

## CURRICULUM PROPOSAL CHECKLIST

**Program:**   Criminal Justice  

**Department Chair:**   Troy Gilbertson  

<b>Review Items</b>	<b>Accounted For</b>	<b>Notes</b>
Credit totals in program proposals	X	
Hidden prerequisites (see worksheet below)	X	
Consistency of information (e.g., credits in course proposal are same as in program)	X	
Service course notifications	X	

### HIDDEN PREREQUISITE WORKSHEET

<b>Courses with prereqs not included in the program</b>	<b>Hidden prereq(s)</b>

# Curriculum Proposal

## CRJS (3310) 13-14 #23

<b>Packet Contents</b>
Add new course CRJS 3310 Introduction to Emergency Management and add that course as an elective option for all CRJS tracks
<i>1.2 Summary</i>
<i>New Course</i> 1.2 CRJS 3310 Introduction to Emergency Management (3 credits)
<i>Program Modification</i> 1.15 Add CRJS 3310 Introduction to Criminal Justice as an elective option for all CRJS tracks (Law Enforcement with Internship, Corrections with Internship, Criminal Justice with Internship, and Criminal Justice (non-internship))
<i>1.21 Signatures</i>



DEPARTMENT OF CRIMINAL JUSTICE

New Course Proposal

CRJS 3310 Emergency Management

Attached you find fine the requisite forms that are required for the processing and acceptance of this course. If you have any questions please feel free to contact me.

Dr. Michael Herbert

Professor

Criminal Justice Department

218-755-4049

[mherbert@bemidjistate.edu](mailto:mherbert@bemidjistate.edu)

## **BSU Curriculum Forms**

### **Form 1**

#### **Curriculum Modification Summary**

College: College of Health Sciences and Human Ecology  
Department: Criminal Justice  
Proposer: Dr. Michael Herbert  
Proposer's position: Professor

Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

This course explores the needs of public safety officials who have responsibility for emergency preparedness planning and response. Includes contexts for emergency planning -legal and jurisdictional; responsibility for planning and responding to emergencies; different types of emergencies, and an approach to planning that can be applied to emergency situations. Addresses specific issues associated with the planning process, including the role of the manager, the necessity for multi-agency involvement, various analytical techniques employed in planning, different levels of emergency planning, and different elements of the plan. This course examines the history and perspectives of emergency management, hazards, concepts and taxonomies, all-hazards approach, phases of emergency management, risk assessment, risk communication and emergency management functions.

This course serves a two-fold need for students; the first being an additional knowledge and skill set that is now becoming mandatory for those graduates entering the criminal justice profession, secondly, the immediate benefit for students who have completed this course in knowing how to develop a threat assessment as well as mitigation planning tools such as creating a Family Disaster Plan and Family Disaster Emergency Kit.

Modifications proposed (specify number of each):

\_\_\_\_\_ Course Modification(s) (form 2)

\_\_1\_\_ New Course(s) (form 3)

\_\_\_\_\_ Course Drop(s) (form 4)

\_\_1\_\_ Program Modification(s) (form 5)

\_\_\_\_\_ New Program(s) (form 6)

\_\_\_\_\_ Program Drop(s) (form 7)

The modifications affect (check):

\_\_\_\_\_ Liberal Education

\_\_1\_\_ Undergraduate Curriculum

\_\_\_\_\_ Graduate Curriculum

\_\_\_\_\_ Teacher Licensure Program(s)

## **BSU Curriculum Forms**

### **Form 3**

#### **New Course Form**

Course Number:

Undergraduate: CRJS 3310

Graduate: None

Course Title: Introduction to Emergency Management

Course Description:

This course explores the needs of public safety officials who have responsibility for emergency preparedness planning and response. Includes contexts for emergency planning -legal and jurisdictional; responsibility for planning and responding to emergencies; different types of emergencies, and an approach to planning that can be applied to emergency situations. Addresses specific issues associated with the planning process, including the role of the manager, the necessity for multi-agency involvement, various analytical techniques employed in planning, different levels of emergency planning, and different elements of the plan. This course examines the history and perspectives of emergency management, hazards, concepts and taxonomies, all-hazards approach, phases of emergency management, risk assessment, risk communication and emergency management functions.

