

**University of Wyoming**  
**College of Arts & Sciences**  
**Criminal Justice Department**

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# Welcome to the University of Wyoming

## Criminal Justice Department

The Department of Criminal Justice is dedicated to providing educational opportunities in the areas of criminal justice, pre-law and pre-forensic science. The undergraduate curriculum consists of courses leading to the Bachelor of Arts degree with options available for a pre-law concentration or pre-forensic concentration.

### **Undergraduate Degrees:**

**Bachelors of Arts (BA):** A general degree which balances criminal justice studies with a liberal arts degree. BA students are prepared to go right into the job market or pursue graduate school.

**Pre-Law Concentration:** Helps prepare students for law school. This concentration is an additional course load paired with the Bachelor of Arts degree.

**Pre-Forensic Concentration:** Helps prepare students for further educational studies in the area of forensic science. This is an additional course load to be taken in addition to the Bachelor of Arts degree.

### **Organization:**

#### **Department of Criminal Justice Chair:**

Adrienne Freng, A&S 225, [afreng@uwyo.edu](mailto:afreng@uwyo.edu), 766-2307

#### **Faculty:**

John Boman, A&S 329, [jboman@uwyo.edu](mailto:jboman@uwyo.edu), 766-2992

Scott Culhane, A&S 222C, [sculhane@uwyo.edu](mailto:sculhane@uwyo.edu), 766-2945

Shane Stone, UWC Campus, [sstone7@uwyo.edu](mailto:sstone7@uwyo.edu), 268-2930

Eric Wodahl, A&S 330, [ewodahl@uwyo.edu](mailto:ewodahl@uwyo.edu), 766-3803

Thomas Mowen, A&S 223, [tmowen@uwyo.edu](mailto:tmowen@uwyo.edu), 766-5384

#### **Department Staff:**

Jenn Mitchell, A&S 223, 766-2988

Advising Coordinator, A&S 222B, 766-2177

# Faculty

## 2015-2016

**Adrienne Freng**

**Department Head**

PhD Sociology, University of Nebraska Lincoln, 2001

MA Sociology, University of Nebraska Lincoln, 1997

BA Sociology and Psychology, Black Hills State University, 1995

**John Boman**

(Assistant Professor)

PhD Criminology, University of Florida, 2013

MA Criminology, University of Florida, 2010

BA Sociology/Criminology, Ohio University,  
2007

BS History, Ohio University, 2007

**Shane Stone**

(Assistant Academic Professional Lecturer-UWCC)

MS Criminal Justice Administrations, Lindenwood  
University, 2000

MA Theological Studies, Midwestern Baptist College,  
2011

BS Criminal Justice Admin/Law Enforcement  
Function, Central Missouri State, 1992

**Scott Culhane**

(Associate Professor)

PhD Legal Psychology, University of Texas  
at El Paso, 2005

MS Research Psychology, University of  
Tennessee at Chattanooga, 2000

BA Political Science and Psychology,  
University of Tennessee at Knoxville, 1998

**Eric Wodahl**

(Associate Professor)

PhD Criminal Justice, University of Nebraska  
Omaha, 2007

MPA University of Wyoming, 2003

BA Justice Studies, Chadron State College, 1994

AA Criminal Justice, Eastern Wyoming College, 1982

**Thomas Mowen**

(Assistant Professor)

PhD Sociology, University of Delaware, 2015

MA Sociology, University of Louisville, 2011

BS Sociology, University of Louisville, 2010

# What Can I Do With This Degree?

## Criminal Justice

### Social Services

#### Jobs:

Corrections  
Counseling  
Juvenile Justice  
Casework  
Administration  
Probations & Parole  
Victim Advocacy

#### Employers:

State and federal correction facilities  
County Jails  
Precinct station houses  
Prison Camps  
Youth correction facilities  
Medium-security correction facilities  
Voluntary correction facilities  
Halfway houses and pre-release programs  
Reintegration programs  
Alternative schools  
Juvenile detention centers  
Juvenile group homes  
Women's and family shelters  
Domestic violence agencies  
Immigration and naturalization services  
Other nonprofit organizations

#### Strategies:

Seek courses of training in topics such as victimology, social problems, diversity issues, or grieving. Supplement curriculum with courses in psychology, sociology, or social work. Gain experience working with a juvenile population in any capacity (i.e. sports teams, summer camp counselor, parks and recreation programs, and community/religious youth groups). Gain related experience in employment interviewing, social casework, substance abuse, and rehabilitation. Learn to work well with people of diverse backgrounds. Consider learning a second language. Maintain a blemish-free driving and criminal record. Gain firearms and self-defense training. Earn a master's degree in social work or counseling for therapy positions. Obtain a master's degree in criminal justice or business for upper-level positions in facilities management or administration.

### Judiciary and Law

#### Jobs:

Court Reporting  
Legal Assistance  
Legal Research  
Administration

#### Employers:

Local, State, and federal courts  
Law firms  
Corporate legal departments  
Public interest law organizations

### **Strategies:**

Consider a double major or minor in the social sciences such as psychology, anthropology, sociology, or political science. Attend a postsecondary vocational or technical college that offers court reporting or paralegal certification programs. Obtain a law degree from a law school accredited by the American Bar Association (ABA). Develop strong research, computer, and writing skills. Maintain a high grade point average to gain admittance to law school. Participate in mock trial groups.

## **Law Enforcement**

### **Jobs:**

Patrolling  
Investigating  
Forensics  
Probation  
Security

### **Employers:**

City/County Government organizations including:  
Police departments, Correction facilities, County sheriff departments, Liquor Control Commission.  
State Government Organizations including:  
Troopers, Crime Labs, Penitentiaries  
Federal Government Organizations including:  
U.S. Customs and Border Protection, FBI, IRS, DEA, CIA  
Department of Homeland Security, Postal Service, Federal Marshals, Wildlife, Fisheries, and Parks, United States Department of Agriculture, National Parks, Crime Laboratories, Colleges of Universities

### **Strategies:**

Obtain related training or certifications such as CPR, first aid, or EMT. Complete a formal police academy program upon graduation. Maintain a healthy and physically fit lifestyle. Volunteer to work in a police department or campus safety department. Complete an internship in a crime laboratory to gain experience in the forensic application of science. Obtain a double major in criminal justice and a hard science (biology, chemistry, or biochemistry) if interested in a career in forensics. Consider earning a master's degree in Forensic Science or related discipline. Become familiar with the government application process. Learn a second language.

## **Business**

### **Jobs:**

Private Security  
Consulting  
Investigating  
Systems Integration  
Global Intelligence  
Private Investigation  
Internet Security  
Loss and Prevention

### **Employers:**

Insurance companies  
Banks  
Private security companies  
Software companies  
Hotels and resorts  
Health care facilities  
Transportation services  
Nuclear power plants  
Manufacturers  
Online companies  
Other large corporations

**Strategies:**

Minor in business or computer science. Seek practicum/internship experiences that include training in the hardware and software of security systems. Maintain good physical fitness. Develop exceptional written and oral communications skills. Seek leadership opportunities and develop strong interpersonal skills. Attend firearm safety courses. Obtain first aid and CPR certification. Gain military experience and training. Earn a graduate degree in business or law for upper-level positions.

**Education****Jobs:**

Teaching  
Research

**Employers:**

Colleges and Universities  
Adult education providers  
Public and private high schools

**Strategies:**

Earn a graduate degree for post-secondary teaching opportunities. Get a teaching certificate for elementary or secondary education. Gain a dual certification for increased opportunities. Serve as a tutor to other students. Develop strong written and oral communication skills. Assist a professor with research. Take additional coursework related to research and statistics.

**General Information:**

Many criminal justice professions require candidates to possess strong oral and written communication skills and good computer skills. The ability to speak a second language is also desirable.

Develop good listening skills and the ability to work well with a wide range of diverse populations.

Most entry-level position for criminal justice majors reside with law enforcement and social service organizations.

Be willing to start in an entry-level job in order to prepare for more advanced career opportunities.

Obtain experience through volunteer, practicum, or internship opportunities.

Supplement program of study with courses in business, psychology, anthropology, or sociology. Course work related to the hard sciences (biology, chemistry, or biochemistry) is preferred for career opportunities in forensics.

Depending upon one's career goals, earn a master's degree in disciplines such as criminal justice, forensic science, public administrator, social work, counseling or business to obtain positions involving therapy, higher levels of administration, forensics, or research. Earn the doctorate degree for university teaching positions.

Conduct informational interviews with professionals in fields of interest to learn more about opportunities.

Prepared by the Career Planning Staff of Career Services at the University of Tennessee, Knoxville. (2005) UTK is an EEO/AA/Title VI/ Title IX/ Section 504/ADA/ADEA Employer

# CRIMINAL JUSTICE AND UNIVERSITY STUDIES CHECK LIST (FALL 2015)

Name: \_\_\_\_\_ W#: \_\_\_\_\_ Advisor: \_\_\_\_\_

Major courses must be completed with a "C" or better

## FOUNDATION CLASSES: (must complete all courses)

- |  |                                |
|--|--------------------------------|
| <input type="checkbox"/> CRMJ 1001     | Intro to Criminal Justice      |
| <input type="checkbox"/> CRMJ 2210     | Criminal Law                   |
| <input type="checkbox"/> CRMJ/SOC 2400 | Criminology                    |
| <input type="checkbox"/> CRMJ 2685     | Research Methods in CJ         |
| <input type="checkbox"/> CRMJ 3110     | Criminal Courts & Processes    |
| <input type="checkbox"/> CRMJ 3200     | Ethics                         |
| <input type="checkbox"/> CRMJ 3350     | Correctional Theory & Practice |
| <input type="checkbox"/> CRMJ 3490     | Issues in Policing             |

## CRIME AND DEVIANCE: (2 courses)

- |                                    |                       |
|------------------------------------|-----------------------|
| <input type="checkbox"/> CRMJ 3250 | Juvenile Delinquency  |
| <input type="checkbox"/> CRMJ 3500 | Drugs & the CJ System |
| <input type="checkbox"/> CRMJ 4151 | Crime Causation       |
| <input type="checkbox"/> CRMJ 4260 | Gangs                 |
| <input type="checkbox"/> CRMJ 4700 | Global Terrorism      |
| <input type="checkbox"/> CRMJ 4890 | Serial Killers        |

## CJ INSTITUTIONS AND PROCESSES: (2 courses)

- |                                    |                                |
|------------------------------------|--------------------------------|
| <input type="checkbox"/> CRMJ 4130 | Leadership & Management in CJ  |
| <input type="checkbox"/> CRMJ 4140 | Criminal Legal Procedure       |
| <input type="checkbox"/> CRMJ 4150 | Community-Based Corrections    |
| <input type="checkbox"/> CRMJ 4280 | Comparative Criminal Justice   |
| <input type="checkbox"/> CRMJ 4860 | Social Inequality, Crime, & CJ |

## SUPPORTING COURSES: (1 course); or 1 additional course from Crime & Deviance or Criminal Justice Institutions and Processes

- |   |                            |   |                          |                                    |                    |
|---|----------------------------|---|--------------------------|------------------------------------|--------------------|
| <input type="checkbox"/> CRMJ/SOC 3320  | Family Violence            | <input type="checkbox"/> CRMJ/PSYC 4370 | Criminal Psychopathology | <input type="checkbox"/> CRMJ 4965 | Undergrad Research |
| <input type="checkbox"/> CRMJ/SOC 3400  | Deviant Behavior           | <input type="checkbox"/> CRMJ/WGST4540  | Women, Crime & the Law   | <input type="checkbox"/> CRMJ 4970 | CRMJ Practicum     |
| <input type="checkbox"/> CRMJ/POLS 4110 | Const Law: Civil Lib & Rts | <input type="checkbox"/> CRMJ/POLS 4600 | Political Violence       | <input type="checkbox"/> CRMJ 4975 | Readings           |
| <input type="checkbox"/> CRMJ/ANTH 4230 | Forensic Anthropology      | <input type="checkbox"/> CRMJ 4730      | Psychology & the Law     | <input type="checkbox"/> CRMJ 4990 | Topics             |
| <input type="checkbox"/> CRMJ/SOC 4350  | Sociology of Law           | <input type="checkbox"/> CRMJ 4750      | Internship in CRMJ       | <input type="checkbox"/> OTHER     |                    |
| <input type="checkbox"/> CRMJ 4270      | Discrimination & the Law   | <input type="checkbox"/> CRMJ/PSYC 4760 | Child Maltreatment       | <input type="checkbox"/> OTHER     |                    |

