

Sexual Predators

Sexual Predators CJ/CRIM 4375
Department Homeland Security & Criminal Justice
Sul Ross State University
SPRING 2024

Instructor: Liza Ware
Class Location: On-line format
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Course Description:

In this course, we will examine and discuss issues related to sexual offenders and sexual offending. We will look at the various definitions of sex offenses, the criminological theories behind sexual offending, the history of sex and sexual offending, juvenile and female offenders, and the treatment of sexual offenders.

Caveat: Some of the subjects covered in this course are graphic and potentially unsettling. Because sexual offending is more common than many realize, it is possible that topics discussed might affect some students personally. Consider this before we get too far into the course and remember we do offer counseling service on campus for any student wishing to discuss personal issues with a professional trained to assist with personal or vicarious victimization.

Course Materials:

TEXT: *Sex Crimes Research and Realities* (required)

Author: VANDIVER, D., Braithwaite, J.

Publisher: TAYLOR (Routledge)

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ONLINE CLASSES

#1 Student Effort = Student Success

Online classes are not for everyone. Success with this format takes a great deal of self-motivation. Students should realize that they will work just as hard in an online class as they would in a traditional course.

#2 Online Classes Demand Excellent Time-Management Skills

Online classes may let you study whenever you want to, but do not think you'll spend any less time studying. Do you wait to the last minute to do your work? Are you easily distracted? Do you have trouble setting goals and reaching them? If so, online classes might not be for you.

#3 Online Classes are as Difficult as Traditional Classes if not more so for some students:

Without strong time-management skills, the advantages of online classes quickly become disadvantages. Add to that the challenges of learning through a computer, and it could quickly become a more difficult than a traditional class.

Grading: Assignments 30%, Chapter quizzes 20%, Discussion Board 10%, Midterm exam 20%, Final exam 20%

Assignments: *Assignments must be turned in by the due date set.* Grammar and spelling as well as content are graded. Develop a well thought out answer, these are short answer/essay questions, make sure you treat them as such. **One or two sentences does not an essay make!** You will need to discuss, give examples, and explain/give details. This is a Senior level class, Senior level work is expected.

Quizzes: Quizzes will be True/False, multiple choice, short answer etc.

Exams: There will be a midterm exam as well as a final exam which will be cumulative. **There will be no makeup exams or quizzes.**

Discussion Board: Discussions will vary on topics based on the readings. Students will respond by Thursday following and comment on at least two fellow students' responses, when required. Please check **Netiquette** and **Writing Forum Posts and Responses**

Late Assignment Policy: There will be **NO** make-up assignments, Discussion Boards, quizzes, or exams. Students should consult the course calendar to see course assignments and due dates.

Note: Links to assignment submission will become unavailable after their due dates.

Technology Requirements:

Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments. Several Blackboard features are utilized throughout the course including email, course documents, the discussion board, grade center, external links, and SafeAssign.

This course requires a significant amount of online activity. For students to participate and progress in this course the following is required:

1. Basic computer skills
 - a. sending and retrieving emails.
 - b. the ability to open files and attaching files for course assignments.
 - c. locating websites and other resources on the internet.
2. Internet connectivity
 - a. regular access to the internet
 - b. alternative locations for internet access (i.e., on-campus library, friend's house)

Any additional reading materials, resources and other information will be posted in blackboard under the heading "Resources." Students will be notified on how to access this information by the instructor via email as well as by blackboard announcement.

Additional Information and Resources and Suggested Readings:

https://us.sagepub.com/sites/default/files/upm-binaries/80474_Chapter_1.pdf

https://us.sagepub.com/sites/default/files/upm-binaries/50423_ch_2.pdf

<https://www.youtube.com/watch?v=-4cU8YhMI7I>

- [Richard Berk: Forecasting Criminal Behavior and Crime Victimization](#): An interview with University of Pennsylvania professor Richard Berk discussing criminal forecasting and the accuracy of criminal statistics.
- [She Asked For It](#): A brief video about blaming victims of sex crimes.
- [The Reason I'm Here, Rape](#): A BBC World Service program that includes first-hand accounts from three rape victims who discuss how the experience has affected their lives.
- [Sexual Assault Numbers Vary By Who's Tracking It](#): An NPR report about the different estimates about the prevalence of sexual assault obtained from various government agencies.
- [Frontline Online Video: Hand of God](#): A PBS program about the sexual abuse of children by Catholic priests in the United States.
- [Would You Stop Child Abuse? \(Social Experiment\)](#): Video of a test conducted in Stockholm to see what people will do if they see someone abuse and/or neglect a child in public.
- [Doctor Explains Child Abuse Mapping](#): The executive director of the Center for Prevention of Child Maltreatment explains how risk terrain modeling may be used to predict where child abuse cases will occur.
- [Workplace Safety and Women](#): A podcast at the Centers for Disease Control and Prevention on several key issues for women at work, including workplace violence.
- [The Challenges of Identifying Potential Workplace Violence](#): An NPR report on violence in the workplace.

BOOKS:

The Evil That Men Do Authors: Stephen G. Michaud with Roy Hazelwood

The Anatomy of Motive Authors: John Douglas and Mark Olshaker

Whoever Fights Monsters Authors: Robert Kessler and Tom Shachtman

Dark Dreams: Sexual Violence, Homicide and the Criminal Mind Authors: Roy Hazelwood and Stephen G. Michaud

Assessment Rubric:

The homework assignments will be graded with an answer key created by the Instructor. Students will be provided access to their homework grade via the blackboard grade center, along with feedback.

Any student needing special assistance with any aspect of the class needs to contact the instructor immediately.

Support for students with disabilities

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact the Disability Services Coordinator, in Counseling and Prevention Services, Ferguson Hall 112, Box C-117, (837-8203

ADA Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services. Sul Ross has partnered with TimelyCare, an online mental health support platform and all SR students will have access to nine free Counseling sessions by visiting [Timelycare.com/SRSU](https://www.timelycare.com/SRSU). Counseling is still offered in Ferguson Hall room 112 in Alpine, and telehealth Zoom session for our Rio Grande, Uvalde, Eagle Pass, and remote students.

The Process of Requesting and Receiving Accommodations: To be eligible for services a student must be admitted to the university, have a documented disability, and register with our office. All syllabi must contain the point of contact name and location where students go to request accommodations:

Rio Grande, Uvalde, and Eagle Pass students can email Alejandra Valdez at asv18en@sulross.edu or by calling (830) 758-5006.

Alpine students can email Mary Schwartz Grisham or Ronnie Harris at counseling@sulross.edu, or call 432 837-8203.

Once the student makes an appointment with one of the offices, you begin the dialogue process in determining what “reasonable accommodations” will help to assist in removing the barrier. Accommodations can range from extended time when taking a test to auxiliary aides.).

For more information see: <https://www.sulross.edu/page/1384/accessibility-services>

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Attendance: Students are expected to be check Blackboard regularly for assignments and pertinent information.

The Department of Criminal Justice feels very strongly that attendance is a direct predictor of student classroom success. Therefore, the faculty of the CJ department as a group, will enforce student attendance policy. Students are expected to log in for updates, homework, discussion board and quizzes, pop quizzes and exams. Failure to log in will result in being dropped from the course for failure to attend. It is the **student’s responsibility** to inform the instructor to any event

that would cause the student unable participate. Students may email, text, or call me between the hours of 9:00A.M. and 8:30 P.M., if you need to speak to me later, we can set up an appointment.

Attendance is important! Attendance demonstrates maturity, responsibility, and a serious attitude toward education. Many times, students wish letters of recommendation from their instructors. Prospective employers or graduate programs are all interested in a student's class attendance record.

Academic Dishonesty/Plagiarism:

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty. Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data, or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.
- To avoid plagiarism, do not "copy and paste" into assignments without using proper quotation marks and citing, in APA format, the source of material.

Students should consult the Sul Ross State University Student Handbook for further details.

Plagiarism:

Avoid plagiarism-ignorance is not an excuse for unethical academic conduct. Here are the rules and resources to help you avoid any problems with plagiarism.

- Direct Quotes: Whenever you directly quote someone else, you must provide a citation to the source of material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote, so the reader knows what words yours are and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your reference section.
- Paraphrasing/Indirect Quotations: Whenever you indirectly quote someone else, you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
- Using Other's Ideas: Even if you compose an entire paragraph of writing in your own words, if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
- Collaborative Work: If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.

- Altering or Revising Another's Work: If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you both are guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.