Credits: 3

Prerequisite(s): CRJS 1000 The American Legal System or CRJS 1120 Criminal Justice And Society

1. Reason(s) for creating this course: Graduates that are anticipating working in the Criminal Justice System will be expected to understand the definition, mission, concepts and terminology used and applied in emergency management. Public service agencies must be able to work together in all aspects of emergency management, which requires those involved to understand how agencies, communities and individuals can work together to plan for anticipated emergencies, respond to those emergencies and recover from emergency situations.

2. How often will this course be offered?

- It is anticipated that this course will be offered once on campus and once online each academic year.

3. What are the students learning outcomes for the course.

- Students will be able to explain the connection between disaster areas and personnel charged with responding and how each is influenced by multi-jurisdictional agencies.

- Students will be able to describe the principles of effective disaster planning,

- Students will be able to identify the problems of stimulating adoption of mitigation and preparedness plans within communities by grasping the concept of crises management capabilities and disaster subcultures.

- Students will be able to describe the principles and authorities that are the foundation of emergency management.

- Students will be able to explain how the different partners contribute to emergency management in their community.

- Students will be able to explain how the core capabilities support the mission areas to ensure preparedness.
- Students will be able to describe the roles of each partner in emergency management.
- Students will be able to explain the steps and resources necessary for developing a comprehensive emergency operations plan.
- Students will be able to describe how to plan, manage, and coordinate resources for an efficient and effective response.
- Students will be able to explain and describe the functions of emergency management in emergency and day-to-day situations.

4. What are the major content areas for the course?

- Fundamental knowledge of the history, definitions, and role of Emergency Management.
- An understanding of the challenges faced by those charged with implementing Emergency Management in our community.
- Developing a working knowledge of being able to create an Emergency Plan for themselves as well as others based on specific and individualized needs.
- Being able to conduct a threat assessment and appropriate responses to address these threats.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?

- This course is repeatable for a maximum of three (3) credits.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

- This course is designed primarily for on-campus delivery, although it will also be offered online as well. For off-campus delivery the delivery mechanism will be online via Desire to Learn (D2L).

7. What is the projected maximum class size (cap)?

- It is anticipated that the maximum class size will be 40 students per section.

8. What qualified faculty will be available to teach this course?

- Dr. Michael Herbert
- Janet Heuer J.D.
- Dr. Elizabeth Hagensen

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

- None required at the time of this application.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an

educational or personal value beyond the classroom, or 2) services that are on the student's behalf (see MnSCU Board Policy 5.11).

-NONE

Amount per student: \$

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

# Introduction to Emergency Management

Bemidji State University  
CRJS 3310  
Spring Semester 2014

Professor: Michael Herbert Ph.D.  
Office: Education Arts, Room 303  
Prerequisites: CRJS 1120- Criminal Justice & Society  
Office Telephone: 218-755-4049  
E-mail: [mherbert@bemidjistate.edu](mailto:mherbert@bemidjistate.edu)  
Office Hours: MWF: 10:00-Noon, 1:00pm-2:00pm  
TH: 1:00pm to 2:00pm

## **Prerequisites:**

CRJS 1000 The American Legal System or CRJS 1120 Criminal Justice & Society

## **Required Text:**

*Introduction to Emergency Management*

Authors: Haddow, Bullock & Coppola

Publishers: Butterworth-Heinemann

Print Book ISBN :9780124077843

eBook ISBN :9780124104051

## **Course Description and Outcomes:**

This course explores the needs of public safety officials who have responsibility for emergency preparedness planning and response. Includes contexts for emergency planning -legal and jurisdictional; responsibility for planning and responding to emergencies; different types of emergencies, and an approach to planning that can be applied to emergency situations. Addresses specific issues associated with the planning process, including the role of the manager, the necessity for multi-agency involvement, various analytical techniques employed in planning, different levels of emergency planning, and different elements of the plan. This course examines the history and perspectives of emergency management, hazards, concepts and taxonomies, all-hazards approach, phases of emergency management, risk assessment, risk communication and emergency management functions. The student will be able to:

- ❑ Define the concepts of hazards and disasters and identify various incidents.
- ❑ Identify the problems of stimulating adoption of mitigation and preparedness plans within communities by grasping the concept of crises management capabilities and disaster subcultures, the principles of effective disaster planning, and the structure



and organization of emergency planning within the local emergency management agencies.

