



WILLIAM WOODS
UNIVERSITY

Criminal Justice Annual Assessment 2021-2022

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Annual Assessment 2021-2022

Criminal Justice

Program Profile

Program Mission Statement

Please insert your program mission statement here

The mission statement of the Criminal Justice Program is to: Provide students with the professional knowledge, skills, and personal discipline, which allows them to effectively transition from academia to partitioning in the professional discipline of their choosing.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	Student Majors	Student Minors
2020-2021	6	10
2021-2022	12	7

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

The Criminal Justice Program, as of 2021 will no longer be listing specific concentrations.

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

NA

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

What are the program goals for student retention, persistence and degree completion?

The goal for student retention and persistence is to provide academic services which are appropriate by all university standards, and which resonate which the student body. The philosophy behind retention is to treat every learner not just as a student, but as a customer too. Providing the highest quality service while maintaining the university's high academic rigor standards. Also, by providing highly informative and entertaining lecture sessions, and by treating students with dignity and respect, it is the hope of this program to induce students to remain at this university without transferring or dropping out. The goal of degree completion is to have 100% of degree-seeking criminal justice majors graduate from our

university, while still recognizing that there are certain levels of attrition which are inherent in academic study. These, however, we shall attempt to minimize by the afore mentioned academic and customer service strategies.

What do the persistence numbers mean to the faculty in the program?

We should always seek to improve persistent numbers, and the current numbers suggest that there is much room for growth and improvement. This program can and should grow over the next several years.

Are the persistence numbers what the program expected? If not, how could the numbers improve?

While the numbers might be what the program expected in the very short-term, it is my intention to combine high quality lectures, excellent customer-service, reasonable academic workloads, and a sense of adventure to learning in the criminal justice classrooms, and, in doing so, grow the program initially by word of mouth. In addition, I have gone to the local high school and offered to present our high-quality services to prospective students, in an attempt to contribute to the university's recruitment efforts. I also hope to continue to provide an excellent visiting experience for visiting students and their families, no matter the stage or status of their search for post-secondary education. Between these three strategies, I hope to pave a retention and recruiting foundation to build upon, over the next several years, to grow the criminal justice department, the school of social sciences, and the university.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

25

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

NA

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

I am unaware of any current marketing materials other than some graphic design posters created to highlight program details, and I do not currently have a screen shot. However, as noted previously, I have stopped at the local high school (with the approval of the admissions department) in an attempt create a line of communication, in hopes of selling the benefits of WWU to primarily juniors and seniors here in Fulton.

Marketing Material

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Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
CMJ 2021.1	Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System.
CMJ 2021.2	Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other.
CMJ 2021.3	Students will develop a comprehensive understanding of the historical evolution and the contemporary context in which the U.S. Criminal Justice system has, and continues to, impact American society.
CMJ 2021.4	Students will examine and discuss the ethical implications of the creation and enforcement of laws upon the American society.
CMJ 2021.5	Students will develop a comprehensive understanding of the professional roles and personal responsibilities they can assume in creating a more just and equitable U.S. Criminal Justice System.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

The Criminal Justice program is designed, constructed, and implemented to deliberately address university objectives.

- To provide respected, innovative and unique programs of study in a variety of formats: Classroom study and organization is designed to be inclusive while engaging all types of perspectives in a safe and respectful environment. The curriculum seeks to meet this objective by respecting and observing the reflexivity and unique experience of each student.
- To serve the community beyond the residential campus throughout the state of Missouri and beyond: Curriculum very often ties in subject matter to state law and enforcement and examines the impacts of similar subject matter on a larger scale: nationally and internationally as well.
- To foster integration of theoretical and practical knowledge: The Criminal Justice program curricula focuses attention on both CMJ theoretical constructs (i.e. micro and macro theories on the sources of crime, police corruption, human deviant behavior) as well as the practical knowledge required to investigate criminal activity and enforce statutory provisions.
- To provide the foundation for additional studies and higher degrees: The curriculum of the Criminal Justice seeks to align with university objectives in this area by ensuring that foundational principles are addressed through rigorous writing, presenting, and researching standards. Students are encouraged to consider further study and provided the necessary academic skills, through explanation and repetition, to be successful transitioning into advanced degree work.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

The Criminal Justice Ethics and the Introduction to Criminal Justice classes seek to align with the previously stated objectives by ensuring that the subject matter, while relevant to the Criminal Justice field, can be applicable to individuals in other disciplines as well. For example, while the information can be used by CMJ practitioners to ensure a robust appreciation of the rewards and challenges associated with working in the field, it also provides information to students in other disciplines by raising their awareness of their rights and responsibilities as citizens.

