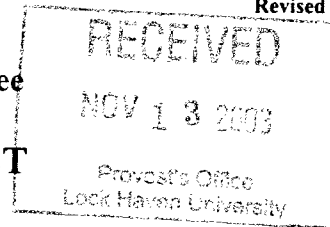


Lock Haven University
University Curriculum Committee



PROPOSAL COVER SHEET

Course #: 300 CRJS Title: FORENSIC CRIMINOLOGY 3sh

** See the back for instructions on listing the course number and how this document should be routed through the curricular process.

New Course Drop Course New Degree Drop Degree Revision Other

Briefly state the reason for the revision _____

Applicable overlay(s) IL MC EE _____ (units) WE

Prerequisites: Not Applicable Change (Addition/Removal)

Please Specify any changes _____

Please Specify the effective date of these changes _____

	10/5/03	Approve	Disapprove
Signature: Department Chairperson	Date	Recommendation	

	10/5/03	Approve	Disapprove
Signature: Chairperson, College Curriculum Subcommittee or Graduate Curriculum Subcommittee	Date	Recommendation	

	11/13/03	Approve	Disapprove
Signature: Chairperson, University Curriculum Committee	Date	Recommendation	

	11-16-03	Approve	Disapprove
Signature: Vice President for Academic Affairs	Date	Recommendation	

PROVOST - Does this proposal need to go to the: Board of Governors Council of Trustees

	11/18/03	Approve	Disapprove
Signature: President	Date	Recommendation	

sent to 11/26/03

**Lock Haven University of Pennsylvania
Lock Haven, Pennsylvania**

**Department of Sociology, Anthropology, Social Work, Criminal Justice, and
Geography**

Forensic Criminology

I. Introductory Information

- (A) **Department Name:** Sociology, Anthropology, Social Work, Criminal Justice, and Geography
- (B) **Department Catalog Number:** CRJS 3--
- (C) **Course Title:** Forensic Criminology
- (D) **Semester Hours of Credit:** 3 Semester Hours of Credit
- (E) **Clock Hours Per Week:** 3 Clock Hours per week in a 15 week semester
- (F) **Overlays:** Information Literacy
- (G) **Restrictions Upon Student Registration:** Successful completion of CRJS 102 or permission of Instructor

II. Description of the Course

Catalog description: Designed to provide students with an in depth study of the concepts of profiling, behavioral analysis, and threat assessment. The course examines a variety of serious offenses such as serial murder, serial rape, school violence, workplace violence and child abduction. Emphasis will be placed upon the underlying psychological factors and societal stressors that contribute to the above events.

III: Exposition

A. Objectives:

Upon completion of this course, students will be able to do the following:

- 1) Demonstrate an understanding of the historical development and current applications for 'profiling', using psychological principles, in ascertaining offender motivation and narrowing likely offender pools from a law enforcement perspective.
- 2) Explain the difference between, and applications for, a 'profile', a typology, and a theoretical framework, within the context of criminal behavior.
- 3) Demonstrate an understanding of the elements of and differences between a threat assessment and a risk assessment as applied to human behavior within the criminal context.
- 4) Create a 'profile' of a likely offender for a specific crime.
- 5) Research, analyze, and utilize various offender typologies in the explanation of specific offenses.

- 6) Demonstrate an understanding of the relationship between mental disorder, mental condition and various serious types of criminal behavior.
- 7) Analyze, synthesize, and apply different scholarly, news, and feature information available on the internet using a variety of expository styles.
- 8) Write coherently and persuasively, using proper grammar, punctuation, and sentence construction in a variety of different venues.
- 9) Evidence competency in retrieving and utilizing information from internet sources relevant to the criminal justice disciplines.

B. Activities and Requirements:

Students must attend class and actively participate in class discussions, complete written assignments and papers, and pass tests which allow them to express specific competencies.

C. Major Units and Time Allotted:

- I. Introduction and overview to psychological profiling (3 Contact Hours)
- II. Threat Assessment and Risk Assessment (3 contact hours)
- III. Sex Offenses (6 Contact hours)
- IV. Murder (6 Contact Hours)
- V. Arson (3 Contact Hours)
- VI. Terrorism (4 contact Hours)
- VII. Stalking (3 Contact Hours)
- VIII. Workplace Violence (4 Contact Hours)
- IX. School Violence (4 Contact Hours)
- X. Child Abduction (3 Contact Hours)
- XI. Forensic Evaluation and Psychiatric Testing (3 contact Hours)
- XII. Task Forces and Databases (3 Contact Hours)

D. Materials and Bibliography

1. Suggested textbooks

Currently, there is no textbook available that provides an in depth of overview of the topics presented in this course. Many publications, both government and from the private sector are available for in depth treatment of *each* of the topics covered in this course. However, it would not be feasible for students to purchase 12-15 books to complete requirements for this course. Additionally, typologies and

frameworks for many of the topics covered in this course continue to be refined and developed based upon newly emerging research and publications. Much of the material that has been published in book form is dated. All required reading materials for this course will be available to students through the web based support site for the course and on reserve in the Stevenson Library. For holdings that the Stevenson library does not currently have, the instructor will provide personal copies for reserve. Many of the documents students will be required to read are available through the National Criminal Justice Reference Service (at no cost) and can be easily downloaded by the student. Additionally, as mentioned above, all required reading materials will be posted on the web based site established for this course so the student will not have to 'look' for them.

