

Common Student Learning Outcomes for CRM Classes

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Abbreviations refer to [University Studies Curriculum](#) nomenclature:

Approaches and Perspectives: **HIB**: Understanding Human Institutions and Behaviors; **LDN**: Living in our Diverse Nation; **GS**: Living in a Global Society.

Common Requirements: **CAP**: Capstone Course; **WI**: Writing Intensive.

CRM 105: Introduction to Criminal Justice

Students will be able to:

1. Identify the functions and purposes of the U.S. criminal justice system, including courts, corrections and police. (HIB 1)
2. Describe the theoretical explanations for crime and victimization trends. (HIB 3)
3. Describe the development and influence of law on the criminal justice system and society as a whole. (HIB 1)
4. Analyze and synthesize information to describe and critically assess the criminal justice system. (HIB 2)
5. Develop the ability to engage in critical thinking and reading. (HIB 2)
6. Describe the development of social policies related to the criminal justice system. (HIB 4)

CRM 110: Crime and Justice Issues

1. To effectively question the basic assumptions of crime and justice. (HIB1)
2. Understand the theoretical explanations for crime and justice. (HIB2)
3. Understand basic criminal justice policies and critique policies. (HIB1)
4. Understand the development of a crime problem from its creation to the societal responses to eventual social policy. (HIB4)
5. Analyze and synthesize information to describe and critically assess the issues of crime and justice. (HIB3)
6. Develop the ability to engage in critical thinking and reading. (HIB2)

CRM/SOC 255: Criminology

Students will learn to:

1. Understand crime and the enterprise of criminology in a social and historical context. (HIB1)
2. Describe and critically assess the assumptions, propositions and supporting evidence (HIB 2) pertaining to sociological and non-sociological theories of crime.
3. Provide students the opportunity to become active participants in the learning process, and to work independently on both small and large writing projects. (HIB 3)
4. Contribute to the overall education of students by giving them the opportunity to develop communication skills, the ability to engage in critical thinking and reading, and the ability to formulate and offer solutions to important questions. (HIB 4)

CRM 495: Senior Seminar (example used was Restorative Justice from Spring 2010, modify as topics apply)

- 1) Use basic *theoretical* ideas to better understand restorative justice (CAP1.1)
- 2) Identify the *basic methodological approaches* used to study restorative justice (CAP1.2)
- 3) Present a clear and concise analysis and account of an *application* of restorative justice issue or problem. (CAP1.3)
- 4) Write and submit a research based term paper, requiring multiple revisions and culmination in a cohesive analysis of the seminar's substantive topic (WI1).
 - a. Students must use scholarly research published in the field (WI1)
 - b. Students must describe and evaluate the evidence used in their papers (WI2)
 - c. All student work must include critical evaluation of the topic and adhere to standard referencing and citation protocols, such as the APA format, or the CMS format (WI3 and WI4)