating cultural diversity of communities, and historical and current issues impacting a wide range of groups.

### **CRJS 3314-STATISTICS IN CRIMINAL JUSTICE**

Cr. 3. (3.0). An introductory overview of statistical principles and statistical techniques in criminal justice research. Introduction of data measurement, data distributions, probability and the normal curve, samples and populations, testing differences between means, analysis of variance, nonparametric tests of significance, correlation, and regression analysis. Includes "hands-on"

experience using SPSS for data analysis and interpretation. **Prerequisite: MATH-1311, MATH-1313, & MATH-2314**

**CRJS 3319 – Introduction to Criminalistics.**

Cr. 3. (3.0). This course emphasizes the scientific investigation of crime. Analysis, comparison and identification of physical evidence; blood and body fluids, casts and molds, detective dyes, fingerprints, and trace evidence. The importance of crime scene preservation and laboratory examination of forensic evidence as critical steps in the investigative process are emphasized. The processing of evidence in the field and laboratory are performed during in class lectures and in laboratory settings. Specific areas that will be covered during this class include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Another focus will be the proper recognition, collection and preservation of physical evidence obtained from systematic searches of crime scenes. **Prerequisite: CRJS 1301**

**CRJS 3320-Juvenile Delinquency**

Cr. 3. (3.0). This course will introduce students to the principles of juvenile delinquency and current trends. It will provide a historical overview of juvenile delinquency in America. The course will examine the psychological, social, and environmental theories of juvenile delinquency while also covering the juvenile court system and treatment options for delinquency. This course also examines the actual court cases that changed how youths are processed. **Prerequisites: CRJS 1301 & CRJS 3307.**

**CRJS 3321 – Mental Illness and the Criminal Justice System.**

Cr. 3. (3.0). This course explores the relationship of mental illness to crime and violence. Topics include the nature, prevalence, and consequences of mental disorder, substance use, and violence among criminal offenders, violence risk assessment, and the institutional and other treatments for the mentally ill offender. **Prerequisites: CRJS 1301.**

**CRJS-4322 Ethics in Criminal Justice.**

Cr. 3. (3.0). A critical examination of the diverse ethical issues encountered in the American criminal justice system with a focus on comparing and contrasting the principles of moral philosophy and ethical theory to the practices of criminal justice agencies. Furthermore, this course examines the moral, legal and normative obligations of the state and criminal justice professionals.

**CRJS-4323 Substance Abuse and the Criminal Justice System.**

Cr. 3. (3.0). Social and psychological factors in alcohol and drug use, abuse and addiction. Legal and social elements of substance abuse and their relationship to criminal justice system.

Characteristics of various controlled substances; categories of drug offenses; and investigation of drug cases. Prerequisites: CRJS 1101.

**CRJS-4324- Terrorism.**

Cr. 3. (3.0). This course addresses the phenomenon of terrorism from a criminal justice perspective. The history of the phenomenon and contemporary terrorism in both its domestic and international manifestations; theories about terrorism; analytic methods for investigating and combating it, whether perpetrated by state or non-state actors. Prerequisite: CRJS 1301.

**CRJS 4325- Cybercrime.**

Cr. 3. (3.0). This course focuses on topics related to cybercrime, including legal, enforcement, behavioral, and social factors that influence its perpetration, prevention, and prosecution. Prerequisite: CRJS 1301

**CRJS-4326 Quantitative Analysis.**

Cr. 3. (3.0). An introduction to quantitative applications in the field of Criminal Justice. Basic descriptive and inferential statistics. Topics include measurement scales, measures of central tendency, measures of dispersion, data distributions, sampling, probability, hypothesis testing, Chi Square, Z-test, TTest, and Analysis of Variance models. Students will be introduced to SPSS for data analysis. Prerequisite: CRJS 4311, CRJS 4314

**CRJS-4327 Crisis Communication/Emergency Management.**

Cr. 3. (3.0). The course focuses on emergency response, crisis communication planning, and how to deliver coordinated responses to mitigate risk in high-stress situations. Students will gain foundational knowledge on how to effectively communicate when determining a coordinated approach to a crisis.

