

## Bachelor of Science in Criminal Forensic Science Integrated Program Matrix

(updated August 17, 2005)

University Student Learning Goals & Outcomes	Core Competencies	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<b>Florida Gulf Coast University</b>	<b>College of Professional Studies</b>	<b>Bachelor of Science in Criminal Forensic Studies</b>	<b>Bachelor of Science in Criminal Forensic Studies</b>	<b>Bachelor of Science in Criminal Forensic Studies</b>
<p><b>Aesthetic Sensibility:</b> know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis (through program outcomes k &amp; m, learning to meld physical evidence with behavioral manifestations and present this convincingly in court).</p> <p><b>Culturally Diverse Perspective:</b> know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values (through program outcomes i &amp; j, understanding victimology and suspect characteristics and the relationship between them; i.e. victim/offender relationships).</p> <p><b>Ecological Perspective:</b> know issues of ecological/economic sustainability; analyze and evaluate local &amp; global ecological issues; participate in ecological/ environmental projects</p> <p><b>Effective Communication:</b> know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects (through all program outcomes where analysis and results are communicated orally and verbally).</p> <p><b>Ethical Responsibility:</b> know and understand ethical issues; analyze</p>	<p>All programs in the College of Professional Studies link students' learning experiences to the needs of communities and their members.</p> <p>These programs are all designed to meet the College goals:</p> <ul style="list-style-type: none"> <li>• Prepare students to respond in innovative ways to the evolving social, political, economic, and natural environments in which policy-making and service delivery are carried out.</li> <li>• Cultivate an ethic of public integrity and civic engagement in professional, political, and community activities.</li> <li>• Develop an understanding of the multi-cultural and increasingly global contexts within which public problems emerge, as well as an ability to formulate interdisciplinary strategies for their identification and resolution.</li> <li>• Cultivate the knowledge, skills, and personal attributes required for life-long growth and</li> </ul>	<p>a. Enumerate, explain, and discuss the multidisciplinary nature of Forensics.</p> <p>b. Articulate the relationship of criminalistics, behavioral analysis of crime, and Constitutional Criminal Law. Discuss the role of culture in the context of criminal behavior and suggest methodologies for enhanced cultural awareness.</p> <p>c. Demonstrate the collection and preservation of physical evidence from a crime scene. Articulate the relationship of environmental criminal conduct to ecological sustainability.</p> <p>d. Explain the process of "chain of evidence". Demonstrate competency in moot court testimony and "chain of evidence" documents.</p>	<p>Program core is multi-disciplinary, and includes courses from anthropology, clinical health sciences, and criminal justice. Review syllabi and identify components within each course that reflect this Aesthetic Sensibility Goal. A Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. Analyze student responses on the Senior Student Survey</p> <p>Specific criminal cases are studied in the advanced courses in each area (Advanced Criminalistics CJE 4641, Advanced Forensic Psychology CJE 4674, CJE 4012 Interview &amp; Interrogation). Instructors of these three courses collaborate on assignments that evaluate this criterion. The Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. Analyze student responses on the Senior Student Survey.</p> <p>Instructor of Advanced Criminalistics CJE 4641 will keep records of successful completion of these skills (as a subset of an exam). The Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. Analyze student responses on the Senior Student Survey.</p> <p>Instructor of Advanced Criminalistics CJE 4641 will keep records of successful completion of these skills (as a subset of an exam). The Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. Analyze student responses on the Senior Student Survey.</p>	<p><b>Initial Assessment:</b> Faculty agreed to begin program assessment with critical thinking skills. Students in CCJ 3701 (a required course in the program) were scored on a direct measure of critical thinking skills based on their final examination in that class. The target was that 75% of the students would have an average score of 2.5 (of 4 possible) on each of the questions listed on the final exam. Eight of eight students (100%) met the criterion; this goal was met.</p> <p>All CFS majors were invited via email to participate in a student survey assessing the extent to which their program affected their critical thinking skills. For each of three pertinent survey items (my criminal forensic studies classes provided me with the opportunity to develop critical thinking skills; my criminal forensic studies classes required me to organize my thoughts and compose ideas; and the assignments in the program were challenging but fair), the target was that at least 75% of the students surveyed would agree or strongly agree. . This goal was met (91%, 94%, and 86% indicated that they strongly agreed or agreed with the above statements respectively).</p> <p>To expand the assessment process to include all student learning outcomes in the program, the Division Chair, Program coordinator and faculty teaching core courses will constitute an Evaluation Committee</p>