2. Other materials:

Students will be required to make extensive use of a web based internet site (within a Blackboard or eCollege application, supported by LHUP) to access a variety of documents and resources designed and posted on the website to facilitate their learning in this course and necessary for their completions of required assignments.

3. Bibliographic support:

Busch, K.A., & Cavanaugh, J.L. (1986). The study of multiple murder: Preliminary examination of the interface between epistemology and methodology. Journal of Interpersonal Violence, 1, 5-23.

Douglas, J.E. & Burgess, A.W. (1986). Criminal profiling: A viable investigative tool against violent crime. FBI Law Enforcement Bulletin 55(12), 9-13.

Douglas, J.E., Burgess, A.A., Burgess, A.G. & Ressler, R. (1992). Crime classification manual: A standard system for investigating and classifying violent crimes. New York: Lexington.

Federal Bureau of Investigation. (2000). The School Shooter: A threat assessment perspective. Quantico, Virginia.

Fein, R.A., Vossekuil, B., & Holden, G. (1995). Threat assessment: An approach to prevent targeted violence. Washington D.C.: Government Printing Office.

Hazelwood, R. and Burgess, A., (2001). Practical Aspects of Rape Investigation: A Multidisciplinary Approach 3rd Edition. Boca Raton: CRC Press.

Hazelwood, R., & Warren, J.I. (1990, September). The criminal behavior of the serial rapist. FBI Law Enforcement Bulletin, 59, 1-17.

Heide, K. (1999). Youth Homicide: An investigation of psychological, sociological, and biological approaches. In M.D. Smith & M.A. Zahn (Eds.), Homicide: A sourcebook of social research. Thousand Oaks, CA: Sage Publications.

Icove, D.J. & Estepp, M.H. (1987). Motive-based offender profiles of arson and fire-related crimes. FBI Law Enforcement Bulletin. April, 1987.

Injury Prevention Research Center. (2001). Workplace violence: A report to the nation. Iowa City: University of Iowa.

Plass, P.S., Finkelhour, D., & Hotaling, G.T. (1997). Risk factors for family abduction: Demographic and family interaction characteristics. Journal of Family Violence. 12(3): 333-347.

Sygnatur, E. F., & Toscano, G.A. (2000). Work-related homicides: The facts. Compensation and Working Conditions. (spring)3-8.

IV. Standards: Students comprehension and ability to apply information will be evaluated through the use of formal written assignments, informal web based and in class discussions, and objective tests. The Lock University Grade Standards for assigning letter grades will be used.

V. Rationale and Impact:

A. This proposal is necessary to offer Criminal Justice Major students a discipline specific option for degree required Criminal Justice Elective Credit or Career Component Credit. Currently, there is one discipline relevant elective (Criminal Investigation) for Criminal Justice Majors, which is offered once per academic year. Criminal Justice majors are required to take 11 credits of criminal justice electives (above and beyond general education electives). Additionally, criminal justice majors are required to take 12 credits of courses to satisfy the Career Component requirement for the degree. Currently, the only discipline related option available to them to satisfy those requirements is a maximum of 6 credits of internship credit and/or possibly the use of the Criminal Investigation course to satisfy that requirement. At present, LHUP Criminal Justice majors must seek courses in other disciplines to fully satisfy criminal justice degree requirements. Addition of this course offering will provide Criminal Justice students with a discipline specific and relevant course, which may satisfy criminal justice degree requirements in either the Criminal Justice elective category or the Criminal Justice career component category.

B. This course is specifically designed for undergraduate Criminal Justice Majors.

C. This course will not affect or impact any other existing academic program or department at LHUP.

VI. Cost and Staff Analysis:

A. No additional staff will be required to teach this course as existing faculty are prepared to teach it. This course will make use of existing Distance Education resources, such as the web based applications of Blackboard or eCollege, which are currently supported by LHUP.

B. The expected frequency and rotation of this course is 2 sections in each fall semester and one section during one of the summer sessions each year.

VII. Date approved by University president:

Signature of the President

Date

**Request of General Education Overlay
Information Literacy (IL)**

Course #3--	Title: <u>Forensic Criminology</u>	3 sh
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A completed cover sheet and the first page of the course syllabus must accompany a proposal for a course to fulfill a general education overlay requirement. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type. (This does not replace the UCC Proposal Cover Sheet.)