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

- 1) The CMJ Program is currently integrating other disciplines with a high rate of cross-over knowledge or professional alignment. This is done by making a PLS and SWK class required for degree completion. In addition, faculty from other departments and related fields are invited to guest-lecture in CMJ classes and inform students of the value in taking classes which would significantly augment their present study in related subject matter.
- 2) Connecting learning to societal problems is done by addressing social justice and ethical consideration exercises and modules in each class, to varying degrees, based upon the selected subject matter of each course.
- 3) Strengths and weaknesses of student's own views and topics is addressed through various writing assignments and the feedback provided, as well as in classroom discussion and roundtable examinations.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Curriculum Map

	CMJ 160	CMJ 180	CMJ 290	CMJ 240	CMJ 120	CMJ 110	CMJ 160
CMJ 2021.1 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System.	A, I	I	M, A	I	I	A	I
CMJ 2021.2 Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other.	I	I	R, A	I	I	M, A	I
CMJ 2021.3 Students will develop a comprehensive understanding of the historical evolution and the contemporary context in which the U.S. Criminal Justice system has, and continues to, impact American society.	I	I	I, A	I	I	I, A	I
CMJ 2021.4 Students will examine and discuss the ethical implications of the creation and enforcement of laws upon the American society.	I	I	M, A	I	I	I, A	I
CMJ 2021.5 Students will develop a comprehensive understanding of the professional roles and personal responsibilities they can assume in creating a more just and equitable U.S. Criminal Justice System.	I	I	I, A	I	I	R, A	I

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

NA

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map

-

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment:

The assessment process was designed to use coursework to address the specific aspects of the objectives. For example, providing a comprehensive examination and understanding of how the three branches of the criminal justice system function independently and collectively is measured through writing assignments asking for these explanations as well as exams questions specific to the correlating topic(s).

Rubrics are also created to ensure that the work is relational and relevant to the subject matter and corresponding concepts/topics.

An assessment was designed (20 multiple choice questions) which examines student's awareness and competency as it relates to being able to identify concepts related to the program objectives. The assessment questions are derived from program coursework and even previous exams (primarily from the CMJ 110 Intro class). Each question corresponds to one of the 5 objectives and the rate/frequency of correct answers to each question was divided by the number of questions which correspond to each specific objective. For example: Question 5 states, "The US employs a _____ process, in its court systems to determine innocence and guilt. The correct answer is *adversarial*. This correlates to Objective 1 (Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System) because it speaks to an understanding of the practice application of how one of the 3 main branches of the criminal justice system (the courts system). The total number of questions related to objective 1 were then divided by the number of questions answered correctly by the respondents related to objective one, revealing a 42% success rate of understanding questions related to objective 1.

The following are the full results related to each objective:

#1- 42% of the answers were correct.

#2- 74% of the answers were correct.

#3- 66% of the answers were correct.

#4- 46% of the answers were correct.

#5- 50% of the answers were correct.

Note any changes that occurred to the process since the previous year:

As this is my first year, and there was no dedicated CMJ instructor the previous year, I believe that this technique is entirely new, as it relates to the previous year.

Discuss what activities were successful and which ones were not as helpful and why:

Activities which related to group consideration and efforts to build upon foundational concepts appeared to be effective, as student groups were responsible for different professional areas of the criminal justice system and they were able to build upon one another's knowledge, particularly as it relates to objective #2. This was effective because it allows students to specialize in an area of the system while cooperatively engaging in how those areas relate and work with one another.