- ❑ Explain the connection between disaster areas and personnel charged with responding and how each is influenced by multi-jurisdictional agencies.
- ❑ Demonstrate sensitivity to and awareness of the special issues associated with the emergency management needs of people of diverse and vulnerable populations.
- ❑ Differentiate between the activities associated with each of the four phases of emergency management: preparedness, response, recovery and mitigation.
- ❑ Each student will be required to successfully complete the FEMA series of online courses required to receive the Professional Development Certificate.
- ❑ Each student will be required to develop an emergency plan for their own family.
- ❑ Each student will be required to complete a threat assessment of their home town.

### **Disability Services:**

*I would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please contact me as soon as possible. It is also possible to contact Disability Services, Sanford Hall, 201. Phone: 218/755-3883 or E-mail address [Disabilityservices@bemidjistate.edu](mailto:Disabilityservices@bemidjistate.edu). This information is also available through the Minnesota Relay Service at 1-800-627-3529.*

### **Academic Integrity Statement**

Honesty, integrity and trust are central to the university workplace. Breaches of this trust, including misrepresentation, lying, fraud, theft, sexual harassment, hazing and intimidation are unacceptable behaviors. This also includes the attempt by students, faculty or staff to present as their own work achievements not actually performed by them. In classroom activities, this would include collusion, fabrication and cheating on examinations, papers or course work; in particular knowingly plagiarizing the work of others; duplicating, sharing or selling examinations without permission; producing work for others who claim it as their own; knowingly furnishing false or misleading information to university officials or on academic records; and unauthorized entrance, alteration or tampering with electronic files either personal or university owned.

Behaviors of this nature are considered breaches of academic integrity, and destructive to the larger mission of the University. Students, faculty and staff who violate University standards are subject to University sanctions as appropriate. For students this may include, after review, failure on specific assignments, examinations and courses; and possible suspension and expulsion from the University.

From “Statement of Integrity and Personal Responsibility” at [http://www.bemidjistate.edu/students/handbook/policies/academic\\_integrity/personal\\_responsibility.cfm](http://www.bemidjistate.edu/students/handbook/policies/academic_integrity/personal_responsibility.cfm)

**Course Methodology:** This course is designed around:

- A. Written assignments based upon the text.
- B. PowerPoint Presentations

- C. Examinations
- D. The required text (s)
- E. In-class assignments
- F. Multimedia presentations
- G. FEMA Online courses

**Online Course Supplement:** I have created an online course supplement on Desire to Learn (D2L) which serves as a site for checking your grades, submitting written assignments and chatting online with other members of the class. Announcements will be posted on this site as well so make it a habit to check the site often for updates and announcements.



**Course Policies:**

- Assignments must be turned in by the assigned deadline. Each day that an assignment is late it will be docked 10% of the total points possible.
- If you miss a quiz or assignment for a legitimate reason, such as medical, legal, military or family emergencies, acceptable documentation must be provided within one week of the missed assignment or examination.
- You must successfully complete the course assignments by the end of the semester in order to obtain a passing grade.
- You must use your student email system to send course-related correspondence.
- I would expect that if you are not familiar with the Desire to Learn (D2L) course platform you will acquaint yourself with the platform and become proficient with its functions and abilities.