**CRJS-4328-Social Justice and Crime.**

Cr. 3. (3.0). This course examines the social injustices in the criminal justice system's naming and sanctioning of harmful behaviors as crimes. Discussions will unpack the values, ethics, and ideologies underlying the current retributive system of sanctioning compared to social justice responses. Harmful and oppressive crimes of states, nations, and corporations such as genocide, violence, and environmental crimes illustrate key concepts underlying justice models. Students will learn how the following concepts apply in retributive justice models and more inclusive, peace-oriented, and restorative models: marginalization, stigmatization, stigma, power, privilege, bias, oppression, resistance, compassion, inclusivity, community, and the limitations of a rightsbased approach.

### **CRJS-4398 Internship.**

Cr. 3. (3.0). This course is designed to supplement coursework in Criminal Justice. It helps students apply their knowledge into real-world problems in professional settings. Students recognize the need for continuous learning and experience the challenges of workplace environment. Students also receive feedback from their on-site supervisor to use as a guide and to help them as they prepare to enter the workforce.

### **CRJS-4399 Special Topics.**

Cr. 3. (3.0). This course focuses on special topics related to contemporary criminal justice issues chosen by the instructor and selected by the student such as crime-fighting tactics, society's response to reducing crime, and criminal behavior.

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### **~~CUIN 5322 Teaching the Nature of Science~~**

~~Cr. 3. (3.0). This course overviews the history of scientific thought from the philosophical perspective. It discusses the nature of science, the history of science, the philosophy of science and the sociology of science for issues in science education.~~

~~Prerequisite: None~~

### **~~CUIN 5324 Selected Topics in Science Education~~**

~~Cr. 3. (3.0). This course is the study of the selected topics in science education like the recent developments and the current research. The selected topics from secondary school science content will also be reviewed.~~

~~Prerequisite: None~~

### **~~CUIN 5333 Educational Media and Video Applications~~**

~~Cr. 3. (3.0). This course explores advanced video editing methods in current software. Both traditional and cloud-based alternatives of latest video editing software will be covered with special emphasis in educational applications. Students acquire knowledge of visual design guidelines and principles for creating effective multimedia and hypermedia learning materials.~~

~~Prerequisite: None~~

### **~~CUIN 5334 Mobile Application Design and Development~~**

~~Cr. 3. (3.0). This course improves students' understanding of mobile learning and its educational uses. Special focus will be on mobile learning and developing mobile applications. Mobile learning~~

topics include computer programming concepts and development of mobile applications. Practical aspects of this course include designing Android and iOS based educational mobile applications.

Prerequisite: None

### **CUIN 5335- Teaching Programming to Students**

~~Cr. 3. (3-0). This course will be covering various programming tools and platforms designed to teach learners in K-12 programming concepts. Programming tools will be discovered and projects will be created to understand the basics of programming at various level including elementary, middle and high school levels. Practical aspects of this course include designing educational programming projects.~~

Prerequisite: None

### **CUIN 5341-Seminar in Curriculum and Instruction 1**

Cr. 3. (3.0). This course includes the study of research, theory, pedagogy and curriculum for intermediate and secondary classrooms. It emphasizes on the current approaches to curriculum and curriculum innovation, including major educational issues as they affect curricular activity.

Prerequisite: Graduate standing.

### **CUIN 5342-Seminar in Curriculum and Instruction 2**

Cr. 3. (3.0). This course focuses on the application of instructional strategies for teachers at the middle and secondary levels. Sources of materials, textbooks, and methods of teaching are addressed. In addition, it analyzes classroom teaching from a variety of disciplinary perspectives.

Prerequisite: Graduate standing.

### **CUIN 5343 -Seminar in Curriculum and Instruction 3**

Cr. 3. (3.0). This course is designed to help educators guide their students in acquiring skills needed for adequate reading, thinking, writing, and study in their content areas. Emphasis is on the functional teaching of the content including the design and preparation of materials to use in all school subjects. Prerequisite: Graduate standing.

### **CUIN 5344 Assessment Methods in Literacy and Language Arts**

Cr. 3. (3.0). This course focuses on exploring and designing assessment to identify the literacy and language needs of struggling readers and writers. Graduate students collect, evaluate and analyze assessment data in order to design intervention strategies.