Consequences of Academic Dishonesty/Plagiarism

All violations of academic policy are documented and made a part of the student's academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which may result in one or more of the actions listed below:

- Reduction in grade on the assignment on which the violation occurred.
- No credit on the assignment on which the violation occurred.
- A failing grade for the course.
- Suspension or dismissal from the college.

ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

Dropping the Course: Any student who wishes to drop the class for any reason is advised to follow the proper procedures outlined by Sul Ross State University. Failure to do so may result in an "F" grade. **Students should consult the Sul Ross State University Student Handbook and/or university catalog for further details.**

Classroom Policies

Attendance: Students are expected to check Blackboard regularly for assignments and pertinent information.

Class Schedule

This is a tentative schedule subject to change as deemed necessary by Instructor.

Assignments are due by 11:59 p.m. CST, if you do not see a place to upload your assignment it means you are late. Late responses will not be graded.

If you have trouble uploading you may send your responses as an attachment in an e-mail.

Do not wait until the last minute to turn in your work.

Note to Students: The acceptable formats for assignments submitted for this course are Word.doc, .docx, .pdf **If I cannot open your attachment, I cannot grade it.**

Date	Chapters/Readings	Assignments	Due Date
January 17	Chapters 1 & 2		Thursday 2/1/2024 11:59 PM CST
February 5	Chapters 3		Friday 2/9/2024 11:59 PM CST
February 12	Chapters 4		Friday 2/16/2024 11:59 PM CST
February 19	Chapters 5		Friday 2/23/2024 11:59 PM CST
February 26	Chapters 6		Friday 3/1/2024 11:59 PM CST
March 4	Midterm Exam		
March 11	SPRING BREAK!	BE SAFE AND ENJOY!	
March 18	Chapters 7		Friday 3/22/2024 11:59 PM CST
March 25	Chapter 8		Thursday 3/28/2024 11:59 PM CST

April 1	Chapter 9		Friday 4/5/2024 11:59 PM CST
April 8	Chapter 10		Friday 4/12/2024 11:59 PM CST
April 15	Chapter 11		Friday 4/19/2024 11:59 PM CST
April 22	Chapters 12		Friday 4/26/2024 11:59 PM CST
	Murphy's Law <i>* Anything that can go wrong will go wrong*</i>	Final Exam: The exam will come from the quizzes. Be prepared before you begin the exam. Students may not exit and return to the exam. There is an expectation of honesty when taking quizzes and exams. The exam will be timed. Once the time is reached the quiz will automatically close.	The Final will open May 3 and close May 7, 2024 11:59 p.m. CST. <i>Do not wait until the last minutes of the last day to take your Final Exam.</i>

EARNING GRADES AND LEARNING ARE TWO DIFFERENT THINGS

Library

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

In some cases, you can borrow textbooks from the library. WorldCat allows you to be linked to libraries across America. If you can find the book in the system fill out a request form at the library.

Netiquette

Netiquette guidelines are used to govern online behavior. It is the expectation that all participants in the course will contribute to the learning environment in a respectful manner when posting information in this course. In addition, there is the expectation that there will be some level of academic discourse. The link below provides some helpful reminders that can be referred to as a guide to assist students when posting information online in this course.
<http://www.albion.com/netiquette/corerules.html>

Writing Forum Posts and Responses

When You Are Starting a New Thread or Making the First Post Read the Directions Carefully

Your instructors usually outline their expectations for forum and discussion board posts in the syllabus. Make sure to read their rules for posting. Some instructors may have specific word count expectations or require certain things. Every instructor and every course is different, so make sure you understand what you're supposed to be writing in your discussion post.

Do not Be Afraid to Ask Questions

You can always email your instructor to ask for more details about discussion board assignments. It may feel intimidating but reaching out is the best thing to do if you are unsure of how to respond to a topic question or instructor-led discussion. Your instructor is there to help you grow.

Say Something

To get the most out of your online discussion board posts, you need to have a conversation. When you are posting, think about what you are saying: why do you think this way? Using sources like your textbooks or even a journal article can boost your credibility and increase the points you earn for your posts.

Do not Procrastinate!

Be sure to post your discussion thread well before the deadline. If you post at the last minute, you are not likely to get thoughtful and enlightening responses, and you are not making the most of your online experience.