## UNIVERSITY STUDIES and A&S CORE REQUIREMENTS: (H=hours)

- |                         |            |  |              |
|-------------------------|------------|--|--------------|
| COM1: INTRODUCTORY      | (3H) _____ | FYS: FIRST YEAR SEMINAR                                    | (3H) _____   |
| COM2: FOUNDATIONAL      | (3H) _____ | Q: QUANT. REASONING  | (3H) _____   |
| COM3: UPPER-LEVEL       | (3H) _____ | STATISTICS: STAT 2050 or 2070                              | (3/4H) _____ |
| SINGLE FOREIGN LANGUAGE | (4H) _____ | PN: PHYSICAL & NATURAL WORLD                               | (3/4H) _____ |
| SINGLE FOREIGN LANGUAGE | (4H) _____ | PN: PHYSICAL & NATURAL WORLD<br>(One Lab Science required) | (4H) _____   |
| H: HUMANITIES           | (3H) _____ | G: GLOBAL AWARENESS  | (3H) _____   |
| H: HUMANITIES           | (3H) _____ | D: DIVERSITY   | (3H) _____   |
|                         |            | V: U.S. & WY CONSTITUTIONS<br>(POLS 1000 required as V)    | (3H) _____   |

## UPPER DIVISION REQUIREMENT (3000 LEVEL OR ABOVE): 42 HOURS (30 of which must be earned from UW)

- |            |            |            |            |
|------------|------------|------------|------------|
| (3H) _____ | (3H) _____ | (3H) _____ | (3H) _____ |
| (3H) _____ | (3H) _____ | (3H) _____ | (3H) _____ |
| (3H) _____ | (3H) _____ | (3H) _____ | (3H) _____ |
| (3H) _____ | (3H) _____ | (3H) _____ | (3H) _____ |

**THIS IS NOT AN OFFICIAL DOCUMENT**

STUDENTS ARE RESPONSIBLE FOR KNOWING AND FULFILLING THEIR OWN DEGREE REQUIREMENTS

**TOTAL HOURS** \_\_\_\_\_ **/120** Every student must complete *at least* 120 hours to get their degree from UWYO.

<b>Criminal Justice Minor Checksheet (Effective Fall 2012)</b>
--

Name: \_\_\_\_\_  
W#: \_\_\_\_\_

Advisor: \_\_\_\_\_  
Major: \_\_\_\_\_

*All Criminal Justice Minors must complete 18 hours of coursework with a grade of “C” or better.*

**General Requirements:** A minor in Criminal Justice requires 18 semester hours in criminal justice. All courses must be completed with a grade of C or better. The required courses are:

				<b>Hrs. Term</b>	<b>Grade</b>
CRMJ	1001	Introduction to Criminal Justice	(3)	_____	_____
CRMJ	2210	Criminal Law	(3)	_____	_____
CRMJ/SOC	2400	Criminology	(3)	_____	_____
CRMJ	3110	Criminal Courts & Processes	(3)	_____	_____
CRMJ	3350	Correctional Theory & Practice	(3)	_____	_____
CRMJ	3490	Issues in Policing	(3)	_____	_____

**THIS IS NOT AN OFFICIAL DOCUMENT:** Students are responsible for knowing and fulfilling their own degree requirements.



## **Department of Criminal Justice**

### **Pre-Law Concentration**

The Department of Criminal Justice offers a Pre-Law concentration for Criminal Justice majors that consists of courses selected from several departments across the University. These courses were chosen to help prepare students for the challenges of law school and the practice of law.

Along with the 33 hours of criminal justice degree requirements, an additional 27 credit hours, 18 of which must be 3000-level courses or above, must be earned for the Pre-Law Concentration.

Students who successfully complete this Pre-Law Concentration should be better prepared to compete for entry into law school and, ultimately, the rigors of law school and law practice as they will have been exposed to a diverse and demanding undergraduate liberal arts curriculum.

In addition to rigorous coursework and high academic achievement, law schools also prefer applicants with diverse extra-curricular interests and involvement in campus activities.

# DEPARTMENT OF CRIMINAL JUSTICE

## PRE-LAW CONCENTRATION CHECKSHEET (FALL 2003)

27 hours must be completed from among the following courses. Of these 27 hours, 18 must be upper division (3000 or 4000 level). All coursework must be completed with a grade of "C" or better to be counted toward the concentration.

### Verbal Comprehension & Expression (min. of 3 hours)

- |  |   |
|--|---|
| <input type="checkbox"/> COJO 2090 Persuasion    | <input type="checkbox"/> COJO 3010 Business & Prof. Communication |
| <input type="checkbox"/> COJO 2150 Argumentation | <input type="checkbox"/> COJO 3160 Theory of Language & Society   |
| <input type="checkbox"/> COJO 2260 Interviewing  | <input type="checkbox"/> COJO 4050 Communication & Conflict       |

### Written Comprehension & Expression (min. of 6 hours)

- |  |   |
|--|---|
| <input type="checkbox"/> ENGL 4000 21st Century Issues in Professional Writing | <input type="checkbox"/> ENGL 4780 History of the English Lang.       |
| <input type="checkbox"/> ENGL 4010 Tech. Writing for the Professions           | <input type="checkbox"/> ENGL 4970 Writing Internship                 |
| <input type="checkbox"/> ENGL 4020 Editing for Publication                     | <input type="checkbox"/> ENGL/COJO 4061 Rhetorical Theory & Criticism |

### Critical Understanding of Human Institutions & Values (min. of 3 hours)

- |   |   |
|---|---|
| <input type="checkbox"/> ECON 1020 Principles of MicroEconomics | <input type="checkbox"/> PHIL 3250, Global Justice                    |
| <input type="checkbox"/> PHIL 2200 Soc. & Political Phil.       | <input type="checkbox"/> PHIL 3500 History of Science                 |
| <input type="checkbox"/> PHIL 3300 Ethical Theory               | <input type="checkbox"/> PHIL/ENGL 3340 Philosophy of Lit (Max 3 hrs) |
| <input type="checkbox"/> PHIL 3350 History of Moral Philosophy  | <input type="checkbox"/> POLS 2460 Introduction to Political Science  |

### Creative & Analytical Thinking (min. of 3 hours)

- |  |   |
|--|---|
| <input type="checkbox"/> ENGL 2050 Creative Writing-Intro to Fiction (Max 3 hrs) | <input type="checkbox"/> PHIL 3420 Logic II: Symbolic Logic |
| Or ENGL 2060 Creative Writing-Intro to Nonfiction                                | <input type="checkbox"/> PHIL 3140 Philosophy of Science    |
| Or ENGL 2070 Creative Autobiographical Writing (Max 3 hrs)                       | <input type="checkbox"/> PHIL 3510 Intro to Epistemology    |
| Or ENGL 2080 Creative Writing-Intro to Poetry (Max 3 hrs)                        |   |
| <input type="checkbox"/> PHIL 2420 Logic I: Critical Thinking                    |   |

### World Cultures & International Instit. (min. of 3 hours)

- |   |   |
|---|---|
| <input type="checkbox"/> HIST 1320 World Civilization to 1450       | <input type="checkbox"/> ANTH 3420 Anthro. of Global Issues   |
| <input type="checkbox"/> HIST 1330 World Civilizations from 1450    | <input type="checkbox"/> POLS/INST/SOC 4300 The World System  |
| <input type="checkbox"/> INST/BUSN 2000 Intro to International Bus. | <input type="checkbox"/> INST/SOC 4370 Global Political Econ. |
| <input type="checkbox"/> POLS 2310 Introduction to Int'l Relations  | <input type="checkbox"/> ECON/INST 4710 Comparative Systems   |
| <input type="checkbox"/> INST/POLS 4340 International Organizations |   |

### Electives (Max 3 courses or 9 hours)

- |   |  |
|---|--|
| <input type="checkbox"/> AMST 1030 Social Justice in the 21st Cent. | <input type="checkbox"/> ECON 1000 Global Economic Issues              |
| <input type="checkbox"/> ANTH 1200 Intro to Cultural Anthropology   | <input type="checkbox"/> LANG/ENGL 4750 Fundamentals of Linguistics    |
| <input type="checkbox"/> ANTH/INST 4340 Culture Change              | <input type="checkbox"/> LANG/ENGL 4770 Sociolinguistics               |
| <input type="checkbox"/> CNSL 2200 Intro to Student Leadership      | <input type="checkbox"/> PHIL 3440 Philosophy of Mind                  |
| <input type="checkbox"/> CNSL 4520 Fundamentals of Counseling       | <input type="checkbox"/> POLS 4090 Anglo-American Jurisprudence        |
| <input type="checkbox"/> COJO 1030 Interpersonal Communication      | <input type="checkbox"/> POLS/INST 1200 Non-Western Political Cultures |
| <input type="checkbox"/> COJO 1040 Intro to Human Communication     | <input type="checkbox"/> STAT 2000 Statistics and the World            |
| <input type="checkbox"/> COJO 3190 Cross-Cultural Communication     | Or STAT 2050 Fundamentals of Statistics                                |
| <input type="checkbox"/> COJO 4150 Legal Communication              | Or STAT 2070 Intro Statistics for Social Sciences                      |

### Upper Division Requirement (3000-level or above): minimum of 18 hours

(3H) _____	(3H) _____	(3H) _____	(3H) _____
(3H) _____	(3H) _____	(3H) _____	(3H) _____

TOTAL HOURS \_\_\_\_\_ /27

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STUDENTS ARE RESPONSIBLE FOR KNOWING AND FULFILLING THEIR OWN DEGREE/CONCENTRATION REQUIREMENTS

REVIEWER \_\_\_\_\_ DATE \_\_\_\_\_

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

## DEPARTMENT OF CRIMINAL JUSTICE PRE-LAW MINOR CHECKSHEET

The minor requires 18 hours to be completed from among the following courses. Of these 18 hours, 12 must be upper division (3000 or 4000 level). In addition, 12 of the 18 hours must be outside the student's primary major, and none of these courses may be credited toward both the minor and the USP requirement. Complete one course from each of the following categories. All coursework must be completed with a grade of "C" or better to be counted toward the minor. Acceptance into the minor requires a cumulative GPA of 3.0 or higher and prior completion of a minimum of 45 credit hours.

### Language Comprehension & Expression (3 hours)

It is important for students to develop speaking and listening skills in preparation for law school. Being able to speak clearly and persuasively is vital for success in law courses as well as in the profession.

- |   |  |
|---|--|
| ___ <b>COJO 1030 Interpersonal Communication</b><br>(none)  | ___ <b>COJO 4050 Communication &amp; Conflict</b><br>(COJO 1000 or 1040 & 6 hrs of COJO)       |
| ___ <b>COJO 2090 Persuasion</b><br>(COJO 1030 or 1040 or consent)                                 | ___ <b>COJO/ENGL 4061 Rhetorical Theory &amp; Criticism</b><br>(COJO 1040 & 3040 or ENGL 2035) |
| ___ <b>COJO 2260 Interviewing</b><br>(COJO 1030 or 1040 or consent)                               | ___ <b>AGEC 4450 Negotiation</b><br>(COJO 1010 & junior)                                       |
| ___ <b>COJO 3010 Business &amp; Prof Communication</b><br>(COJO 1010 or consent)                  | ___ <b>ENGL/LANG 4770 Sociolinguistics</b><br>(8 hours of foreign language)                    |
| ___ <b>COJO 3160 Theory of Language &amp; Society</b><br>(COJO 1040 & 6 hours of COJO or consent) | ___ <b>ANTH 4795 Language Change</b><br>(ANTH 2000)  |

### Written Comprehension & Expression (3 hours)

Rigorous analytical writing and critical reading skills are the foundation of legal study and practice. Undergraduate students should actively seek to increase their writing proficiency by enrolling in as many courses as possible that involve close reading of complex materials and writing lengthy original works with revision following criticism.