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## **EDUC 4324 Reading in Content Areas**

Cr. 3. (3.0). This course focuses on the development of reading skills and the interaction of readers with the text. Topics include the readability of curriculum materials, accommodating learning in light of students' diverse reading abilities, and assessment of student learning.

Prerequisite: None

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## **EDUC 5314 ~~School~~ Instructional Leadership (Curriculum)**

Cr. 3. (3.0). This course focuses on the role of the school leader in improving curriculum and instruction, based on current research about effective instructional practices. Students will explore different types of evaluation and evidence-based instructional practices, as they learn to analyze data from a variety of sources to make informed decisions that improve teaching and learning. Prerequisite: None. ~~—This course focuses on preparing educators with the management skills necessary for successful administrative leadership in public schools. It examines the importance of organizational leadership from an interdisciplinary perspective. Special emphasis is placed on leadership styles, transformational leadership, school culture, and the critical role assumed by school leaders as leaders of the school vision. Prerequisite: None~~

## **EDUC 5315 Instructional Coaching for School Leadership (Personnel)**

Cr. 3. (3.0). This course focuses on the implementation of current research and effective strategies designed to improve teacher performance and increase student success. Emphasis is on teacher recruitment and selection, professional development and continuing education that meets the identified needs of staff at all levels of experience, and the use of a systematic program of supervision and evaluation to provide feedback that improves teacher performance and increases student achievement. Prerequisite: None

~~This course is designed to introduce school leaders to theories and current research regarding innovative practices and effective strategies for creating teacher leaders. Emphasis will be on promoting the selection, placement, retention, and professional development of teachers through a systematic program of supervision and evaluation. The role of teachers as instructional leaders will be emphasized as this leads to improved classroom performance and student achievement. Prerequisite: None~~

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## **EDUC 5319 ~~School Finance and Campus Business~~ Budgeting and Resource Management**

~~Cr. 3. (3.0). This course emphasizes on the role of the principal in resource alignment and management, including budgeting, personnel, resource utilization, and financial management. Emphasis is placed on processes that most effectively and equitably address identified needs of the campus, specifically support increased student achievement, and align with the school vision, as specified in the campus improvement plan. This course also includes the history of school finance, a review of budgeting methods, and current school finance guidelines. focuses on the role of the school principal in overseeing the distribution of resources throughout the school. Emphasis is on the principal's role in budgeting, as well as the administrator's ability to efficiently allocate financial resources, manage human resources, and utilize material resources in alignment with the school's vision, instructional leadership, and student success goals.~~  
Prerequisite: None

### **EDUC 5323 Internship 2**

~~Cr. 3. (0-3). The internship is an opportunity for candidates to have authentic field experience in real school environment. This is a time when candidates work closely with school staff, teachers, administrators, and supervisors at their school or other educational settings. During this course, candidates will put theory into practice by learning more about the day-to-day responsibilities as an educator. Prerequisite: None~~

### **~~EDUC 5326 Law and Policy for School Leaders~~**

~~Cr. 3. (3-0). This course examines key legal issues that govern daily and long range decisions made by educational leaders. It also reviews the laws that govern America's public schools, including student rights, teacher rights, and special education. Students will explore the effect of changing laws on policy decisions within the educational system, by choosing one policy to examine in greater depth.~~

~~Prerequisite: None~~

### **EDUC 5327 – Ethical, Legal, and Professional Issues in Education**

~~Cr. 3. (3-0). This course focuses on recent legal and ethical issues in education. Students will review educational documents to determine compliance with the code of ethics, as well as key legislation and judicial precedents. Emphasis will be on real problems educators face in a diverse school population and how school leaders find ethical, legal, and practical resolutions to those problems. Prerequisite: None~~

### **EDUC 5328 Action Research.**

Cr. 3. (3-0). This course introduces educators to the process of planning and conducting action research studies, through the four phases of task definition, goal setting and planning, enacting, and adapting. Emphasis is on research methods and procedures that educators can use in their everyday practice through a process that balances problem-solving actions with data-driven analysis that enables them to make future predictions about organizational change that will be beneficial to the institution. Prerequisite: None

### **EDUC 5329–Organizational Management**

Cr. 3. (3-0). This course focuses the importance of organizational leadership within educational organizations from an interdisciplinary focus, with an emphasis on the theories and concepts behind school governance. Special emphasis is placed on leadership styles, transformational leadership, school culture, and the critical role of school leaders in accomplishing the school’s vision. Prerequisite: None

### **EDUC 5398-Thesis Research**

Cr. 3. (0-0-3). This course is designed for those who will pursue thesis option in their plan of study. It is designed for preparation of master thesis. The candidate identifies a problem, reviews literature, creates a product based on applicable literature, research or theory that addresses the problem, and develops a plan for implementation and evaluation with the supervision of an academic advisor. Prerequisite(s): 24 credit hours.