Please include who met to discuss the changes (unless you are a program of one person) and when you met:

NA (I am a one-person program)

Include a discussion on the process for collection and analysis of program data:

An assessment was designed (20 multiple choice questions) which examines student's awareness and competency as it relates to being able to identify concepts related to the program objectives. The assessment questions are derived from program coursework and even previous exams (primarily from the CMJ 110 Intro class). Each question corresponds to one of the 5 objectives and the rate/frequency of correct answers to each question was divided by the number of questions which correspond to each specific objective. For example: Question 5 states, "The US employs a _____ process, in its court systems to determine innocence and guilt. The correct answer is *adversarial*. This correlates to Objective 1 (Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System) because it speaks to an understanding of the practice application of how one of the 3 main branches of the criminal justice system (the courts system).

Improvement Narrative List

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Students were provided a single assessment exam which was designed to address understandings and competencies related to and associated with program objectives. The assessment was a 40-question multiple choice exam with 5 short essay questions. It was administered and proctored by the CMJ instructor to all current CMJ major students. The data suggests that students lack a basic understanding of the structure of the criminal justice system, to include what the major branches are, what each branch is responsible for, and how those branches impact one another. As a result of the data, changes will include adding modules related to the material and information listed into additional coursework, as well as ensuring that students entering the program through the introduction course are exposed to a significantly greater degree of this information on the front-end of their academic progress through the program. Successful areas include an understanding of the constitution and the legal foundation for current US laws.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_Performance_Review_Schedule.docx

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

There are no current seniors participating in the showcase this year, as I currently have no seniors.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.
 Student_Performance_Review_Exam.docx

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service-Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Service learning involves partnering with local and state law enforcement agencies to provide on-campus law enforcement visits and ride-along opportunities for students, as well as the chance to engage in community-policing events which benefit or are in some way a charitable venture. This we hope to resume as soon as the pandemic subsides to a reasonable degree.

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

LEAD events included:

Human Trafficking Awareness

Serial Homicide Profile Investigations

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

In my first year, and during the pandemic, we have not participated in any off-campus extracurricular events but hope to increase this aspect in the fall semester (2022).

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

NA

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

NA

Appendix: Rubric

Annual Assessment Rubric 2022					29,900 pts 68.42%
Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A	
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓	N/A
Comment:					
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓	N/A
Comment:					
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓	N/A
Comment:					
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓	N/A
Comment:					
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓	N/A
Comment:					
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓	N/A
Comment:					
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓	N/A
Comment:					
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓	N/A
Comment:	the Assessment map is missing the description of assessment activities. without any activities described, there will be nothing show up for assessment findings.				

Data Driven Decision-making Is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	because the assessment matrix was not configured fully, the opportunity to upload data was eliminated making it very difficult to report on the assessment that happened in the program.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	this is where the program should discuss what went right and wrong in the assessment process. - the matrix not developed is a clear example of what did not go well.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supplemental Documents

CMJ Annual Performance Review Schedule

Tuesday, February 22nd – Burton Building, Classroom 105

9:30am-11am: All CMJ Major Students for Student Assessment Exams

11:00am-1:00pm: Lunch

1:00pm-3:00pm: All CMJ Major Students, Assessment Afternoon Activity with Dr. K

Wednesday, February 23rd- Burton Building, Model Courtroom

11:00am-12:30pm: All P+PLS+CMJ Students, Joint Assessment Activity

12:30pm-2:00pm: All P+PLS+CMJ Students, LUNCH OFF CAMPUS w/ Prof. Kramer & Dr. K
(Paid by the University)

2:00pm-3:00pm: *All CMJ Major Students return to Burton Classroom 105, Dismissal Activity*

I will try to make this process as absolutely painless as possible...promise ☺

The burden of proof required to arrest a suspect is known as

- a) Probable Suspicion
- b) Reasonable Suspicion
- c) Reasonable Cause
- d) Probable Cause

The greatest landmark interrogation restriction comes to us from the following US Supreme Court Case

- a) Mapp V Arizona
- b) Mapp V Ohio
- c) Miranda V Ohio
- d) Miranda V Arizona

A court ordered period of supervision in the community, typically as an alternative to incarceration is known as

- a) Plea Bargain
- b) Supervised Detention
- c) Parole
- d) Probation

The primary purpose of a _____ is to ensure that there exists sufficient evidence to move to a trial

- a) Grand Jury
- b) Exploratory Jury
- c) Preliminary Hearing
- d) Secondary Hearing

The US employs an _____ process, in its court systems to determine innocence and guilt.