**Any course with a USP designation of WC may be counted in this area. However, no WC course may be counted twice toward fulfilling this category and the USP WC requirement or another category within the prelaw minor.**

### Critical Understanding of Human Institutions & Values (3 hours)

Students should approach law school with an understanding of honest and responsible values in promoting equality, fairness, and justice in the legal system. These courses increase the awareness of common purposes, processes, and systems that have developed in these areas.

- |   |   |
|---|---|
| ___ <b>MGT 3110 Business Ethics</b><br>(sophomore standing)                   | ___ <b>PHIL 3500 History of Science</b><br>(3 hours lab science & 3 hours PHIL)                               |
| ___ <b>POLS 2460 Intro to Political Philosophy</b><br>(none)                  | ___ <b>PHIL 4300 Topics in Ethics</b><br>(12 hours PHIL including PHIL 3300 or 3350)                          |
| ___ <b>POLS/AMST/ENR/GEOG/REWM 4051 Environmental Politics</b> (POLS 1000)    | ___ <b>PHIL 4340 Issues in Environmental Ethics</b><br>(PHIL 2330, 2340, 3300 or 3350)                        |
| ___ <b>POLS 4090 Anglo-American Jurisprudence</b><br>(9 hours POLS or PHIL)   | ___ <b>FCSC 4113 Consumer Issues</b><br>(ECON, SOC, or PSYC 1000, junior standing)                            |
| ___ <b>PHIL 2200 Soc &amp; Political Phil</b><br>(none)                       | ___ <b>SOWK 4850 Human Rights &amp; Social Justice</b><br>(SOWK 3530, ECON 1010, and POLS 1000 w/C or better) |
| ___ <b>PHIL 3300 Ethical Theory</b><br>(3 hours PHIL or consent)              | ___ <b>COJO 4985 Rhetoric and Social Justice</b><br>(COJO 2150 and 3040)                                      |
| ___ <b>PHIL 3350 History of Moral Philosophy</b><br>(3 hours PHIL or consent) |   |

### **Creative & Analytical Thinking (3 hours)**

This area of coursework promotes critical thinking about important issues and belief systems. Student tolerance for uncertainty and problem solving abilities should increase through these studies.

- |   |   |
|---|---|
| ___ ENGL 2050 Intro to Fiction (Max 3 hrs)<br>(WA)                          | ___ PHIL 3420 Logic II: Symbolic Logic<br>(3 hours PHIL)  |
| ___ ENGL 2060 Intro to Nonfiction<br>(WA)                                   | ___ PHIL 3440 Philosophy of the Mind<br>(3 hours PHIL)    |
| ___ ENGL 2080 Intro to Poetry (Max 3 hrs)<br>(WA)                           | ___ PHIL 3510 Intro to Epistemology<br>(3 hours PHIL)     |
| ___ PHIL 2420 Critical Thinking<br>(none)                                   | ___ PHIL 4420 Advanced Logic<br>(PHIL 3420 or equivalent) |
| ___ PHIL 3140 Philosophy of Science<br>(6 hours science)                    | ___ ANTH 4230 Forensic Anthropology<br>(ANTH 1100)        |
| ___ PHIL 3220 Existentialism and Phenomenology<br>(3 hours PHIL or consent) | ___ ENR 4700 Negotiation Analysis<br>(QA)                 |

### **World Cultures & International Institutions (3 hours)**

American life is increasingly affected by closer relationships among international institutions and the increasing interdependence of nations. Coursework in this area will allow students to contemplate the effects of increasingly global relationships on culture, people, and economic activity in their roles as lawyers.

- |  |   |
|--|---|
| ___ HIST 1330 World Civilizations from 1450<br>(none)      | ___ INST/SOC 4110 Sociology of Int'l Development<br>(SOC 1000 or ANTH 1200; SOC 2100 recommended)   |
| ___ PHIL 3250 Global Justice<br>(3 hours PHIL or INST)     | ___ POLS/INST/SOC 4300 The World System<br>(SOC 1000 or ANTH 1100 or equiv POLS, INST, or soc. sci) |
| ___ PHIL 3320 Eastern Thought<br>(3 hrs PHIL)              | ___ INST/POLS 4340 Intl Organizations<br>(9 hrs POLS or INST including POLS 2310)                   |
| ___ ANTH 2200 World Culture<br>(none)                      | ___ ECON/INST 4710 Comparative Systems<br>(ECON 3010; QA)   |
| ___ ANTH 3420 Anthropology of Global Issues<br>(ANTH 1200) | ___ CRMJ 4280 Comparative Criminal Justice<br>(WA, WB, CRMJ 1001, junior standing)                  |

### **Law (3 hours)**

Students' legal education is ultimately provided in law school. However, undergraduate students can benefit from being exposed to law-related courses that introduce them to some varieties of law, including legal principles and processes, as they think about their legal careers.

- |   |  |
|---|--|
| ___ CRMJ 2210 Criminal Law<br>(CRMJ 1001 or sophomore standing)   | ___ POLS 4110 Const Law: Civil Liberties and Right<br>(POLS 1000, POLS 3100 recommended)         |
| ___ CRMJ 3110 Criminal Courts and Processes<br>(CRMJ 2210 or declared Public Law minor)                   | ___ POLS 4840 Seminar in Public Law<br>(POLS 1000, 3100 and consent of instructor)               |
| ___ CRMJ 4140 Criminal Legal Procedure<br>(CRMJ 1000, 2210, & 2400)                                       | ___ GEOG 4325 Legal Aspects of Planning<br>(junior standing, USP "V" course)                     |
| ___ CRMJ/SOC 4250 Sociology of Law<br>(SOC 1000 & upper division status)                                  | ___ MGT 1040 Legal Environment of Business<br>(none)   |
| ___ CRMJ/SOC 4270 Discrimination and the Law<br>(SOC 1000 and junior status)                              | ___ MGT 4340 Law for Managers<br>(MGT 1040 or equivalent)  |
| ___ CRMJ/SOC 4540 Women, Crime and the Law<br>(SOC/WMST 1080, 3500 or SOC 2400)                           | ___ MGT 4350 Commercial Law<br>(MGT 1040 or equivalent)  |
| ___ CRMJ/PSYC 4730 Psychology and Law<br>(12 hours in psychology)   | ___ MGT 4360 Business Law for Entrepreneurs<br>(MGT 1040)  |
| ___ AGECE 3400 Agriculture Law<br>(WA and junior standing)  | ___ COJO 4150 Legal Communication<br>(COJO 2150 or consent)                                      |
| ___ AGECE 4710 Natural Resource Law and Policy<br>(AGECE or ECON 1020 & 3 hr of bus or ag law, or consnt) | ___ COJO 4500 Communication Law<br>(COJO 1000 and 2100 or consent of instructor)                 |
| ___ POLS 3100 Politics and the Judicial Process<br>(POLS 1000)  | ___ HIST 4515 American Legal History<br>(HIST 1210/1211, 1220/1221 and/or consent of instructor) |
| ___ POLS 4100 Const Law: Institutional Powers<br>(POLS 1000, POLS 3100 recommended)                       |  |

## **Department of Criminal Justice**

### **Forensic Science Concentration**

The Department of Criminal Justice offers a Forensic Science Concentration for Criminal Justice majors that consists of courses selected from several departments across the university. These inter-disciplinary courses are intended to provide a base knowledge of the field of forensic science for future educational and employment opportunities. Forensic science is such a diverse field that students majoring in virtually any discipline can find some application of their knowledge to the forensic sciences.

The Forensic Science Concentration will require students to focus not only on the theoretical social science knowledge gained through the Criminal Justice degree, but also on the more practicable natural science knowledge they will be required to have by an employer or a graduate school in the field. Students will be encouraged to pursue challenging mathematics coursework and focus their language requirement on either Latin or Spanish.

Employers within the forensic sciences are increasingly requiring advanced degrees from applicants. Criminal Justice majors who successfully complete the Forensic Science Concentration will be better able to compete for entry into graduate programs in Criminal Justice and the forensic sciences, as well as being better prepared to act as evidence technicians within police departments.

## CRIMINAL JUSTICE DEPARTMENT

### FORENSIC SCIENCE CONCENTRATION CHECKLIST (FALL 2007)

27 hours must be completed from among the following courses. Of these 27 hours, 14 must be upper division (3000 level or above) and 6 hours of elective coursework either from the Criminal Justice or the Forensic Science Concentration curriculum. Biology 1010, *General Biology* and Chemistry 1020, *General Chemistry I*, must be taken to fulfill the University Studies Program lab science requirement.

#### Analytical Techniques (min. 10 hours)

- |  |  |
|--|--|
| <input type="checkbox"/> <u>ANTH/CRMJ 4230, Forensic Anthropology or</u>               | <input type="checkbox"/> <u>PATB 4140, Principles of Toxicology</u>                |
| <input type="checkbox"/> <u>ANTH 4240, Forensic Anthropology Lab</u>                   | <input type="checkbox"/> <u>MOLB 4170, Cloning &amp; DNA Sequencing Laboratory</u> |
| <input type="checkbox"/> <u>CHEM 2230, Quantitative Analysis</u>                       | <input type="checkbox"/> <u>MOLB 4260, Quantitative Microscopy</u>                 |
| <input type="checkbox"/> <u>CHEM 4230, Instrumental Methods of Chemical Analysis</u>   | <input type="checkbox"/> <u>MOLB 4400, Immunology</u>                              |
| <input type="checkbox"/> <u>CHEM 3550, Physical Chemistry for the Life Sciences or</u> | <input type="checkbox"/> <u>MOLB 4440, Molecular Genetics</u>                      |
| <input type="checkbox"/> <u>CHEM 4507, Physical Chemistry I or</u>                     | <input type="checkbox"/> <u>MOLB 4490, Microbial Gene Expression Laboratory</u>    |
| <input type="checkbox"/> <u>CHEM 4508, Physical Chemistry II</u>                       | <input type="checkbox"/> <u>ZOO 4425, Genetic Markers</u>                          |

#### Human Biological Structure (min. 9 hours)

- |  |  |
|--|--|
| <input type="checkbox"/> <u>ANTH/CRMJ 4210, Human Osteology</u>                  | <input type="checkbox"/> <u>CHEM/MOLB 3610, Principles of Biochemistry</u> |
| <input type="checkbox"/> <u>BIOL 3050, Genetics</u>                              |  |
| <input type="checkbox"/> <u>BIOL 3600, Cell Biology</u>                          | <input type="checkbox"/> <u>MOLB 2240, Medical Microbiology</u>            |
| <input type="checkbox"/> <u>CHEM 2300, Introduction to Organic Chemistry, or</u> | <input type="checkbox"/> <u>MOLB 3000, Intro to Molecular Biology</u>      |
| <input type="checkbox"/> <u>CHEM 2320 or 2420, Organic Chemistry I or</u>        | <input type="checkbox"/> <u>MOLB 4600, General Biochemistry I or</u>       |
| <input type="checkbox"/> <u>CHEM 2340 or 2440, Organic Chemistry II</u>          | <input type="checkbox"/> <u>MOLB 4610, General Biochemistry II</u>         |
|  | <input type="checkbox"/> <u>ZOO/KIN 2040/2041, Human Anatomy</u>           |
|  | <input type="checkbox"/> <u>ZOO/KIN 3115, Human Systems Physiology</u>     |