### **EDUC 5399-Thesis Writing**

Cr. 3. (0-0-3). The thesis is an independent research course which involves theoretical or empirical research that identifies an issue or question, reviews literature, designs a study, gathers and analyzes data or evidence, and presents interpretations or conclusions. A candidate is required to perform the study under the guidance of a faculty advisory committee. A written thesis is required to be presented, defended orally and submitted to the faculty advisory committee for approval. Prerequisite(s): EDUC 5398.

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### **ENGL 3325 Young Adult Literature**

Cr.3. (3-0). Survey of historical and contemporary literature for adolescents with emphasis on genre, literary and cultural significance. Prerequisite: ENGL 1312

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### **ENGL 5314 - Literary Theory and Criticism.**

Cr. 3. (3-0). This course requires reading and study of major developments such as semiotics, psychoanalysis, post-structuralism, post-modernism, reception theory, multicultural and postcolonial studies, feminism, and gender studies, and others. Methods for teaching literary theory and criticism are also addressed. Prerequisite: Graduate standing.

### **ENGL 5315 - Literature for Young Adults.**

Cr. 3. (3-0). This course includes advanced study of literature suitable for adolescents. Reading, evaluation and instructional methods are included. Prerequisite: Graduate standing.

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### **FORS 2329- Forensic Science and Criminal Justice**

Cr. 3. (3.0). This course introduces students to the basic principles and uses of forensic science. Study of the application of science to law and the criminal justice system. Overview of disciplines, theories, techniques and practices of which the field of forensic science is comprised. Prior knowledge or background in the forensic sciences is not required

### **FORS-3330. Introduction to Forensic Investigations**

Cr. 3. (3.0). Introduction to the development of Forensic Investigations and its contribution to the Criminal Justice System and the applications of the scientific discipline to the examination and analysis of physical evidence. Prerequisite: CRJS 1301.

### **FORS 3331. Forensic Psychology**

Cr. 3. (3.0). An interdisciplinary examination of the relationship between psychiatry, clinical psychology, and the criminal justice system with regard to mentally-ill criminal offenders. Focus is on the legal standards for determining various criminal competencies, insanity, diminished capacity, and related defenses of excuse. Prerequisites: CRJS 1301, PSYC 2311.

### **FORS 3332. Forensic Biology**

Cr. 3. (3.0). An introduction to the basic principles of biology as applied to the field of forensic science. The aim is to use scientific reasoning to draw conclusions and make decisions about forensic techniques, analyses, and results. Topics include the biological features and

characteristics of evidentiary materials, as well as the basic principles of chemistry, cell biology, microbiology, and genetics that underlie forensic analyses. **Prerequisite: BIOL**

### **FORS 3435-Investigative Photography**

Cr. 3. (3.0). This course covers the operation of various photographic equipment and its application to criminal justice. Topics include using various cameras, proper exposure of film, developing film and prints, and preparing photographic evidence. Upon completion, students should be able to demonstrate and explain the role of photography and proper film exposure as well as development techniques.

### **FORS 3436 - Criminal Profiling**

Cr. 3. (3.0). Study of the differentiation of criminal types in criminal justice policy and practice. Focus on theoretical foundations of typology construction and application of offender typologies and criminological theories to the investigative and adjudication process. **Prerequisites: CRJS 1301**

### **FORS 4333-Digital Forensics**

Cr. 3. (3.0). Similar to computer forensics, digital forensics is a branch of forensic science that uses investigative techniques to gather stored data from digital devices. This branch can include cell phones, digital storage devices, computers, and other technological items used by individuals.