**Important Dates: (PROPOSAL EXAMPLE)**

**Spring 2014**

Date	
<b>12/19</b>	Spring Registration cancellation for non-payment deadline
<b>1/10</b>	Spring Registration & 2nd cancellation for non-payment deadline

Date	
<b>1/13</b>	Spring classes begin
<b>1/17</b>	Last day to drop classes: Refunds/adjustments Drop without a grade, 3rd Registration cancellation for non-payment
<b>1/20</b>	NO CLASSES - Martin Luther King Jr. Day
<b>1/24</b>	Financial Aid available (tentative)
<b>2/4</b>	Caucus Night, No classes will be held after 6 pm
<b>2/17</b>	In-Service, Duty Day, No Day Classes (Evening classes beginning at 4:00 pm or later will be held)
<b>3/10 - 3/14</b>	Spring Break
<b>3/17</b>	Fall semester class schedule available
<b>3/18</b>	Deadline for submission of Grad Plans for inclusion in 2014 Commencement Program
<b>4/9</b>	No Day Classes - Student Achievement Celebration (Evening classes starting at 4 pm or later will be held)
<b>4/15</b>	To withdraw from classes or withdraw completely from the University with a "W" grade--dates vary and are up to 80% of course meetings. Specific course dates available through e-Services.

Date	
5/1	Reading Day, No classes, Duty Day
5/2	Final Exams
5/5 - 5/8	Final Exams
5/8	Spring semester ends
5/9	Commencement
5/13	Spring semester grades will be available

**Copies of your work:**

You are required to keep a back-up copy of all your coursework in the event that an assignment is lost. If an assignment is lost and you do not have a copy available, you will have to redo and submit the assignment.

**Submitted Work:**

All work must be submitted electronically via the Drop Box on the D2L online course site. I will not be responsible for assignments submitted in paper form. Electronic submissions **must** use the **standard format in Microsoft Word or the word program through Open Office.**

Assignments submitted in other word-processing programs will **not** be accepted. Assignments must be submitted via the drop box provided with the course platform. You must use APA format on written assignments. I would strongly recommend that you keep a copy of all submitted assignments for reference if needed.

**In-class Assignments:**

There will be opportunities whereby unannounced written assignments or group projects will present themselves. These assignments CANNOT be made up. If you are not in class that day, you will receive no credit for the assignment (unless a satisfactory reason is provided, i.e. medical emergency).

**Reading Assignments:**

You are expected to have read at least one chapter ahead of class discussion. You may be quizzed or asked to complete a written assignment based on the readings.

**Evaluation:**

- A. There are three written examinations.
  - These examinations are not cumulative.
  - The examinations may consist of listing, definitions, multiple choice, true and false, short answer, and brief essay.
  - There will be 50 questions on each examination.
  - Examinations will cover from the text:
    1. Chapters 1 through 3
    2. Chapters 4 through 6
    3. Chapters 7 through 9
- B. The examinations are worth 75% of the final course grade.
- C. The written assignments (assigned and unannounced in-class) are worth a total of 25% of the total grade.
- D. Grades are determined on a strict percentage basis:
  - \* 100-90%     A
  - \* 89-80%     B
  - \* 79-70%     C
  - \* 69-60%     D
  - \* 59% or less  F

**Course Content**

**Section One: The Historical Context of Emergency Management**

- Text: Chapters 1

**Section Two: Natural and Technological Hazards and Risk Assessment**

- Text: Chapter 2

**Section Three: The Disciplines of Emergency Management: Mitigation**

- Text: Chapter 3

**Section Four: The Disciplines of Emergency Management: Preparedness**

- Text: Chapter 4

**Section Five: The Disciplines of Emergency Management: Communications**

- Text: Chapter 5

**Section Six: The Disciplines of Emergency Management: Response**

- Text: Chapter 6

**Section Seven: The Disciplines of Emergency Management: Recovery**

- Text: Chapter 7

**Section Eight: International Disaster Management**

- Text: Chapter 8

**Section Nine: Emergency Management and the Terrorist Threat**

- Text: Chapter 9

**Section Ten: The Future of Emergency Management**

- Text: Chapter 10

**Learning Objectives:**

At the end of this course each student should be able to demonstrate a knowledge and understanding of the following:

**SECTION ONE**

**Chapter One:**

- Describe the evolution of Emergency Management from 1800 to present day.
- Compare and contrast three FEMA directors.
- Explain the long- and short-term impacts that Hurricane Katrina had on the practice of emergency management.
- Explain briefly how FEMA failed to garner lead agency status for the terrorism hazard.