#### Physics (min. 8 hours)

- ☐ PHYS 1110, Physics I and
- ☐ PHYS 1120, Physics II

Or

- ☐ PHYS 1210, College Physics I and
- ☐ PHYS 1220, College Physics II

#### Upper Division Hours (min. 14)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

THIS IS NOT AN OFFICIAL DOCUMENT

# Criminal Justice, BA



## University of Wyoming

Freshman Fall Semester			Hrs	Min	Grade	Notes
CRMJ	1001	Introduction to Criminal Justice	3		C	
POLS	1000	American and Wyoming Government (V)	3			
SOC	1000	Sociological Principles (H)	3			Prerequisite for Criminology.
		First Year Seminar	3		C	
		Elective	3			
Credit hours subtotal:			15			

Freshman Spring Semester				Hrs	Min	Grade	Notes
CRMJ	2400	Criminology		3		C	Prerequisite: SOC 1000
MATH		MATH 1000 OR 1400 (Q)		3		C	Prerequisite for STAT 2050/2070
		Communication 1 (COM1)		3		C	
		Global Awareness (ASG)		3			
		Elective		3			
Credit hours subtotal:				15			

Sophomore Fall Semester			Hrs	Min Grade	Notes
CRMJ	2210	Criminal Law	3	C	Prerequisite: CRMJ 1001 & completion of V requirement.
STAT		STAT 2050 OR 2070	4		Prerequisite: grade of C or better in MATH 1000 or 1400.
		US Diversity (ASD)	3		
		Physical and Natural World (PN)	3 or 4		Can be a 3 or 4 hour PN course.
		Elective	3		
Credit hours subtotal:			16-17		

Sophomore Spring Semester			Hrs	Min Grade	Notes
CRMJ	3110	Criminal Courts and Processes	3	C	Prerequisite: CRMJ 2210.
CRMJ	2685	Research Methods in Criminal Justice	3	C	Prerequisite: CRMJ major.
		Communication 2 (COM2)	3	C	Prerequisite: Completion of COM1 with a C or better.
		Physical and Natural World (PN)	4		Must be a lab science
		Elective	3		
Credit hours subtotal:			16		

### Notes:

Students must have a minimum cumulative GPA of 2.0 to graduate. Students must complete 42 hours of upper division coursework, 30 of which must be from the University of Wyoming. No more than 60 hours in the major subject may be used toward the 120 credits required (128 for professional programs). At least 30 hours in the major subject must be completed with a grade of C or better (major may require more). Courses for the major and the A&S Core must be taken for a letter grade unless offered for S/U only. H and PN courses must be taken outside the major subject, but can be cross-listed with the major.



# Criminal Justice, BA



## University of Wyoming

Junior Fall Semester			Hrs	Min Grade	Notes
CRMJ	3490	Issues in Policing	3	C	Prerequisites: CRMJ 1001/2400/2210, and junior standing.
CRMJ	3350	Correctional Theory and Practice	3	C	Prerequisite: CRMJ 1001 and 2685.
		Language 1 (H)	4		Second semester proficiency in language required.
		Upper Division Electives (3000+)	3		Courses at the 3000 level or above.
		Electives	3		
Credit hours subtotal:			<b>16</b>		

Junior Spring Semester			Hrs	Min Grade	Notes
CRMJ	3200	Ethics	3	C	Prerequisites: CRMJ 2210 and CRMJ 2400.
		CRMJ Crime & Deviance Elective	3	C	Two courses from the Crime and Deviance area are required.
		Communication 3 (COM3)	3	C	Prerequisite: Completion of COM2 with a C or better.
		Language 2	4		Second semester proficiency in language required.
		Upper Division Electives (3000+)	3		
Credit hours subtotal:			<b>16</b>		

Senior Fall Semester			Hrs	Min Grade	Notes
		CRMJ Institutions and Processes Elective	3	C	Two courses from the Institutions and Processes area are required.
		CRMJ Supporting Core	3	C	
		CRMJ Crime & Deviance Elective	3	C	Two courses from the Crime and Deviance area are required.
		Electives	6		
Credit hours subtotal:			<b>15</b>		

Senior Spring Semester			Hrs	Min Grade	Notes
		CRMJ Institutions and Processes Elective	3	C	Two courses from the Institutions and Processes area are required.
		Upper Division Electives (3000+)	6		
		Electives	3		
Credit hours subtotal:			<b>12</b>		

**TOTAL CREDIT HOURS: 121-122**

### Notes:

**ALL STUDENTS:** This 4-year plan is a template to show you one way to complete all your credits and graduate in 4 years. Based on course availability, you and your advisor may need to alter this plan. Please pay special attention to the prerequisites listed on the left hand side of the Degree Plan.

**Outreach Students:** CRMJ courses are typically only offered once a year through outreach. Please speak to your advisor regarding the available course offerings.



## **Criminal Justice Course Descriptions**

(2003 USP code (i.e. [Q B])).

**CRMJ 1001. Introduction to Criminal Justice. 3.** Introduces American criminal justice system. Examines nature of crime and describes historical and philosophical foundations of law enforcement agencies, criminal courts and correctional institutions. Discusses major issues facing the criminal justice system.

**CRMJ 2210. Criminal Law. 3.** Introduces the fundamental principles of substantive criminal law: the history and philosophy of modern criminal law, the basic dimension of criminality, the elements of major crimes, criminal defenses and the nature of criminal sanctions. Prerequisites: CRMJ 1001 and USP "V" Course.

**CRMJ 2400. Criminology. 3.** Generally introduces the nature of crime, statistics on crime, types of criminal behavior and explanations of crime. Cross listed with [SOC 2400](#). Prerequisite: [SOC 1000](#) or equivalent.

**CRMJ 2685 (3680). Research Methods in Criminal Justice. 3.** Introduces students to fundamental issues associated with the application of scientific methods to criminal justice problems. Students will examine research designs involving ethnographic, archival, historical, and quantitative methods and how they relate to criminal justice issues. Prerequisites: Enrollment limited to criminal justice majors.

**CRMJ 3110. Criminal Courts and Processes. 3.** Examines the structure, organization and operation of criminal courts and their role in the larger criminal justice system; the process of adjudication of criminal cases from initial charging through post-conviction review; the constitutional rights of the accused; and the roles of the major courtroom participants. Prerequisites: CRMJ 2210 or declared Public Law Minor.

**CRMJ 3200. Ethics in Administration of Justice. 3.** Introduces basic ethical theories, emphasizing how ethical theory can be applied to contemporary problems in law enforcement, corrections and criminal adjudication. Students will be called upon to apply these various ethical frameworks to typical moral dilemmas in criminal justice. Prerequisites: CRMJ 1001; CRMJ 2210; CRMJ 2400 or consent of instructor.

**CRMJ 3250. Juvenile Delinquency. 3.** Considers the nature of delinquency, including an analysis of treatment methods and the juvenile justice system. Prerequisite: CRMJ 1001.

**CRMJ 3320. Family Violence. 3.** Prevalence, types and causes of family violence are examined with an emphasis on a sociological understanding. Theories of violence are applied to the conflict that exists within the family institution such as woman battering, courtship conflict and child abuse. Cross listed with [SOC 3320](#). Prerequisite: 6 hours of sociology or equivalent social science (including [SOC 1000](#)).

**CRMJ 3350. Correctional Theory and Practice. 3.** Examines the various components of the correctional complex from both theoretical and practical frameworks. Students are exposed to the abundance of research that informs current correctional practice and will be called upon to critically evaluate this research and its implications for correctional policy and practice. Prerequisites: CRMJ 1001, CRMJ 2685.

**CRMJ 3400. Deviant Behavior. 3.** Examines theory and research relevant to understanding deviant behavior in general and specific types of individual and subcultural deviancy. Cross listed with [SOC 3400](#). Prerequisite: [SOC 1000](#) or equivalent.

**CRMJ 3490. Issues in Policing. 3.** Examines the various components of policing from both theoretical and practical frameworks. Students are exposed to abundance of research that informs current policing practice and will be called upon to critically evaluate this research and its implications for policing policy and practice. Prerequisites: CRMJ 1001, CRMJ/SOC 2400, CRMJ 2210, and Junior Standing.

**CRMJ 3500. Drugs and the Criminal Justice System. 3.** Focus on drugs and their impact on society. Particular interest is paid to the extent of drug use/abuse in America, and the effects of this problem on the criminal justice system and society as a whole. Strategies for controlling both supply and demand are discussed. Prerequisites: CRMJ 1001 and CRMJ/ SOC 2400.

**CRMJ 4110. Constitutional Law: Civil Liberties and Rights. 3.** Encompasses case-study analysis of legal and political consequences of recent judicial decisions in such areas as freedom of speech, press, association, religion and criminal procedure. Cross listed with [POLS 4110](#). Prerequisite: [POLS 4100](#), POLS 3100 recommended.

**CRMJ 4130. Leadership and Management in the Criminal Justice System. 3.** There is a clear need for managers and administrators to understand leadership and ethics. This course is designed to provide students with a foundation in management and leadership discourse surrounding criminal justice agencies. Prerequisites: CRMJ 1001; CRMJ 3350 or CRMJ 3490. Dual listed with CRMJ 5130.

**CRMJ 4140. Criminal Legal Procedure. 3.** Examines the constitutional principles that safeguard the rights and liberties of criminal suspects and constrain police during the investigatory stages of the criminal justice process: arrest, search and seizure, interrogation, undercover operations, pretrial identification, and the exclusionary rule. Prerequisites: CRMJ 1001, CRMJ 2210, CRMJ 2400 or declared Public Law Minor.

**CRMJ 4150. Community-Based Corrections. 3.** Designed to provide students with an in-depth look at the community corrections complex. It will examine the history and growth of community corrections, the probation system, methods of post-incarceration supervision, intermediate sanctions, and correctional programming and treatment in the community. **Prerequisite:** 9 hours of Criminal Justice (CRMJ 3350 recommended).

**CRMJ 4151. Crime Causation. 3.** Examines the casual mechanisms that produce crime. Theoretical perspectives and empirical research from various disciplines will be evaluated, with particular emphasis placed on social factors that may cause crime. Policy implications of the different perspectives will be discussed. Prerequisite: CRMJ/SOC 2400. Dual listed with CRMJ 5151.

**CRMJ 4230. Forensic Anthropology. 3.** Introduces methods and purposes of physical anthropology as applied in human identification for law enforcement agencies. Cross listed with [ANTH 4230](#). Dual listed with CRMJ 5230. Prerequisite: [ANTH 1100](#) or consent of instructor. (Normally offered fall semester of odd-numbered years)

**CRMJ 4260. Gangs. 3.** Considers the nature and the characteristics of gangs and gang members. The theoretical and empirical evidence regarding the phenomenon of gangs is evaluated. Particular emphasis is placed on the social and polity implications of this social problem. Prerequisites: CRMJ/SOC 2400 or [CRMJ 3250](#) and upper division standing in criminal justice.

**CRMJ 4270. Discrimination and the Law. 3 (Max. 6).** A sociological examination of specific examples of discrimination and justice within the law and the legal system. Topics will routinely vary and may include race, gender, religion, cultures or sexuality. Class may be repeated for credit when topics differ. Prerequisites: [SOC 1000](#) and junior status.

**CRMJ 4280. Comparative Criminal Justice. 3.** Compares the incidence, trends, control, treatment and prevention of crime across nations using mainstream criminological theories. Examines criminal justice systems from an international perspective and draws lessons for the American society. Explores forms of international cooperation and difficulties in the control of transnational crimes. Prerequisites: WA, WB, CRMJ 1001 or 2120, and Junior standing. Dual listed with CRMJ 5280.

**CRMJ 4370. Criminal Psychopathology. 3.** Provides an overview of current theories and empirical evidence concerning relationship between psychological disorder and criminal behavior. Examines various clinical syndromes and their role in biological, social and psychological genesis of crime, as well as the concept of criminal responsibility. Cross listed with [PSYC 4370](#). Prerequisite: 6 hours in psychology.