Review and Proofread Your Post

Before hitting "submit" or "create thread," read over your post at least once. Make sure you are not going off subject and look for any spelling or grammar mistakes. One important difference between in-person class discussions and online discussion boards is the lack of context. In person, you can use body language to determine how someone feels about what they are saying. When writing online, it can be difficult to understand the tone your writing gives off to your readers.

Try using empathy - read your post as if you were a classmate or friend and consider how they might respond if this was a post they read. Avoid all-caps (IT LOOKS LIKE YELLING), "text speak" and slang terms (LOL, omg, on fleek), and use typical punctuation (not multiple exclamation points or emoticons). As always, never use racial or ethnic slurs, aggressive language, profanity, or language that could be offensive to other cultures or religions.

When You Are Posting Replies to Classmates' Posts

Read the Direction Carefully Your instructor may have one set of expectations for original posts, and an entirely different set of rules for replying to your classmates' posts. If there are not guidelines in the syllabus about replying to posts, do not hesitate to ask your instructor what he or she expects replies to include.

Make Meaningful Conversation

Discussion boards are meant to be conversations, where each post builds on the previous comment. Responding to a post gives you the ability to expand the conversation. Reference material from your textbook, class lectures, or relate to your own life experiences when appropriate. Do not just agree or disagree continue the conversation. *This is called responding constructively* - just like construction, you are building upon a post.

There are three main ways to respond constructively to a post:

“No, because...”

“Yes, and...”

“Yes, but...”

Respectfully Disagreeing –

“No, because...”

If you disagree with someone's post, show that you appreciate that your classmate has an opinion, even if it is different from your own. Do not personally attack the writer and avoid using emotional appeals. Instead, focus on the logic of view your classmate has: Does it make sense?

Do the causes and effects as explained really relate to one another?

Does one claim necessary follow another?

Are there flaws in your classmate's argument?

Ask questions to better understand the writer's logic.

Agreeing with and Expanding Upon a Post - “Yes, and...”

Let us say you agree with the writer's main idea, and you want to add more to it.

Take the original opinion or view that your classmate expresses and consider other angles. Are there factors about this topic that your classmate has not mentioned?

Do you have insight that provides a clearer picture or helps build the discussion? **Agreeing with and Expanding Upon a Post - “Yes, but...”**

This is very similar to “Yes, and...” with the exception that you are playing “devil's advocate” - you are pointing out things that do not quite mesh with the view or opinion your classmate posts.

You agree with what your classmate is saying, but you are pointing out problems with the view or statement that make it harder to defend.

If you are getting points taken off for discussion board assignments and you are not sure why, ask your instructor for feedback.

You can contact/visit the Writing Center for help (For those of you in SSS you can ask them to help too!)- They can review your discussion board posts and replies, and give you feedback to help you say what you mean to say. Writing Forum Posts and Responses (Examples from this website: <https://writingcommons.org/open-text/new-media/online-forums/651-online-forums-responding-thoughtfully>)

Let us say a classmate posts the following message about abortion on your class discussion board:

All women should have abortions if they are unmarried. Having children when a woman is unmarried can cause severe problems for that child later in life. The child can grow up and become a drug addict. So, it is the woman's duty to have an abortion if there is no father in the picture.

“No, because...” Here are two examples of responses you could give that respectfully disagree:

1. I respectfully disagree with your views regarding abortion. I do understand your concerns, but I wonder whether drug addiction necessarily follows a fatherless life. I was raised without a father and have never touched a drug in my life. Do you think that all children who are raised without fathers cannot lead fulfilling and successful lives?
2. Perhaps we might consider the logic employed in this post: while I understand your concern for the child's quality of life, I do not understand that connections you are drawing.

Perhaps you—or someone else who agrees with this post—could elaborate upon why you feel this way? Both responses are respectful of your classmate's position, even if you strongly disagree.

They point to issues with the writer's logic and end with questions which continue the discussion. “Yes, and...” Here is an example of agreeing with the post about abortion and adding onto it:

I see your point about the child's quality of life. In fact, I know someone who dealt with a previous experience. I would also like to add this question: What about women who have been raped? Would that trauma necessarily carry over to the child?

You are adding another point to the original question. This helps continue the conversation with other students who may also comment on this post and gives the conversation more depth. “Yes, but...”

