

B - Course Revision Form V. 7.2022 : Entry # 3340**DEAN Decision**

Approved

Today's Date

09/19/2024

DEAN Comments

addition to social science gen ed needed, as is a non-major entry point to CRJ

EPC Decision

Approved

Today's Date

10/18/2024

GEC Decision

Approved

Today's Date

11/08/2024

APIRC Decision

Approved

Today's Date

11/15/2024

Begin Form**Today's Date**

09/09/2024

Your Name

Kylee Runyan

Your Email:krunyan@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

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Alec Szalewski

Email address of your Department Chairaszalews@highpoint.edu**By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

When should this proposal take effect?

Fall 2025

Are you submitting multiple courses for revision from the same department?

No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
CRJ	1700	Violent Crime

What would you like to revise?

- Learning Outcomes

Gen Ed & Academic Program Information**Is this a revision to meet new Gen Ed requirements?**

Yes

Which area(s) of Gen Ed does your proposal seek for approval?

- Social Sciences [SOSCI]

Is this course part of an academic program?

- This course does not currently fulfill academic program requirements

Does this course, as revised, include any community engagement?

No

Is this course part of GoGlobal?

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No

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
CRJ 1700	Criminal Justice	Elective

Is this course cross listed?

No

Choose the department designator for your course from the list below.

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course in the box below.**

1. Have a clear understanding of the nature and extent of violence in America, as well as the characteristics of individuals most likely to present as violent offenders or become victims of violence. This will be achieved through the following assessments:
2. Understand the cause, prevention, and control of violent crime. Be able to discuss social implications of violent behavior. This will be achieved through the following assessments:
3. Improve critical thinking, reading, and writing skills.
4. Learn to apply tools to personal work in an accurate and consistent manner.
5. Be able to comprehend and correctly apply a theoretical framework or methodology in the analysis of an issue or problem.
6. Be able to delineate a detailed problem statement and identify the most relevant contextual factors (i.e., constraints, resources, attitudes, and additional knowledge needed to solve the problem).

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity, etc.)

1. Have a clear understanding of the nature and extent of violence in America, as well as the characteristics of individuals most likely to present as violent offenders or become victims of violence. This will be achieved through the following assessments:
 - a. Exams: The exams will cover chapters and readings related to violence in America, helping students understand its nature and extent. They will also cover characteristics of violent offenders and victims, testing student's ability to describe these traits.
 - b. Paper: The evaluation essay will provide in-depth insights into specific aspects of violence, contributing to student's overall understanding.
 - c. Group presentation: Presenting on a topic related to violence will enhance the student's comprehension of different acts of violence. It will also involve describing characteristics of individuals involved in violence.
 - d. Class assignments/participation: Students will engage in assignments and discussions in class covering various readings provided throughout the semester. These assignments and discussions will help them gain a clearer understanding of the nature and extent of violence in America as well as who is most likely to be a victim or offender of violence, taking into consideration the perspectives of other students.

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2. Understand the cause, prevention, and control of violent crime. Be able to discuss social implications of violent behavior. This will be achieved through the following assessments:
 - a. Exams: The exams will test student's understanding of causes, prevention, and control measures related to violent crime. They will also measure student's knowledge of social implications of violent behavior.
 - b. Paper: The evaluation essay will address these aspects as they pertain to the book, contributing to a deeper understanding of real-world implications.
 - c. Group presentation: The presentation will give students the opportunity to apply their theoretical knowledge to real-world situations, improving their knowledge of the causes of crime and implications of violent behavior, and how it can be prevented and/or controlled.
 - d. Class assignments/participation: Students will engage in assignments and discussions in class covering various readings provided throughout the semester. These assignments and discussions will help them gain a clearer understanding of the cause, prevention, and control of violent behaviors as well as the social implications of violent behavior, taking into consideration the perspectives of other students.
3. Improve critical thinking, reading, and writing skills.
 - a. Paper: The reference assignment, rough draft, and final paper will develop student's critical reading and writing skills through evaluation of the book and the feedback they are provided.
 - b. Group presentation: Writing an individual paper on the group presentation topic will teach students to think more deeply and critically about their topic. It will also improve writing skills, giving them more experience writing and formatting academic papers.
 - c. Class assignments/participation: Students will be asked to read journal articles, news articles, and other information sources and be prepared to discuss them in class. This will cause them to think more critically about real-world scenarios, taking other student's perspectives into account when thinking about a topic.
4. Learn to apply tools to personal work in an accurate and consistent manner.
 - a. Paper: Following APA formatting and getting feedback at several steps during the evaluation paper process will ensure accurate and consistent application of academic tools.
 - b. Group presentation: Creating and delivering a presentation involves applying organizational and analytical tools consistently.
5. Be able to comprehend and correctly apply a theoretical framework or methodology in the analysis of an issue or problem.
 - a. Exams: The exams will include questions on theoretical frameworks and methodologies related to violent crime.
 - b. Paper: The evaluation essay will require applying a theoretical framework to analyze the book's content.
 - c. Group presentation: Presentations will involve applying theoretical frameworks to the student's chosen topic.
6. Be able to delineate a detailed problem statement and identify the most relevant contextual factors (i.e., constraints, resources, attitudes, and additional knowledge needed to solve the problem).
 - a. Paper: The evaluation essay will require students to develop a detailed problem statement regarding the book and identify relevant contextual factors.
 - b. Group presentation: Students will need to outline a problem statement related to their presentation topic and discuss relevant contextual factors.

***This is towards the Social Sciences for GenEd requirements

Is there any additional information that you would like to provide for this proposal?

***This is towards the Social Sciences for GenEd requirements

Sample Syllabus

- [CRJ-1700-Proposed-GENED-Syllabus.docx](#)