**CRMJ 4540. Women, Crime and the Law. 3.** Addresses status of women as offenders and as victims in society and in the criminal justice system. Considers special role of women as professionals in the criminal justice system. Cross listed with [SOC/WMST 4540](#). Prerequisite: [WMST/ SOC 1080](#), [WMST/SOC 3500](#), or [SOC 2400](#).

**CRMJ 4600. Political Violence. 3.** Examines causes and consequences of violence. About one-third is devoted to causes including animal violence, human nature and social norms. Remainder examines causes and consequences of violence in particular context. Description of each course project can be found in the syllabus. The final project is an extensive review of the Holocaust in which students are asked to analyze this act of mass murder, then argue whether conditions that produced the Holocaust are present in Western society. Cross listed with [POLS 4600](#). Prerequisites: [POLS 1000](#) and [SOC 1000](#)).

**CRMJ 4700. Global Terrorism. 3.** Examines the concept, causes, incidence, types, consequences of, and responses to terrorism. Highlights the distinction between domestic and international terrorism and expands on the latter within the framework of the global environment. Prerequisites: CRMJ 1001, CRMJ 2400, CRMJ 2210; or POLS 2310.

**CRMJ 4730. Psychology and Law. 3.** Exposes students to the application of psychological principles to problems in law. Emphasizes the American trial system, correction systems and civil commitment. Cross listed with [PSYC 4730](#). Prerequisite: 12 hours in psychology.

**CRMJ 4750. Internship in Criminal Justice. 1-12 (Max. 12).** Integrates practical criminal justice experience with academic knowledge. Students participate in specifically assigned duties and observe broader activities of the sponsoring organization, and reflect upon these experiences through written assignments. Prerequisite: junior standing, 2.5 cumulative GPA, completion of 6 upper division hours in criminal justice, and consent of instructor.

**CRMJ 4760. Child Maltreatment. 3.** Lecture and seminar course. Examines the phenomenon of child abuse and neglect. Includes an overview of attitudes towards and legal definitions of child maltreatment. Explores parental factors, contextual influences and developmental consequences of maltreatment. Relies heavily on current research in child abuse and neglect. Emphasizes policy implications. Cross listed with [PSYC 4760](#). Prerequisite: 6 hours in psychology. (Offered alternate years)

**CRMJ 4860. Social Inequality, Crime, Criminal Justice and the Law. 3.** Provides an in-depth look at social inequality and its impact on crime, criminal justice, and the law. Particular emphasis will be given to the individual and interactive effects of race, class, and gender inequality. Critical theoretical perspectives that promote social justice will be the primary analytical focus. Prerequisite: 9 hours of CRMJ related coursework.

**CRMJ 4890. Serial Killers. 3.** Introduces students to particular case studies of notorious serial killers and explores current methods of tracking and apprehending such individuals. Draws on readings, films and, lectures. Prerequisite: junior standing and 6 completed hours of upper division criminal justice courses.

**CRMJ 4965/5965. Research Hours in Criminal Justice. 1-6 (Max. 6).** Provides students with an opportunity to assist in conducting various aspects of research under the supervision of criminal justice faculty. Specific research activities and requirements will be determined in consultation with the sponsoring faculty person. Credit is only available for research corresponding to enrollment in this course. Prerequisite: upper division standing and consent of instructor required in advance.

**CRMJ 4970. Criminal Justice Practicum. 12.** Integrates academic knowledge with applied administration of justice experience through supervised field placement. Students are required to complete reading, discussion and writing assignments in addition to their practicum responsibilities. Prerequisites: junior standing and consent of practicum coordinator.

**CRMJ 4975. Readings. 1-3 (Max. 6).** Special programs of readings in criminal justice related subjects will be outlined to meet needs of individual students. Prerequisite: consent of instructor.

**CRMJ 4990. Topics: \_\_\_\_\_.** 1-3 (Max. 6). Intended to accommodate various special subjects not offered as regular courses. Prerequisites: as listed for housing department's topics course.

**CRMJ 5000. Survey of Criminal Justice. 3.** Provides an overview of criminal justice theory by providing critical evaluation and discussion of research in the criminal justice field. It will emphasize seminal works and review current research concerning the structure, function, operation, interaction of the criminal justice system's primary components, and the future trends. Prerequisites: Admission to the MPA program.

**CRMJ 5100. Public Policy and Crime. 3.** This course is designed to take a multidimensional look at public policy issues related to the prevention and control of crime in the United States. Issues covered include the development, implementation, and evaluation of crime control policy. Prerequisites: Admission to the MPA program.

**CRMJ 5130. Leadership and Management in the Criminal Justice System. 3.** There is a clear need for managers and administrators to understand leadership and ethics. This course is designed to provide students with a foundation in the management and leadership discourse surrounding criminal justice agencies. Prerequisites: Graduate Standing or Consent of Instructor. Dual listed with CRMJ 4130.

**CRMJ 5151. Crime Causation. 3.** Examines the causal mechanisms that produce crime. Theoretical perspectives and empirical research from various disciplines will be evaluated, with particular emphasis place on social factors that may cause crime. Policy implications of the different perspectives will be discussed. Prerequisites: Graduate standing or consent of instructor. Dual listed with CRMJ 4151.

**CRMJ 5500. Internship in Criminal Justice. 3.** Educationally-oriented assignments for work in selected criminal justice agencies, with tutorial types of supervision. Offered S/U only. Prerequisites: Approval of Internship Coordinator.

## **Advising**

Advising should be viewed as a cooperative activity between the student and the advisor, but the final responsibility for meeting requirements resides with the student.

### **Students**

1. To prepare for an advising session, the student should:
  - know the requirements for the degree (at the university, college, and departmental levels).
  - check the online progress report to determine remaining requirements.
  - compile a preliminary list of courses for the upcoming semester.
  - be aware of and respect the prerequisites for courses.
2. Students should refer to the class schedule on the web for any changes or cancellations.
3. Students must schedule appointments during the advisor's available posted times for Advising Week to determine the next semester's courses and get the Permission to Register number (PERC).
4. Students should learn how to use the printed copies or the up-to-date online versions of the UW Bulletin, Class Schedules, and the College of A&S and departmental websites for course descriptions and prerequisites, degree requirements, and rules and regulations of deadlines for class withdrawals, course repeats, etc.
5. Students should consult with advisors during the semester, not just at next semester's class scheduling session. These more relaxed advising sessions are opportunities for advisees and advisors to get to know each other, to discuss their goals, future study, and careers. When necessary, the advisor will make referrals to the career services office or other appropriate help centers.

### **Teachers as Advisors**

1. Advisors should be knowledgeable of requirements and use the online progress report for advising. Advisors should also refer to the class schedule on the web for any changes and cancellations.
2. Advisors should make sure that any exemptions or substitutions to the student's academic requirements in the major are posted to the online progress report.
3. For Advising Week, advisors should post available times for advisees to sign up for appointments.
4. Advisors should take time to orient new advisees to the use of the information in the UW Bulletin, Class Schedules (hard copy or up to date information online), and the College of A&S and departmental websites to learn about course descriptions and prerequisites, degree requirements, and rules and regulations of deadlines for class withdrawals, course repeats, etc.
5. Advisors should encourage advisees to visit with them at other times during the semester, not just at next semester's class scheduling session. These more relaxed advising sessions are opportunities for advisees and advisors to get to know each other, to discuss the advisee's goals, future study, and careers. If necessary, advisors should make referrals to the career services office or other appropriate help centers.

# *Advising in the College*

## *Who will be my Advisor*

The College of Arts and Sciences considers academic advising to be an essential part of a student's road to a baccalaureate degree and emphasis is placed on that process.

Academic advising in the College of Arts and Sciences is located in each of the departments and programs. Students who declare a major are assigned an advisor in the department/program of their major. Students who are undecided about a major are advised in the Center for Advising and Career Services, 222 Knight Hall, 766-2398.

The advising relationship is a Partnership— you take an active role in establishing and maintaining contact with your advisor as you assume ever-increasing responsibility for knowing the academic requirements and university procedures.

## *Expectations of the Advisor*

Students join our university community at different stages of personal development, experience, and academic preparation. While you are here, you will add to your knowledge, develop the tools and skills to find answers, ask more questions, and develop a greater understanding of your values and goals. Your teachers and advisors will be your guides in this growth. They will encourage you to master the skills essential for independent problem solving and decision making. Get to know your academic advisor early in your first year. Your advisor will:

- ☒ Introduce you to the expectations and opportunities of the academic community and its values and rewards.
- ☒ Discuss your objectives and help identify your individual strengths and talents as well as skills that need more development to succeed.
- ☒ Help you create an academic program that facilitates exploration of your interests and realization of your goals.
- ☒ Encourage you to actively participate in the learning process and link you to other resources on campus to help in your personal discovery and development.
- ☒ Provide feedback to reinforce your successes and explore options to resolve academic difficulties.
- ☒ Teach you how to use information and other resources to make decisions and take responsibility for those decisions.

## ***How to be an A+ Advisee***

### ***Build a successful, working partnership with your advisor:***

- ✓ Visit with your advisor regularly, not just at registration time.
- ✓ Let your advisor get to know you—your career interests, job experiences, campus activities—and your doubts and plans.
- ✓ Your advisor will present you with options. You must make the decisions.
- ✓ Keep your advising appointments.

### ***Get the most from an advising session:***

- ✓ Come with written questions so you don't forget to ask about University Studies, the A&S Core, academic standards, policies, procedures and campus resources for referrals, student organizations, research, internships and other learning opportunities.
- ✓ Prepare a tentative class schedule before meeting with your advisor for registration. This allows for more time to discuss substantial issues about courses and plans.

### ***Avoid the "No one ever told me!" syndrome:***

- ✓ Become familiar with the first 60 pages of the UW Bulletin—almost all that you need to know about academic requirements and regulations is within these pages. The rest of the Bulletin includes department/ program information about majors, course descriptions and course prerequisites.
- ✓ Read the first sections of the class schedule each semester. This is the best source for new rules and regulations about tuition and fees, deadlines, course repeat policies--everything to keep you in the know.
- ✓ Know the academic calendar. Don't miss deadlines. Know when to register, when to drop/add courses, final dates for withdrawing from courses, and advising dates
- ✓ Know the academic calendar. Don't miss deadlines. Know when to register, when to drop/add courses, final dates for withdrawing from courses, and advising dates.
- ✓ Keep personal copies of your On Course progress report, curriculum plans and other important information in a special file. Bring the file with you to each advising session.
- ✓ Read your mid-term grade report. If you receive a D or an F, contact your instructor and/or advisor immediately to discuss your options.
- ✓ Check the [Better Grades](#) website for academic help from the Student Success Center
- ✓ Visit the Center for [Advising and Career Services](#) if you are not sure of the degree program you want to pursue, if you are looking for an internship, or want to start planning a job search.

## **A&S - Students and Teachers Working Together**

*“Civility is not a sign of weakness.” John F. Kennedy*

At a good university, good student/teacher relationships come from mutual respect, trust, and honesty. Learning takes place when teachers and students treat each other with politeness and civility, rather than with anger, ridicule, or confrontation. Indeed, a classroom conducive to teaching and learning is the right of all University of Wyoming students and faculty, and it is the responsibility of both parties to achieve and maintain it even though specifics will vary from course to course. This document, Students and Teachers Working Together, provides some guidelines for carrying out that responsibility.

### **Learning in College**

Students must be prepared for class. They cannot expect good grades in courses without putting in several hours of studying for each hour of scheduled class time. Extracurricular activities, including jobs, should not be allowed to interfere with a student’s preparation.

The ultimate responsibility for learning lies with the individual student. Although faculty members will teach and guide and university staff will assist and encourage, learning is the responsibility of the student. Learning is hard work, and full-time students should consider “studenting” to be a full-time job.