### **FORS-4334 Forensic Studies Experience**

Cr. 3. (3.0). This course is structured to provide the basic concepts of analytical chemistry as it applies to drug and body fluid analyses. The course is composed of seven modules. Each module will be supplemented with figures, animations, links to appropriate websites and self-test questions. A series of case studies will be used to reinforce concepts and to combine individual topics covered in each module.

### **FORS 4337-Digital Forensics**

Cr. 3. (3.0). Similar to computer forensics, digital forensics is a branch of forensic science that uses investigative techniques to gather stored data from digital devices. This branch can include cell phones, digital storage devices, computers, and other technological items used by individuals.

### **FORS 4338 - Serial Murder**

Cr. 3. (3.0). Introduction to the origins, nature, and dynamics of serial murder. Review of theory and research on the origins and development of serial murder behavior, the conceptual

differences between different types of multiple murder phenomena, gender differences in serial homicide, the role of mental disorder, social and cultural forces, and environmental influences on serial murder, investigating serial murder, understanding victimology, and media attention to serial murder. Prerequisites: CRJS 1301, FORS 4333.

### **FORS 4339-Crime Scene Investigations Techniques**

Cr. 3. (3.0). This course covers all of the vital components of a crime scene investigation. Participants will learn proper photography techniques, including macro and night photography. Other topics covered include latent print processing, biological, trace, and impression evidence, crime scene sketching, note taking, and report writing. Hands-on exercises will focus on the recognition, documentation, processing, recovery, and preservation of physical evidence. Participants will apply learned techniques through a mock crime scene exercise conducted on the last day of the program. Prerequisites: CRJS 1301, FROS 4333.

**Catalog page: 118**

### **~~MATH 5311 Teaching Secondary School Mathematics~~**

~~Cr. 3. (3-0). This course focuses on methods, techniques and evaluative instruments applicable to the teaching of secondary school mathematics.~~

~~Prerequisite: None~~

### **~~MATH 5314 Teaching Problem Solving in Mathematics and Science~~**

~~Cr. 3. (3-0). This course provides students with opportunities for reflection on aspects of inquiry/problem solving, and nature of science/mathematics. Provides background for student development of instructional materials focusing on inquiry/problem solving and nature of science/mathematics.~~

~~Prerequisite: None~~

### **~~MATH 5315 Innovative Teaching Methods in STEM Education~~**

~~Cr. 3. (3-0). Through a dynamic process of investigation and collaboration, students aim to master techniques for project-based investigations in STEM classrooms, and teach project-based lessons in the secondary classroom. Students work to formulate questions, make predictions, design investigations, collect and analyze data, make products and share ideas. The use of assessments to improve student learning is emphasized in the course.~~

~~Prerequisite: None~~

### **~~MATH 5316 Selected Topics in Mathematics Education~~**

~~Cr. 3. (3-0). This course is the study of the selected topics in mathematics education like the recent developments and the current research. The selected topics from secondary school mathematics content will also be reviewed.~~

~~Prerequisite: None~~

### ~~**MATH 5317- Advanced Linear Algebra**~~

~~Cr. 3. (3-0). The following topics will be covered: the basic theory of vector spaces, the algebra of linear transformations and equations, the algebra of matrices, determinants, Eigen values, Eigen vectors, introduction to inner product spaces.~~

~~Pre-requisite: Graduate standing and MATH 2316 or equivalent consent of graduate advisor.~~

### ~~**MATH 5318- Probability and Statistics**~~

~~Cr. 3. (3-0). Topics include probability, random variables, moments and generating functions, random vectors, special distributions, limit theorems, sampling, point estimation, hypothesis testing, confidence estimation.~~

~~Pre-requisite: Graduate standing and MATH 2315 or equivalent or consent of graduate advisor.~~

### ~~**MATH 5319- Ordinary Differential Equations**~~

~~Cr. 3. (3-0). This course provides beginning graduate students a survey of ordinary differential equations by reviewing undergraduate coursework and introducing more sophisticated solution techniques and analysis for the study of smooth dynamic systems. Applications will include classical mechanics, electrical circuits, chemistry, biology, and economics.~~

~~Pre-requisite: Graduate standing and MATH 5313 or consent of graduate advisor.~~