Here is an example of agreeing with the post about abortion but disagreeing with some parts:

The quality of life of a child raised without both parents is certainly something to consider. I am not sure that being unmarried is the biggest issue though. There are relationships where unmarried women still have the support of their partners, giving the children two parents or parental figures.

Criminal Justice Undergraduate Student Learning Objectives

UG-CJ-SLO1: Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

UG-CJ-SLO2: Student will be able to demonstrate knowledge of criminological theories and apply those theories to an analysis of practical criminal justice events.

UG-CJ-SLO3: Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System and demonstrated knowledge in recognizing the political influences on the CJ system.

Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Analysis & Use of Information. Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information. Students will apply the constant self-reflection that is required to be an effective criminal justice philosopher/practitioner amidst American diversity in race, ethnicity, gender, and class and display such thought and critical analysis in discussion and a variety of course assignments.

* Students will analyze and apply current research on gender in criminal justice, focusing on the issues particularly important to women when considering the impacts and effects of gender and race in criminal justice.

* Students will demonstrate integration and synthesis of knowledge, ideas, and approaches, reaching beyond traditional or orthodox approaches and perspectives, to issues regarding the roles and experiences of women as practitioners, offenders, and victims in the criminal justice system.

MARKETABLE SKILLS FOR CRIMINAL JUSTICE BS PROGRAM

Marketable Skill	Verbal and Written Communication Skills
Dissemination Plan	<ol style="list-style-type: none"> 1- Encouraging students to prepare and present oral presentations to the general and professional audiences, including their classmates, experts, scientists, laypersons, and government officials, on several topics related to their majors. 2- Encouraging students to prepare and compose written reports, essays, and scientific publications on various topics related to their majors. 3- Demonstrating mastery in Microsoft Office Suite to create visual aids, graphs, tables, and charts and file sharing platforms such as Dropbox, and Google Drive. 4- Emphasizing the importance of active listening, giving full attention to the details, note taking, asking appropriate questions, and interviewing in Criminal Justice related professions.
Marketable Skill	Accessing Resources with Crime Data. Work with Numbers and Demonstrate Quantitative Skills

Dissemination Plan	<ol style="list-style-type: none"> 1- Encouraging students to explore and identify most current crime data from various local, regional, national, and international data resources. 2- Demonstration mastery in crime data analysis and interpretation. 3- Demonstration mastery in crime data presentation software and applications such as Microsoft Excel and Crime Mapping
Marketable Skill	Critical Thinking and Observation
Dissemination Plan	<ol style="list-style-type: none"> 1- By using case studies and scenarios, encouraging students to utilize all available information to dismantle complex problems which they may face during their future professional career. 2- Encouraging students not only to identify and analyze the problems but also identify and implement the possible alternative solutions by using critical thinking.
Marketable Skill	Teamwork and Working Collaboratively
Dissemination Plan	<ol style="list-style-type: none"> 1- Emphasizing the importance of teamwork and coordination in Criminal Justice related professions. 2- Establishing trust within group/team members and ensuring contribution from all members by utilizing group/team projects. 3- Encouraging students to reconcile and benefit from the differences within the group members.
Marketable Skill	Multicultural Understanding.
Dissemination Plan	<ol style="list-style-type: none"> 1- Emphasizing the importance of working with people in different groups characterized by race, ethnicity, gender, socioeconomic class, religion, and other differences. 2- Encouraging the students to be aware of cultural diversity and existence of various groups in the society which they are living. 3- Highlighting the importance of awareness of other's beliefs and behaviors and building skills to communicate and function effectively in multicultural settings.
Marketable Skill	Analyzing the Factors Contributing to Crime
Dissemination Plan	<ol style="list-style-type: none"> 1- Introducing personal, biological, social, and other theoretical explanations of the root causes of crime in society. 2- Emphasizing the importance of gathering information, critical thinking, scientific observation, analytical thinking for analyzing social problems.
Marketable Skill	Legal Codes & Procedures and Safety
Dissemination Plan	<ol style="list-style-type: none"> 1- Introducing the current laws and policies related to the students' majors.

	<ul style="list-style-type: none">2- Encouraging students to explore and identify the resources to obtain the most current updates of legal codes and procedures.3- Introducing hands-on applications and emphasizing the importance of adherence to safety standards in Criminal Justice related professions.
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