- a) Original
- b) Appellate
- c) Adversarial
- d) Expedited

The burden of proof required to detain a suspect is known as

- a) Reasonable Suspicion
- b) Probable Suspicion
- c) Reasonable Cause
- d) Probable Cause

The Due Process Model is designed to ensure

- a) The efficient arrest and conviction of criminal offenders
- b) The protection of human rights and personal freedoms
- c) The balanced administration of the first half of the Bill of Rights
- d) The best chance of reducing recidivism

The constitutional protection against unreasonable search and seizure is found within which amendment in the bill of rights?

- a) 4th
- b) 5th
- c) 6th
- d) 14th

An arrangement between a prosecutor and a defendant whereby the defendant pleads guilty to a lesser charge in the expectation of leniency is known as

- a) Leniency Brokering
- b) Plea Dealing
- c) Leniency Dealing
- d) Plea Bargaining

Which of the following US Supreme Court cases established the pat-down warrantless search to protect the safety of an officer while interviewing a suspect based upon reasonable suspicion?

- a) Mapp V Ohio
- b) Silverthorne V US
- c) Terry V Ohio
- d) US V Leon

The 'Body of the Crime' in the criminal justice system is known as

- a) Corpus Delicti
- b) Actus Reus
- c) Mens Rea
- d) Sempiternus

A period of conditional supervised release into the community following a prison term is known as

- a) Probation
- b) Deferred Release
- c) Deferential Release
- d) Parole

The highest court in the land is known as the

- a) Federal Court of Appeals
- b) State Circuit Court
- c) Federal District Court
- d) US Supreme Court

A person who engages in criminal behavior which is *undertaken with awareness* is guilty of which level of Mens Rea

- a) Purposeful
- b) Knowing
- c) Reckless
- d) Negligent

The 6th Amendment protects against

- a) Self-incrimination
- b) Cruel and unusual punishment
- c) Unreasonable search and seizures
- d) Trial without legal representation

The burden of proof, in the US court system, required to convict someone of a crime is known as

- a) Evidence of full proportion
- b) Civil Consensus
- c) Criminal Consensus
- d) Beyond a Reasonable Doubt

Failure to perform a legal duty in a proper manner is known as

- a) Nonfeasance
- b) Misfeasance
- c) Malfeasance
- d) None of the above

The federal government has the jurisdiction to deal with

- a) Foreign affairs
- b) Interstate Affairs
- c) Both a and b
- d) Neither a or b

The due process protection against self-incrimination is found within which of the amendments in the bill of rights?

- a) 4th
- b) 5th
- c) 6th
- d) 14th

The burden of proof required to get a warrant is known as

- a) Probable Suspicion
- b) Reasonable Suspicion
- c) Reasonable Cause
- d) Probable Cause

How many people sit on a jury to decide the guilt or innocence in a criminal trial?

- a) 9
- b) 10
- c) 11
- d) 12

If a bank-robbery is committed in state 'A', and the criminal crosses into state 'B' to commit another bank robbery, it is the jurisdiction of _____ to capture and indict the criminal

- a) State A
- b) State B
- c) States A & B
- d) The Federal Government

If mail fraud is committed in state 'A' but the perpetrator does not leave state 'A', but the mail does, and enters state 'B', it is the jurisdiction of _____ to capture and indict the criminal

- a) State A
- b) State B
- c) States A & B
- d) The Federal Government

In our Criminal Justice System, _____ is one of the essential elements which must be proved for an individual to be convicted in a court of law. It is known as 'The Guilty Act'

- a) Mens Rea
- b) Actus Reus
- c) Corpus Delicti
- d) Semper Teranium

In our Criminal Justice System, _____ is one of the essential elements which must be proved for an individual to be convicted in a court of law. It is known as 'The Guilty Mind'

- e) Mens Rea
- f) Actus Reus
- g) Corpus Delicti
- h) Semper Teranium

What are the 3 branches of the US Federal Government?

What are the 3 branches of the US Criminal Justice System?

What is each branch of the US Criminal Justice System ultimately responsible for? (a single sentence for each will suffice)

Name one way each branch of the criminal justice system can impact another branch of the criminal justice system? (a single sentence for each will suffice)