**SECTION TWO**

**Chapter Two**

- Define the terms Hazard, Risk, and Disaster.
- Compare and contrast natural and technological hazards, providing examples to illustrate your answer.
- Explain whether exposure to hazards is increasing or decreasing in the United States.
- Explain how social and economic factors contribute to increases or decreases in the vulnerability of a population.
- Explain the four steps of Hazard Risk Management as defined in the text.
- Be able to complete a threat assessment.

**SECTION THREE**

**Chapter Three:**

- Describe three mitigation tools, and describe their benefits and shortcomings.
- Explain what mitigation is, and how it differs from other emergency management disciplines.
- Name three impediments to mitigation, and describe each using a real or fictitious scenario.

- Name three federal mitigation programs, and explain how each functions to mitigate hazards in the United States.
- Explain the impact Hurricane Katrina had on the insurance industry in the United States.
- Be able to develop a family emergency plan.
- Be able to develop and create a Disaster Supply Kit for the student's immediate family, including any pets.

#### **SECTION FOUR**

##### Chapter Four:

- Explain the systems approach to emergency management.
- Compare and contrast mitigation and preparedness, citing examples for each.
- Describe an example of disaster preparedness, either from the case studies described in the book or from your own experience or knowledge.
- Compare and contrast the 4 emergency management exercise types categorized by FEMA.
- Explain what is meant by the FEMA "Whole Community" approach, and state whether or not you feel such an approach is beneficial to emergency management efforts.

#### **SECTION FIVE**

##### Chapter Five:

- Explain why a media partnership is important, and describe the guidelines that should be followed when working with the media in disaster response.
- Describe the difference between internal and external customers, providing examples for each customer type.
- Explain how FEMA performs communications in times of disaster.
- Describe a real-world scenario where disaster communications has been used, either from the case studies described in the book or from your own experience or knowledge.

#### **SECTION SIX**

##### Chapter Six:

- Define the five major management systems within Incident Command System.
- Describe a successful disaster response, either from the case studies described in the book or from your own experience or knowledge.
- Explain how the National Response Framework functions in disaster response.
- Describe FEMA's national US&R response system, and give a profile of a rescue.
- Compare and contrast the response agencies housed at the local, state, and federal levels.

#### **SECTION SEVEN**

##### Chapter Seven:

- Name three of FEMA's Individual Assistance Recovery Programs, and explain how they provide assistance.
- Describe FEMA's Public Assistance Grant Programs, and give an example for each type of assistance.

- Name three agencies outside of FEMA that provide a disaster assistance program, and describe the type of assistance each provides.
- Describe how National Voluntary Relief Organizations participate in disaster recovery operations.
- Explain what the NDRF is, and how it helps to coordinate disaster recovery using recovery support functions.

## **SECTION EIGHT**

### **Chapter Eight:**

- Describe the role that either UNOCHA or UNDP plays in disaster response.
- Explain how the U.S. Government assists countries affected by disasters.
- Explain how relief and development are linked.
- Describe the various types of NGOs, and the roles they play in disaster response.
- Describe a disaster where an international response was required, either from the case study described in the book or from your own experience or knowledge, providing at least one national, international, and NGO organization that provided assistance and what that assistance was.

## **SECTION NINE**

### **Chapter Nine:**

- Name and describe three different types of terrorist organizations.
- Describe what the Office of the Homeland Security does, and name three of the components of this office.
- Explain how the emergency management role in terrorism in the United States evolved, citing three specific events that occurred during this timeline.
- How has funding changed for first responders since September 11<sup>th</sup>, 2001?
- Describe the weaknesses within the U.S. government system that the 9/11 Commission determined were directly responsible for allowing an attack such as occurred on September 11<sup>th</sup>, 2001, to take place? What types of actions did the commission recommend to prevent similar events in the future? In 2005, how did the 9/11 Commission rate the efforts of the Federal Government to address the shortfalls in terrorism preparedness outlined in their original report?

ANY information disseminated in class is subject to evaluation by means of written assignment or examination.