A teacher should do his or her best to provide a disciplined yet comfortable and supportive classroom environment. Teachers’ materials should be well organized, their procedures clear and fair. They should encourage questions and questioning, although students should remember that insight often comes from struggling with a problem rather than being given the answer.

### **Course Syllabus**

University Regulations (Unireg 29, <http://uwadmnweb.uwyo.edu/legal/Uniregs/ur029.htm>) require that a teacher provides a syllabus for each class taught. A syllabus is a contract between the student and the teacher that makes clear the expectations and requirements the parties are expected to fulfill.

#### **Students**

1. It is the students’ responsibility to understand the syllabus.
2. Students should keep their course syllabus handy so that they can refer to it on matters of course policy.
3. Students are responsible to find out any changes made to the syllabus during the semester.

#### **Teachers**

1. At the beginning of the semester the teacher should provide students a syllabus.
2. A syllabus is a written record of the courses requirements and should include the teacher’s office hours, contact information, grading, attendance, and academic dishonesty policies as well as the course’s purpose, scope, content, expectations, schedule, assignments, readings, and other policies outlined in this document.
3. Teachers have the right to modify the syllabus, but all revisions should be clearly announced in class.



## Attendance

### **Students**

1. Students should attend all required meetings of their courses.
2. UW- authorized absences for UW-sponsored activities are accepted, and the teacher will re-schedule the missed homework and exams without penalty. Refer to the University regulation at <http://uwadmnweb.uwyo.edu/legal/Uniregs/ur713.htm>
3. Teachers identify what constitutes an excused absence beyond UW-authorized absences. leaving early for vacations or breaks does not constitute a valid reason for absence.
4. If a student must be absent from a class or cannot complete assigned work on time, the student consult beforehand with the teacher if at all possible.
5. The student should not expect the teacher to re-teach the class because of the student's absence. It is the student's responsibility to obtain notes from a fellow classmate.
6. Students should come to the class prepared.
7. Students should be familiar with the dates of scheduled exams and other assignment deadlines.

### **Teachers**

1. Teachers should set an attendance policy for their classes that should be announced to students and included in the course syllabi.
2. UW-authorized absences for UW-sponsored activities are accepted, and the teacher will re-schedule the missed homework and exams without penalty. Refer to the University regulation at <http://uwadmnweb.uwyo.edu/legal/Uniregs/ur713.htm>
3. Teachers should identify what constitutes an excused absence beyond the UW-authorized absence. Leaving early for vacations or breaks does not constitute a valid reason for absence. Refer to the University regulation at <http://uwadmnweb.uwyo.edu/legal/Uniregs/ur713.htm>
4. If canceling a class, the teacher should inform students well beforehand or, if unforeseen, a message should be posted in the classroom.

## Classroom Deportment

### **Students**

1. Students should bring to the classroom thoughtful and relevant comments for discussion in appropriate classes.
2. Students should come to the class prepared having completed the reading or other assignments.
3. Students should keep the content of their discussions relevant and be tolerant of and open to exploring differing points of view.
4. Unsanctioned talking, use of cell phones, eating, sleeping, and reading unrelated materials during classes are rude and disruptive behaviors.
5. Abusive language and behavior are unacceptable and does not encourage a useful learning environment.

### **Teachers**

1. Teachers set the tone in the classroom to encourage discussion and questions where appropriate.
2. Teachers should answer questions in a respectful and courteous manner.
3. Teachers should encourage an inclusive environment where all people can engage in the discussion process.
4. Abusive language and behavior are unacceptable and does not encourage a useful learning environment.

## **Phone and E-Mail**

### **Students**

1. Students can expect from the teachers clear phone and e-mail protocol to be followed, including:
  - whether or not the teachers accept calls at home.
  - weekend or evening phone policies.
  - whether they return calls to students.
  - whether or not e-mail is the preferred method of communication.
  - time frame students can expect an email or phone response.
  - policies regarding leaving messages in the departmental office.
2. Students should use their UW email accounts or forward their private accounts to the UW system.
3. Students should not use e-mail or phones to request grade information from their teachers.

### **Teachers**

1. Teachers should be clear about phone and e-mail protocol and indicate the preferred method.
2. Teachers should respect the students' need for a variety of methods of contact (other than stopping by during office hours or before/after class) that will get a response in a timely manner, for example:
  - message boards outside office.
  - leaving messages in the departmental office
  - notes in faculty mailboxes.
3. Teachers are not required to solicit non-UW email accounts.
4. E-mail and phone may not be used to transmit grades to students (there are a few exceptions to this; contact the FERPA officer in the Office of the Registrar for details).

## **Office Hours**

Teachers are required to hold three office hours per week. These should be on two different days.

### **Students**

1. If not specified, students should inquire as to any specific office hour policies.
2. Students can expect to meet with their teachers during the teachers' office hours or make arrangements for alternate appointments if there is a conflict with the posted hours.
3. The student should notify the teacher in advance to cancel or re-schedule an appointment.
4. Stopping by during the posted times does not necessarily guarantee the availability of a teacher (e.g., there may be numerous students waiting).

### **Teachers**

1. Teachers should have clearly posted office hours.
2. Teachers should announce their office hour policies.
3. Teachers should make clear their preferences for scheduling appointments if students have conflicts with the posted times.
4. If they are unable to keep their office hours at any time, teachers should announce this in class, if possible.
5. Last minute cancellations should be posted on the teacher's door, and the departmental office associate notified.

## **Grading and Assessment**

It is the teacher's prerogative to set policies regarding grading and assessment. Each teacher may have different policies. It is important to be clear and consistent in grading policies and standards.

### **Students**

1. Students can expect a clear description of the teacher's methods of grading and assessment and a prompt return of their graded assignments.
2. Students should be aware that there is no automatic right to make up missed assignments; students should inquire as to the specific policies of each teacher.
3. If concerns over grading arise, students should respectfully discuss the situation with the teachers.

### **Teachers**

1. Teachers should be clear about their methods of grading the assignments as well as their criteria for overall course grades.
2. Teachers have a responsibility to grade and return assignments within a reasonable time.
3. Teachers should be clear about their policies regarding accepting late work.
4. Teachers should grade equitably, so that comparable work receives comparable grades.
5. Teachers should be prepared to give appropriate feedback on assignments.
6. Teachers should be open to student concerns over grading.

## **Academic Honesty**

Academic honesty is expected, and dishonesty will not be tolerated and can lead to expulsion from the College and the University. The University Regulation, 802 rev 2, at <http://www.uwyo.edu/legal/Uniregs/ur802.htm> discusses academic dishonesty in detail. The College of Arts and Sciences procedure guidelines are at [http://www.uwyo.edu/a&s/Appeals\\_Dishonesty/Guidelines\\_Dishonesty](http://www.uwyo.edu/a&s/Appeals_Dishonesty/Guidelines_Dishonesty). Students and teachers are strongly advised to read these regulations.

### **Students**

1. It is expected that the academic work the students perform for their courses will be their own work.
2. If students are unsure of acceptable practices, such as how to handle cooperative work with other students, they should inquire of the teacher.
3. If the policy regarding educational aids is not specified, students should assume that no aids are permitted on exams.
4. Students should neither receive nor give unauthorized assistance on any assignment, exam, paper, or project.
5. All quotes and ideas from other sources should be properly attributed.

### **Teachers**

1. Teachers should make clear their policies on matters of: documentation, cooperative work with other students, educational aids such as calculators and not sheets.
2. Teachers are expected to report suspected violations of academic dishonesty policies to the appropriate authority.

## **Criminal Justice Club**



**University of Wyoming**

**The Department of Criminal Justice (CJ) at the University of Wyoming is an interdisciplinary program. Students who major and minor in Criminal Justice enjoy considerable flexibility in pursuing courses of study that reflect their individual interests and career aspirations. The program's commitment to a liberal arts education helps prepare students for a variety of professions.**

### **Activities Include:**

- **Field trips to places such as the UW Law School, Wyoming Law Enforcement Academy, Federal and State Prisons, Crime Labs, FBI Headquarters, and many more!**
- **An Annual Job Fair; a diverse group of agencies come to discuss career and internship opportunities.**
- **Guest Speakers**
- **Networking with students and faculty. Find out about classes, professors, jobs and many other opportunities that are available!**

*To join, just attend one of the CJ Club meetings. Dues and other benefits will be discussed at that time.*

For more information, call the CJ Office at 766-2988

*Held Every Spring  
Semester*

★  
**Criminal Justice  
Club** ★  
**Annual Job Fair**



**Past Participating Agencies:**

Air Force, Army, Navy, & Marine Recruiters  
Albany County SAFE Project  
U.S. Secret Service  
UW Law School  
Wyoming Dept. of Corrections  
Wyoming Law Enforcement Academy  
Wyoming Dept. of Family Services  
Federal Agencies including FBI and IRS  
US Park Service  
Probation and Parole  
Law enforcement & social service agencies from  
around the region

★

***Sponsored by the  
University of Wyoming  
Criminal Justice Club  
and the Criminal  
Justice Department.***

*For more information contact the  
Criminal Justice Department.*

*Phone: 307-766-2988*

*Email: [crmj@uwyo.edu](mailto:crmj@uwyo.edu)*

## **Criminal Justice Scholarships Available**

### **William D Griffith Scholarships:**

- Three \$1,500 scholarships awarded, one each for a Sophomore, Junior, and Senior.
  - Must be a University of Wyoming Criminal Justice major
- 

### **John R. Shell Memorial Scholarship:**

- One \$ 1,500 scholarship awarded
  - Must be a Wyoming resident with Junior or Senior status majoring in Criminal Justice
  - Must be planning a career as a police officer
- 

### **WASCOP Scholarships (Wyoming Association of Sheriffs and Chiefs of Police)**

One \$500 Internship/ Practicum Scholarship for travel expenses

- Must be a criminal justice major with junior or senior status
- Must have obtained an internship or practicum in criminal justice field

One \$500 Scholarship

- Must be a returning or incoming criminal justice major
  - Must have experience working in a criminal justice profession
- 

### **Deputy Brian Gross Memorial Scholarship:**

- One \$1000 scholarship awarded.
- Must be a UW Criminal Justice Major
- Preference will be given to students who are current or former law enforcement officers and/or students who have demonstrated an interest in pursuing a career in law enforcement.

Note: Must have a current FAFSA on file to apply for scholarships

## **Internships and Practicums**

The Criminal Justice Department is committed in its effort to better prepare students for their chosen career field. Internships and practicums are an exciting and rewarding way to experience the work force before you decide to take the plunge. In addition to academic training, the program in Criminal Justice is geared toward providing the practical skills that will be required of persons working with criminal justice and other service delivery systems. Field placements in various agencies are available to students in their junior and senior years. Students are given the opportunity to gain firsthand experience related to their future careers and to assess personally whether any particular role is suitable as an occupation.

### **Benefits of an Internship or Practicum**

- Learn first-hand about chosen career field
- Earn college credit (counts in CJ supporting course area)
- Make connections for future employment
- Gain valuable experience

### **Types of Agencies**

- Probation and Parole
- Department of Family Services
- Governor's Office
- U.S. Marshal's Office
- Big Brother's Big Sisters
- Corrections
- State Senators
- Law Enforcement Agencies
- Attorney's Offices
- SAFE House
- FLETC (Federal Law Enforcement Training Center)

# Why do Undergraduate Research?

Undergraduate Research provides students with hands-on involvement in innovative projects that encourage students to search for answers in a controlled and reliable manner. Research opens the door for the development of educational goals such as application of concepts and critical thinking.

Both students pursuing advanced degrees and those seeking to use criminal justice as a base of knowledge in careers such as those in technology, science, and academics will especially prosper from research opportunities. Doing research with faculty will prepare you for what is to come in graduate school and enable you to conduct research in an applied setting. It will allow you to develop a sense of your interests and how the research process works.