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<p>and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions (through working within the multidisciplinary nature of the program and program outcome 1).</p> <p><b>Information Literacy:</b> identify and locate sources of information; analyze and evaluate information in a variety of contexts; and participate in collaborative analysis/application of information (through program outcomes a, b, c, &amp; l: understanding the multi-disciplinary nature of forensics and gathering information from law, criminological theory, and policing to explain crime).</p> <p><b>Problem-Solving Abilities:</b> Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work individually and collaboratively to recognize and solve problems (again, through program outcomes a, b, c, &amp; l: understanding the multi-disciplinary nature of forensics and gathering information from law, criminological theory, and policing to explain crime).</p> <p><b>Technological Literacy:</b> Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools (again, through program outcomes a, b, c, &amp; l: understanding the multi-disciplinary nature of forensics and gathering information from law, criminological theory, and policing</p>	<p>development.</p> <ul style="list-style-type: none"> <li>Integrate multiple, state-of-the-art technologies into the learning environment and develop students' abilities to use technology creatively in their work.</li> <li>Develop comprehensive field-based experiences linked to individual and community development.</li> </ul>	<p>e. Infer behavioral motivation from crime scene evidence.</p> <p>f. Recognize the behavioral manifestations of mental illness and personality disorders.</p> <p>g. Suggest precursor behaviors from behavioral patterns.</p> <p>h. Predict future behavior based upon current behavioral manifestations.</p> <p>i. Delineate victimology.</p> <p>j. Delineate probable suspect groups.</p> <p>k. Integrate physical evidence with behavioral manifestations.</p>	<p>Instructors of Advanced Criminalistics CJE 4641 and Advanced Forensic Psychology CCJ4674 will collaboratively develop assignments to meet this goal and maintain records of successful completion of these skills (as a subset of an exam). The Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. Analyze student responses on the Senior Student Survey.</p> <p>Instructor of Advanced Forensic Psychology CCJ 4674 will keep records of successful completion of these skills (written criminal profile assignment). The Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. Analyze student responses on the Senior Student Survey.</p> <p>Instructor of Advanced Forensic Psychology CCJ 4674 will keep records of successful completion of these skills (written criminal profile assignment). The Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. Analyze student responses on the Senior Student Survey.</p> <p>Instructor of Advanced Forensic Psychology CCJ 4674 will keep records of successful completion of these skills (written criminal profile assignment). The Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. 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Analyze student responses on the Senior Student Survey.</p>	<p>that will meet annually to discuss student performance on the Likert Scale assessment tool for each course, and evaluate program effectiveness based on these outcome measures. The Senior Student Surveys will be examined to determine the relationship of course content and practitioner skills. The Committee will also conduct an annual review of graduate employment in relevant disciplines and survey area agencies to ascertain the relevancy of the practitioner skills acquired by the graduates. Performance measures where student success rates are under 80% will be "flagged" for special emphasis. Overall assessment of student learning and the extent to which program outcome measures assess student learning will be discussed. Where need is identified, program outcome measures will be modified.</p>

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<p>to explain crime). This is especially relevant to the laboratory courses which will introduce students to state-of-the art technology.</p> <p><b>Community Awareness and Involvement:</b> Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects (by producing well educated law enforcement professionals who understand the nature of crime and the balance between individual civil liberties and the pursuit of justice for the community).</p>		l. Correlate Constitutional Due Process guarantees with the activity of evidence collection, suspect interviewing and interrogation, and objectivity in crime resolution.	Instructor of Interview & Interrogations CJE 4612 will keep records of successful completion of these skills. The Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. Analyze student responses on the Senior Student Survey.	
		m. Present evidence in court in a logical, professional manner.	Instructor of Constitutional Criminal Law CJL 4064 will keep records of successful completion of these skills (moot court exercise). The Likert Scale Assessment Tool will be utilized to ascertain student performance in meeting this goal. Analyze student responses on the Senior Student Survey.	
		Critical thinking skills: see program objectives k, l.	see program objectives k, l.	
		Communication skills: Verbal: see program objective m. Written: see program objectives f, g, h, i, j, k.	see program objectives f, g, h, i, j, k, m.	

## Program Description

The curriculum of the Bachelors of Science in Criminal Forensic Studies provides criminal justice students/practitioners with skills requisite to the investigation of criminal offenses and the prosecution of criminal offenders. This curriculum integrates the theoretical perspectives of different disciplines pertaining to deviant and criminal behavior with the practice of identification, procurement, and presentation of evidence resulting from criminal activity. This curriculum assists law enforcement in the identification of the perpetrators of criminal conduct and the courtroom presentation of the evidence in accordance with the Constitutional guarantees of due process.

This curriculum is a solution to the contemporary problem of criminal investigation and prosecution of criminal offenders. It provides students and practitioners with skills otherwise unattainable in this geographical area of Florida. It is designed as a scholar/practitioner curriculum providing students with advanced levels of knowledge in criminal investigation, enhances their employment potential, and also serves to provide regional law enforcement, judiciary, and corrections agencies with a pool of applicants with advanced knowledge. Specifically, students completing this course of study will be eligible to serve in capacities as Crime Scene Investigators, Medical Examiner Investigators, and Investigators of Abuse, Neglect, and Domestic Violence for public and private agencies. Students who complete this degree and are interested in becoming Law Enforcement Officers have significantly increased their employment potential. This course of study is unique and prepares Law Enforcement candidates in advanced criminal forensic skills unavailable in other College and Universities. Students are more readily qualified for federal law enforcement agencies.

As this course of study includes the etiology and behavioral analysis of criminal conduct, students completing this degree bring a skill to all of the disciplines of the Criminal Justice professions, which is unattainable at other institutions. The blending of the criminalistics, behavioral analysis, and Constitutional law is completely unique from other College and University Forensics curricula.