**I reserve the right to modify this syllabus at any time to suit course needs.**



## **BSU Curriculum Forms**

### **Form 5**

#### **Program Modification Form**

Program to be modified: Criminal Justice

List all proposed change(s): This course will be an addition to the elective courses within the Criminal Justice program.

Reason(s) for the change(s): Due to the developing nature of the knowledge and skills required by our graduates upon entering the Criminal Justice profession this course provides the knowledge and skill set required by the profession in the area of Emergency Management.

**Note:** In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (<http://www.bemidjistate.edu/academics/catalog/>). Remedies for hidden prerequisites may be found under Curriculum Forms at ([http://www.bemidjistate.edu/faculty\\_staff/faculty\\_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/)).

**Note:** If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:

The course's home department/program was notified of the addition or dropping of their course(s) on \_\_\_\_\_ (date) by \_\_\_\_\_ (mail, email, or phone).

Please check one of the items below:

\_\_\_\_\_ No comments were received from other programs or departments within one week of the notification.

\_\_\_\_\_ Comments were received within one week of the notification, and are attached.

**Note:** If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

**Alert: Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog (<http://www.bemidjistate.edu/academics/catalog/>) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)**

## **Criminal Justice, B.S. *major***

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ALERT: TO BE LICENSED BY THE PEACE OFFICER STANDARDS AND TRAINING BOARD IN ORDER TO PRACTICE LAW ENFORCEMENT IN MINNESOTA, A STUDENT MUST BE CERTIFIED IN CRASH INJURY MANAGEMENT, AS AN EMERGENCY MEDICAL TECHNICIAN, OR OBTAIN A RED CROSS ADVANCED CERTIFICATE BY TAKING HLTH 3600. IN ADDITION, CRJS 3359 CRIMINAL INVESTIGATION, CRJS 3360 CRIMINAL PROCEDURE AND EVIDENCE, CRJS 4480 POLICE AND COMMUNITY RELATIONS, AND A COURSE IN TRAFFIC CODE MUST BE COMPLETED. A PSYCHOLOGICAL EXAMINATION AND BACKGROUND INVESTIGATION ARE ALSO REQUIRED.

Required Credits: 66

Required GPA: 2.25

### **I REQUIRED CORE COURSES**

COMPLETE THE FOLLOWING COURSES:

- CRJS 1120 *Criminal Justice And Society* (4 credits)
- CRJS 3201 *Research Methods and Statistics for Criminal Justice* (4 credits)
- CRJS 3304 *Police Process* (4 credits)
- CRJS 3305 *Judicial Process* (4 credits)
- CRJS 3306 *Correctional Process* (4 credits)
- CRJS 3358 *Criminal Law* (4 credits)

COMPLETE 4 SEMESTER CREDITS FROM THE FOLLOWING COURSE:

- CRJS 4920 *Directed Group Study* (4 credits)

### **II REQUIRED TRACK**

Select 1 of the following tracks A. Law Enforcement with Internship B. Corrections with Internship C. Criminal Justice with Internship D. Criminal Justice (non-internship) All tracks will display until a specific track(s) is declared. To declare a track, contact the Records Office.

## A. LAW ENFORCEMENT WITH INTERNSHIP

### A. Law Enforcement with Internship

COMPLETE THE FOLLOWING COURSES:

- CRJS 3315 *Criminology and Delinquency* (4 credits)
- CRJS 3359 *Criminal Investigation* (4 credits)
- CRJS 3360 *Criminal Procedure and Evidence* (4 credits)
- CRJS 4103 *Criminal Justice Diversity* (3 credits)
- CRJS 4480 *Police and Community Relations* (4 credits)

COMPLETE 12 CREDITS IN THE FOLLOWING COURSE:

- CRJS 4970 *Internship* (12 credits)

### REQUIRED ELECTIVES

COMPLETE 7 SEMESTER CREDITS:

- CHEM 2210 *Criminalistics* (3 credits)
- CHEM 2270 *Criminalistics Laboratory* (1 credit)
- CRJS 1000 *The American Legal System* (3 credits)
- CRJS 2200 *Systems Dynamics* (3 credits)
- CRJS 2221 *Comparative Justice* (3 credits)
- **CRJS 3310 *Introduction to Emergency Management* (3 credits)**
- CRJS 3319 *Topics In Criminal Justice* (1-2 credits)
- CRJS 3334 *Criminal Justice Planning* (3 credits)
- CRJS 3344 *Criminal Justice and Domestic Violence* (3 credits)
- CRJS 3351 *Criminal Profiling* (3 credits)
- CRJS 3355 *Drugs And Criminal Justice* (3 credits)
- CRJS 3356 *Introduction to Homeland Security* (4 credits)
- CRJS 3357 *Applied Civil Law* (3 credits)
- CRJS 3359 *Criminal Investigation* (4 credits)
- CRJS 3360 *Criminal Procedure and Evidence* (4 credits)
- CRJS 3380 *Community Corrections* (3 credits)
- CRJS 4103 *Criminal Justice Diversity* (3 credits)
- CRJS 4420 *Legal Aspects Of Corrections* (3 credits)
- CRJS 4480 *Police and Community Relations* (4 credits)
- CRJS 4487 *Offender Intervention* (3 credits)
- HLTH 3600 *Emergency Response* (3 credits)
- INST 1107 *Introduction To Indian Studies* (3 credits)
- SOC 2230 *Race and Ethnic Relations* (3 credits)

## B. CORRECTIONS WITH INTERNSHIP

### B. Corrections with Internship

COMPLETE THE FOLLOWING COURSES:

- CRJS 3315 *Criminology and Delinquency* (4 credits)
- CRJS 3360 *Criminal Procedure and Evidence* (4 credits)
- CRJS 3380 *Community Corrections* (3 credits)
- CRJS 4103 *Criminal Justice Diversity* (3 credits)
- CRJS 4420 *Legal Aspects Of Corrections* (3 credits)
- CRJS 4480 *Police and Community Relations* (4 credits)

COMPLETE 12 CREDITS IN THE FOLLOWING COURSE:

- CRJS 4970 *Internship* (12 credits)

### REQUIRED ELECTIVES

COMPLETE 5 SEMESTER CREDITS:

- CHEM 2210 *Criminalistics* (3 credits)
- CHEM 2270 *Criminalistics Laboratory* (1 credit)
- CRJS 1000 *The American Legal System* (3 credits)
- CRJS 2200 *Systems Dynamics* (3 credits)
- CRJS 2221 *Comparative Justice* (3 credits)
- **CRJS 3310 *Introduction to Emergency Management* (3 credits)**
- CRJS 3319 *Topics In Criminal Justice* (1-2 credits)
- CRJS 3334 *Criminal Justice Planning* (3 credits)
- CRJS 3344 *Criminal Justice and Domestic Violence* (3 credits)
- CRJS 3351 *Criminal Profiling* (3 credits)
- CRJS 3355 *Drugs And Criminal Justice* (3 credits)
- CRJS 3356 *Introduction to Homeland Security* (4 credits)
- CRJS 3357 *Applied Civil Law* (3 credits)
- CRJS 3359 *Criminal Investigation* (4 credits)
- CRJS 3360 *Criminal Procedure and Evidence* (4 credits)
- CRJS 3380 *Community Corrections* (3 credits)
- CRJS 4103 *Criminal Justice Diversity* (3 credits)
- CRJS 4420 *Legal Aspects Of Corrections* (3 credits)
- CRJS 4480 *Police and Community Relations* (4 credits)
- CRJS 4487 *Offender Intervention* (3 credits)
- HLTH 3600 *Emergency Response* (3 credits)
- INST 1107 *Introduction To Indian Studies* (3 credits)
- SOC 2230 *Race and Ethnic Relations* (3 credits)

## C. CRIMINAL JUSTICE WITH INTERNSHIP

C. Criminal Justice with Internship

COMPLETE THE FOLLOWING COURSES:

- CRJS 2200 *Systems Dynamics* (3 credits)
- CRJS 3315 *Criminology and Delinquency* (4 credits)
- CRJS 3334 *Criminal Justice Planning* (3 credits)

COMPLETE 12 CREDITS IN THE FOLLOWING COURSE:

- CRJS 4970 *Internship* (12 credits)