*For more information on Undergraduate Research Opportunities, see your advisor or visit the Criminal Justice Office, A&S 223.*



University of Wyoming  
Criminal Justice Department  
CRMJ 4965-Undergraduate Research

Undergraduate Research Hours Contract

Semester: \_\_\_\_\_ Student Name: \_\_\_\_\_

Dept./Course #: \_\_\_\_\_ W#: \_\_\_\_\_

Credit Hours: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

Date Initiated: \_\_\_\_\_

---

Student Agreement to Conditions

I understand and agree to complete the following tasks in accordance to the faculty advisor's instructions and timeline outlined below.

\_\_\_\_\_  
Student Signature Date

---

Outline of Research Tasks to be Completed for Grading:

<u>Task</u>	<u>Date to be Completed</u>
-------------	-----------------------------

\_\_\_\_\_  
Instructor Signature Date Student Signature

Distribution: Instructor, Advising File, Stude

University of Wyoming  
Criminal Justice Department  
CRMJ 4975-Independent Study/Readings

Independent Study/Readings Contract

Semester: \_\_\_\_\_ Student Name: \_\_\_\_\_

Dept./Course #: \_\_\_\_\_ W#: \_\_\_\_\_

Credit Hours: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

Date Initiated: \_\_\_\_\_

---

Instructions

This proposal should be written by the student and negotiated with the instructor to mutual satisfaction within the first two-(2) weeks of the beginning of Fall and Spring classes and within the first week for summer.

*If the student does not complete the proposal within the requisite period (see above) independent study/readings will not be approved.*

---

Student Agreement to Conditions

I understand and agree that I must construct and submit to the Instructor a course proposal within the required time period.

\_\_\_\_\_  
Student Signature Date

---

Outline of Independent Study/Readings to be Completed for Grading:

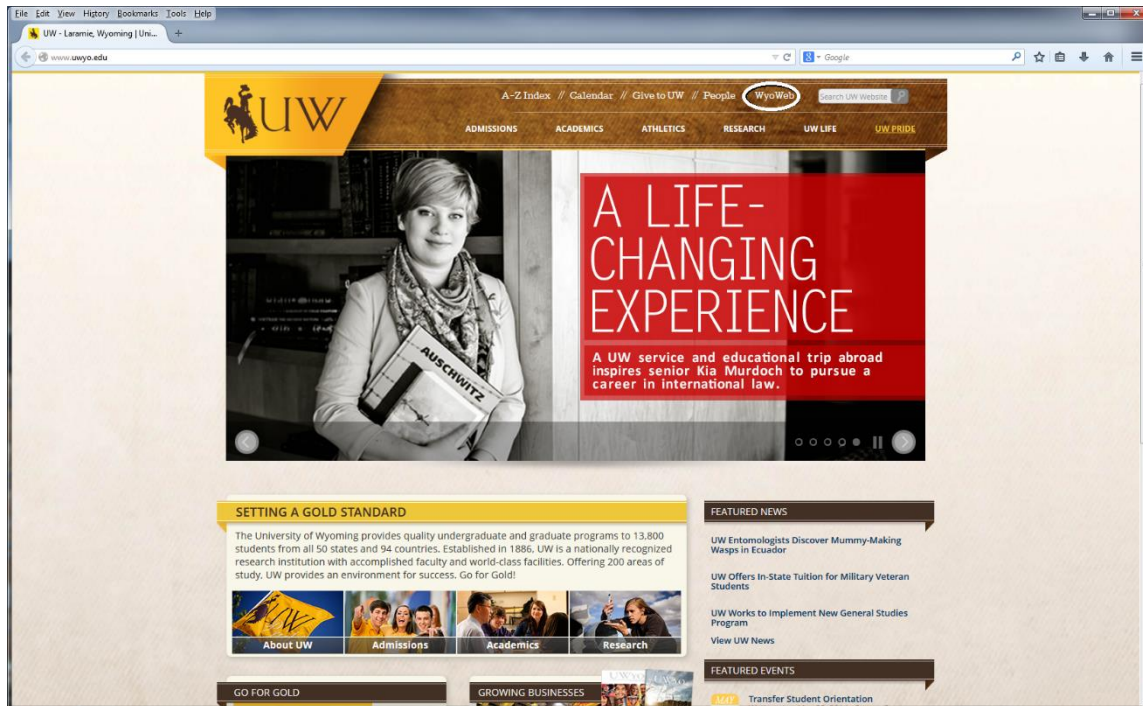
<u>Task</u>	<u>Date to be Completed</u>
-------------	-----------------------------

_____ Instructor Signature	Date	_____ Student Signature	Date
-------------------------------	------	----------------------------	------

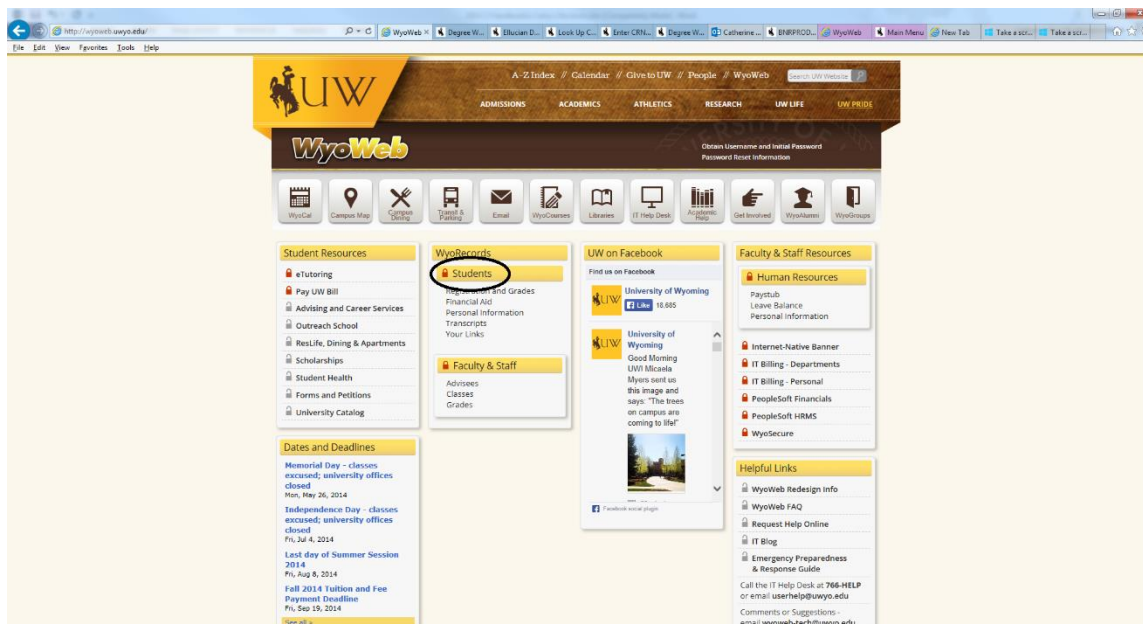
Copy Distribution: Instructor, Advising File, Student

## Performing a Degree Evaluation

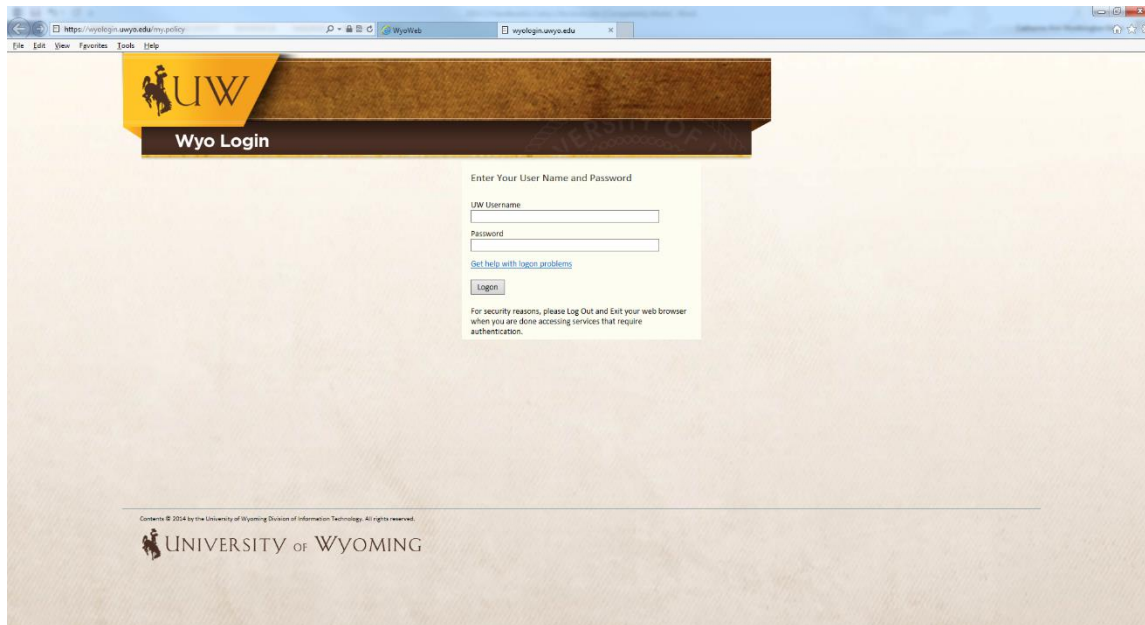
Click on WyoWeb on top navigation bar:



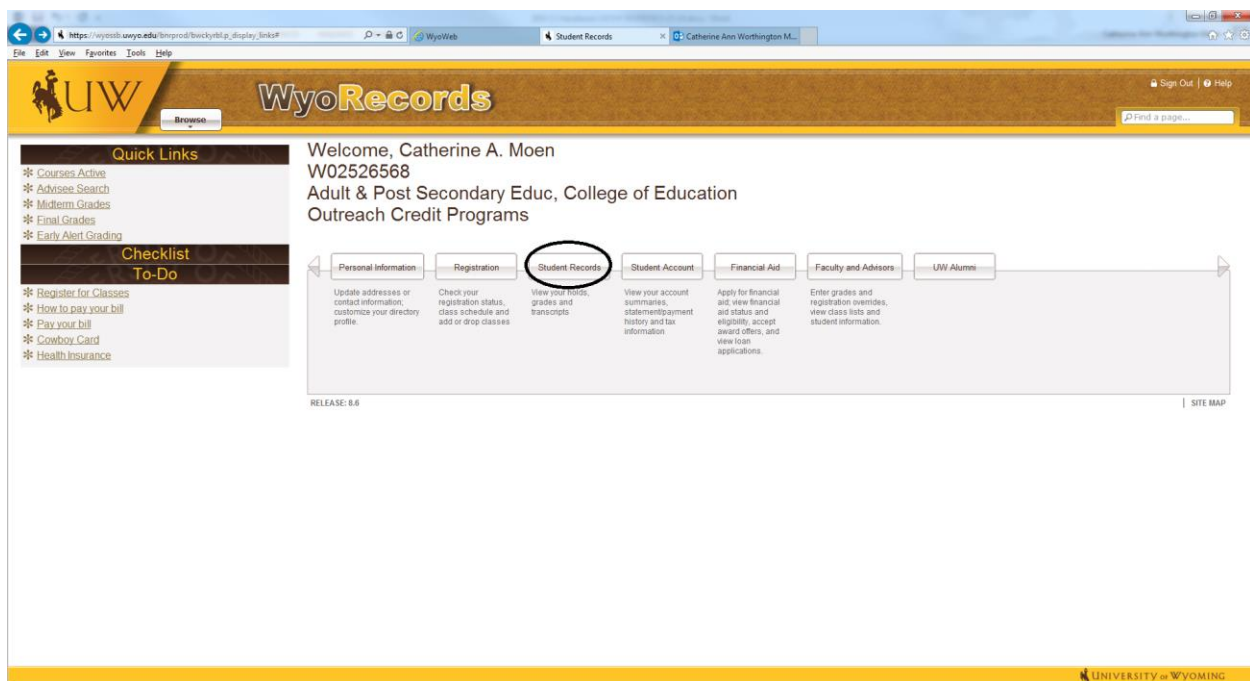
Click on Students and ...