Criteria for Information Literacy (IL)

The purpose is to help students develop critical thinking skills and technical skills that enable them to access, evaluate, and use information to solve problems, answer questions, and meet informational needs.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> • Define the information task, recognize when information is needed, understand various types of information, and identify specific information needs. 	<p>Objective 7) Analyze, synthesize and apply different scholarly, news, and feature information available on the internet using a variety of expository styles.</p> <p>Objective 9) Evidence competency in retrieving and utilizing information from internet sources relevant to the criminal justice disciplines.</p> <p>Activities: 1) In threaded discussion groups, students will be required to proffer their opinion regarding culpability of individuals in certain real cases that they have read. They will be required to support their opinion with information garnered from scholarly resources. 2) Directed topical class discussions will also require students to give opinion regarding a variety of criminal justice issues, such as sentencing, statutory foundations and policy positions that affect victims and offenders from actual cases. Students will be required to support their opinions, citing relevant research that influenced their opinions.</p>
<ul style="list-style-type: none"> • Develop information-seeking strategies, identify types of sources needed, identify major concepts and key words, develop search strategies for locating specific information. 	<p>Objective 9) Evidence competency in retrieving and utilizing information from internet sources relevant to the criminal justice disciplines.</p> <p>Activities: 1) Students will be required to retrieve and utilize topic specific information, posted within the web based application (Blackboard or eCollege) designed for this course, as well as information from outside sources. 2) Students will be required to participate in a library session, designed specifically for this class, to learn how to search various electronic and print sources available through Stevenson library.</p>
<ul style="list-style-type: none"> • Develop technical skills needed to search for and access information using traditional and electronic sources to locate and retrieve information, and to organize and store information in correct and searchable formats. 	<p>Objective 5) Research, analyze, and utilize various offender typologies in the explanation of specific offenses.</p> <p>Objective 6) Understand and explain the relationship between mental disorder, mental condition and various serious types of criminal behavior.</p> <p>Objective 7) Analyze, synthesize and apply different scholarly, news, and feature information available on the internet using a variety of expository styles.</p> <p>Objective 9) Evidence competency in retrieving and utilizing information from internet sources relevant to the criminal justice disciplines.</p>

	<p>Activities: 1) Students will be required to retrieve and utilize topic specific information, posted within the web based application (Blackboard or eCollege) designed for this course, as well as information from outside sources. 2) Students will be required to participate in a library session, designed specifically for this class, to learn how to search various electronic and print sources available through Stevenson library.</p>
<ul style="list-style-type: none"> Evaluate information using critical thinking skills; determine relevance, authority, completeness, bias, and accuracy of information; distinguish among opinion, reasoned argument, and fact; and understand the concept of intellectual property and copyright. 	<p>Objective 5) Research, analyze, and utilize various offender typologies in the explanation of specific offenses. Objective 6) Understand and explain the relationship between mental disorder, mental condition and various serious types of criminal behavior. Objective 7) Analyze, synthesize and apply different scholarly, news, and feature information available on the internet using a variety of expository styles. Objective 9) Evidence competency in retrieving and utilizing information from internet sources relevant to the criminal justice disciplines. Activities: 1) Students will produce a series of directed writings, written from a variety of perspectives. Some assignments will require a subjective perspective in writing. (i.e., compose a profile of personal observations about people who patronize a certain establishment such as the library, a fast food restaurant, or place of business). Others require the student to read, analyze and synthesize scholarly material (i.e., read a true case of workplace violence. Categorize the incident within the context of a typology presented in one of the required readings on workplace violence. Critique the utility of the typology for explaining the cause of the incident and any indications for prevention.)</p>
<ul style="list-style-type: none"> Synthesize information, integrate new information with previously known information, organize total information into a comprehensive whole. 	<p>Objective 4) Create a 'profile' of a likely offender for a specific crime. Objective 6) Understand and explain the relationship between mental disorder, mental condition and various serious types of criminal behavior. Activities: 1) Students will produce a series of directed writings, written from a variety of perspectives. Some assignments will require a subjective perspective in writing. (i.e., compose a profile of personal observations about people who patronize a certain establishment such as the library, a fast food restaurant, or place of business). Others require the student to read, analyze and synthesize scholarly material (i.e., read a true case of workplace violence. Categorize the incident within the context of a typology presented in one of the required readings on workplace violence. Critique the utility of the typology for explaining the cause of the incident and any indications for prevention.)</p>
<ul style="list-style-type: none"> Communicate information; present information to others in written, oral, or electronic form. 	<p>Objective 8) Write coherently and persuasively, using proper grammar, punctuation, and sentence construction in a variety of different venues. Activities: 1) Students will be required to participate in directed threaded discussion groups within the context of the course in a web based application designed specifically for the course through Blackboard or eCollege. 2) Student will produce a series of directed writings, written from a variety of perspectives. Some assignments will require a subjective perspective in writing. (i.e., compose a profile of personal observations about people who patronize a certain establishment). Others require the student to read, analyze and synthesize scholarly material (i.e., read a true case of workplace violence. Categorize the incident within the context of a typology presented in one of the required readings on workplace violence. Critique the utility of the typology for explaining the cause of the incident and any indications for prevention.)</p>