REQUIRED ELECTIVES

COMPLETE 16 SEMESTER CREDITS:

- CHEM 2210 *Criminalistics* (3 credits)
- CHEM 2270 *Criminalistics Laboratory* (1 credit)
- CRJS 1000 *The American Legal System* (3 credits)
- CRJS 2200 *Systems Dynamics* (3 credits)
- CRJS 2221 *Comparative Justice* (3 credits)
- **CRJS 3310 *Introduction to Emergency Management* (3 credits)**
- CRJS 3319 *Topics In Criminal Justice* (1-2 credits)
- CRJS 3334 *Criminal Justice Planning* (3 credits)
- CRJS 3344 *Criminal Justice and Domestic Violence* (3 credits)
- CRJS 3351 *Criminal Profiling* (3 credits)
- CRJS 3355 *Drugs And Criminal Justice* (3 credits)
- CRJS 3356 *Introduction to Homeland Security* (4 credits)
- CRJS 3357 *Applied Civil Law* (3 credits)
- CRJS 3359 *Criminal Investigation* (4 credits)
- CRJS 3360 *Criminal Procedure and Evidence* (4 credits)
- CRJS 3380 *Community Corrections* (3 credits)
- CRJS 4103 *Criminal Justice Diversity* (3 credits)
- CRJS 4420 *Legal Aspects Of Corrections* (3 credits)
- CRJS 4480 *Police and Community Relations* (4 credits)
- CRJS 4487 *Offender Intervention* (3 credits)
- HLTH 3600 *Emergency Response* (3 credits)
- INST 1107 *Introduction To Indian Studies* (3 credits)
- SOC 2230 *Race and Ethnic Relations* (3 credits)

## D. CRIMINAL JUSTICE (NON-INTERNSHIP)

#### D. Criminal Justice (Non-Internship)

COMPLETE THE FOLLOWING COURSES:

- CRJS 2200 Systems Dynamics (3 credits)
- CRJS 2221 Comparative Justice (3 credits)
- CRJS 3315 Criminology and Delinquency (4 credits)
- CRJS 3334 Criminal Justice Planning (3 credits)

#### REQUIRED ELECTIVES

COMPLETE 25 SEMESTER CREDITS:

- CHEM 2210 Criminalistics (3 credits)
- CHEM 2270 Criminalistics Laboratory (1 credit)
- CRJS 1000 The American Legal System (3 credits)
- CRJS 2200 Systems Dynamics (3 credits)
- CRJS 2221 Comparative Justice (3 credits)
- CRJS 3310 Introduction to Emergency Management (3 credits)
- CRJS 3319 Topics In Criminal Justice (1-2 credits)
- CRJS 3334 Criminal Justice Planning (3 credits)
- CRJS 3344 Criminal Justice and Domestic Violence (3 credits)
- CRJS 3351 Criminal Profiling (3 credits)
- CRJS 3355 Drugs And Criminal Justice (3 credits)
- CRJS 3356 Introduction to Homeland Security (4 credits)
- CRJS 3357 Applied Civil Law (3 credits)
- CRJS 3359 Criminal Investigation (4 credits)
- CRJS 3360 Criminal Procedure and Evidence (4 credits)
- CRJS 3380 Community Corrections (3 credits)
- CRJS 4103 Criminal Justice Diversity (3 credits)
- CRJS 4420 Legal Aspects Of Corrections (3 credits)
- CRJS 4480 Police and Community Relations (4 credits)
- CRJS 4487 Offender Intervention (3 credits)
- HLTH 3600 Emergency Response (3 credits)
- INST 1107 Introduction To Indian Studies (3 credits)
- SOC 2230 Race and Ethnic Relations (3 credits)

## **BSU Curriculum Forms**

### **Form 8**

#### **Signatures**

Michael Herbert / Professor / Jan 29, 2014  
Proposer / Title / Date

Troy Gilbertson / Criminal Justice / 1-29-2014  
Chair or Director / Department or Program / Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

James J Barta / Health Sciences and Human Ecology / 1-30-2014  
Dean / College / Date

**[Note: at this point, packet goes to Academic Affairs Office.]**