...log in with your WyoWeb user name and password:



Click on Student Records then ...



choose Degree Evaluation:

The screenshot shows the WyoRecords website interface. At the top, there's a navigation bar with the UW logo and 'WyoRecords' text. Below this, a welcome message for Catherine A. Moen is displayed. A horizontal menu bar contains several options: Personal Information, Registration, Student Records, Student Account, Financial Aid, Faculty and Advisors, and UW Alumni. The 'Student Records' option is highlighted, and a sub-menu is visible. In this sub-menu, 'Degree Evaluation' is circled. Other options in the sub-menu include Anticipated Graduation Date Information, Grades, Request Enrollment Verification, View Student Information, Early Alert Survey, Holds, Transcripts, and Transfer Evaluation. A 'Checklist To-Do' section is also visible on the left side of the page.

This is the top section of the degree evaluation. Your name, W#, advisor, and GPA will appear in this area under the Student View bar. (Some of the information on this evaluation has been taken off for privacy reasons.)

The screenshot displays the 'UWYO DegreeWorks Audit PROD' interface. At the top, there are tabs for 'Worksheets', 'Notes', and 'GPA Calc'. Below these, a 'Student View' section shows a summary of student information: Student ID, Classification, Advisor (Moen, Catherine Ann Worthington), UW GPA (2.909), and Student Catalog Year (Fall 2011). To the right, a 'Level' section lists Undergraduate, Degree (Bachelor of Arts), College (College of Arts and Sciences), Major (Criminal Justice), Concentration, and Minor. Below this, a 'Requirements' section shows a progress bar for 'Approximate Progress Toward Degree Completion' at 82%. The 'Degree in Bachelor of Arts' section lists requirements: 121 credits required, 30 Resident Upper Division Credits required, and 21 credits currently applied. A table below lists specific requirements and their status: MAJOR REQUIRED (Still Needed), ARTS & SCIENCES CORE REQUIRED (Still Needed), A&S Outside the Major Requirements (Still Needed), and Upper Division Requirement (Still Needed).

The legend will be at the bottom of the evaluation:

Legend	
✓ Complete	☑ Complete except for classes in-progress
☐ Not Complete	☑ One or more unmet conditions - see advisor
(*) Course requires pre-requisites	IP In Progress course

## How to read the report

A tutorial is available on the Registrar's website to show you how to read and understand your degree evaluation. It can be found at this link:

[http://www.uwyo.edu/registrar/degree\\_evaluations/](http://www.uwyo.edu/registrar/degree_evaluations/)

The screenshot shows the UWyo Registrar's Degree Evaluations page. At the top, there's a header with the UW logo and navigation links: A-Z Index, Calendar, Give to UW, People, WyoWeb, and a search bar. Below this is a secondary navigation bar with links for ADMISSIONS, ACADEMICS, ATHLETICS, RESEARCH, UW LIFE, and UW PRIDE. The main heading reads "NEW! Degree Evaluations | Office of the Registrar". Below this, a breadcrumb trail shows "UW Home > Degree Evaluations". A sidebar on the left contains a "HOME PAGE" section with a list of links: Degree Evaluations, Frequently Asked Questions, FERPA, Calendar and Deadlines, General Information, Students, Transcripts and Enrollment Verification, Faculty and Staff, Class Schedules, Final Examination Schedule, and University Catalog. The main content area has a section titled "Winds of Change Affecting You" with text explaining the new WyoWeb degree evaluation system and instructions on how to access it. Below this text are social media sharing buttons. To the right of the text is a video player titled "UW DEGREE EVALUATION DEMONSTRATION" which is circled in black. The video player shows a thumbnail of the degree evaluation interface with a play button. Below the video player, there's a caption: "A quick demonstration of the new UW degree evaluation".

If you still have questions about the degree evaluation, contact your advisor.

## How to View and Select USP Courses

Log in to Wyo Web.

Click on Student tab.

Click on Registration tab.

Choose “Look Up Classes.”

Select most current term. Click Submit.

Choose Advanced Search.

Click on the Subject(s) you’d like to study for these requirements.

(To select more than one subject, click on your first selection and then hold down the Ctrl key to continue selecting more subjects.)

(To select all subjects, click on the top subject listed, scroll down to the bottom of the list, hold down the Shift key and click on the very last subject listed.)

Click on the Attribute Type(s) you’re needing to fulfill.

(To select more than one attribute type, click on your first selection and then hold down the Ctrl key to continue selecting more attributes.)

(To select all attribute types, click on the top attribute listed. Scroll down to the bottom of the list. Hold down the Shift key and click on the very last attribute listed.)

Click on Class Search.

## Performing a What-If Analysis:

Same steps as Performing a Degree Evaluation, but once the evaluation has loaded, click on the “What If” link in the left margin. Then pick whatever college, major, minor, or concentrations you are wanting to see. This doesn’t change your major, it just allows you to see what your progress would look like in another program or with additions to your current program.



## **UNDERGRADUATE STUDENTS ~ GRADUATION INFORMATION**

- Your graduation date must be declared in writing with an Anticipated Graduation Date form found on the Registrar's website under the Student tab, or go to the Office of the Registrar, Knight Hall 167.
- *Approximately 3 weeks before graduation*- Your name will be printed on your diploma as it appears on WyoWeb and the diploma will be mailed to your permanent address, unless you tell us differently on the Anticipated Graduation Date form. You may check both of these through WyoWeb. The graduation fee of \$25.00 is due in the Cashier's Office, Knight Hall 170. After paying the graduation fee, turn in your receipt to your degree analyst. If you've paid before for the same degree, do not pay again. If you are receiving more than one separate degree, \$25.00 must be paid for each degree. If you are an off-campus student, you can mail your check to us (payable to the University of Wyoming) at Dept. 3964, 1000 E. University Ave., Laramie, WY 82071. You may also pay by credit card by calling the Cashiers Office at (307)766-2313.
- *Approximately one week before graduation* - The graduation fee becomes \$30.00. Save a few dollars and pay on time! If you don't pay at all, a financial hold will be placed on your records, and you will be unable to request a transcript or receive your diploma until it has been cleared.
- *The Monday after Graduation* - All course requirements must be completed, including main campus classes and courses through the Outreach School. Any incomplete grade ("X") must be removed and a grade assigned by this date or you will not graduate in this term. If you are taking courses at another academic institution for your degree, all official transcripts must be received by the Office of the Registrar by this date. For the transcripts to be official, you must request that the transcripts be sent directly from the institution to the University of Wyoming Office of the Registrar. Any financial obligations with the university must be cleared. If you have a financial hold on your records, you cannot receive copies of your transcripts and your diploma will not be sent to you until the obligations are satisfied.
- *6 - 8 Weeks After Commencement* - Diplomas will be mailed to those students who successfully met all graduation requirements. Students who did not successfully complete requirements will be notified in writing and will be provided with a change of graduation date form.

**Questions? Contact the Criminal Justice degree analyst:**

**Knight Hall Room 167  
307-766-5272  
Fax: (307)766-3960  
[registrar@uwyo.edu](mailto:registrar@uwyo.edu)**

**Office of the Registrar  
Dept. 3964, 1000 E. University Ave  
Laramie, WY 82071**



## **Graduation Checklist:**

- ☐ Declare Graduation Date with Anticipated Graduation Date form.
- ☐ Provide the Office of the Registrar with your Diploma Address
- ☐ Informal Degree Check with Department of Criminal Justice Advising Coordinator
- ☐ Pay Graduation and Diploma Fee at Cashier's Office  
*Check with the [Cashier's Office](#) regarding any other financial obligations to UW!*

If you plan to participate in the Commencement Ceremony:

- ☐ Attend Grad Fair  
Or
- ☐ Pick up Graduation Packet from A&S Dean's Office (A&S room 114)
- ☐ Notify the [A&S Dean's Office](#) of Your Plans to Participate in Commencement
- ☐ Order & Pick up Appropriate Graduation Items (regalia, etc.)

# *Got your degree... Now what?*

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## How to get a job after college

Job searching is time consuming and can be overwhelming. Sometimes it is difficult to even get started when the possibilities are so numerous. The following information will help you in the job search, but a positive attitude about yourself is essential for success. Be enthusiastic, self-confident, and persevering.

First answer the following questions honestly. Even answering only one or two will help you get going.

**Who?** Who do you want to work for? Who do you know? Who are the other people you need to consider in your decisions?

**What?** What size of employer appeals to you? What type of employer? What type of job? In what capacity do you want to work? What kinds of benefits or hours are important to you? If you don't know where to start, try beginning with "who you won't work for," etc.

**Why?** Why would you take the job? Future career goals, compatible work environment, opportunity for advancement, or more responsibility?

**Where?** Where do you want to live? Where do you want to start? Where do you want to go?

**How?** How will you start to look for a job? How will you identify potential employers? How will you evaluate opportunities and offers?

## Your Plan:

**Step 1** (6-9 months before you want to start working) Break things into small achievable goals. Dedicate a couple of hours a week to your job search. You will need to identify your timetable. This will keep you on track and remind you of things you need to do. Try to be realistic about the amount of time you are willing to commit to finding a job. Some jobs, especially federal jobs have a very time consuming application process so get started early.

**Step 2** Try narrowing down your possibilities. You can begin narrowing things down by answering the previous questions, start with one city you would like to live in, or one type of organization you might enjoy.

**Step 3** Write your resume and a sample cover letter. Try to target them to the individual employers and work qualifications they are looking for so your documents stand out. Use the Center for Advising and Career Services for help.

**Step 4** Network! Let everyone you can think of know that you are starting this process. Ask them to keep their ears and eyes open for potential opportunities or contacts. Give them copies of your resume to circulate. Attend Job Fairs.

**Step 5** Identify whom you are going to apply to and how you are going to contact them. Familiarize yourself with the resources available and then research the employers who interest you. See what job openings they currently have or may have in the future. You can apply to employers that do not have a current opening; they may contact you if one should become available in the future.

**Step 6** Mail cover letters, resumes and applications to targeted employers. Follow up with phone calls. Spring Break is a great time to visit a targeted city to meet with potential employers. Check job announcements for other requirements such as aptitude tests, background checks, licensing or certification requirements. Make sure you send the employer all required documentation.

**Step 7** Follow-up! Keep track of your job search and keep going! Don't be surprised if you don't hear from some employers, follow up with a phone call just to see how the application process is going or see if they have made a decision yet. But be reasonable; understand that the process takes some time.

**Step 8** You got an Interview, Great! Practice interview questions and techniques. Role play with a friend. Prepare answers to frequently asked interview questions. Find a suitable business outfit to wear to the interview-first impressions count. Send a thank you note after the interview to thank them for their time-this makes a great impression.

# *Got your degree... Now what?*

---

## How to get into graduate school:

Many graduate schools have different requirements and will prepare you for different things. First, ask yourself why you want a graduate degree. Doing research with your undergrad faculty will prepare you for what is to come. It will allow you to develop a sense of what you are interested in and how the research process works.

**Who?** Who are the other people you need to consider in your decisions?

**What?** What size of graduate program appeals to you? What type of school? What type of program? In what capacity do you want to attend? If you don't know where to start, try beginning with "what you don't want," etc.

**Why?** Why would you like this program? Future career goals, compatible work environment, opportunity for advancement, or more flexibility?

**Where?** Where do you want to live? Where do you want to start? Where do you want to go?

**How?** How far do you want to go, Master's degree, PhD? How will you identify potential schools and programs? How will you evaluate opportunities and offers? How will this help you with your career goals?

## Your Plan:

**Step 1** Break things into small achievable goals. Dedicate a couple of hours a week to your school search. You will need to identify your timetable. This will keep you on track and remind you of things you need to do. Try to be realistic about the amount of time you are willing to commit. Some schools have early application deadlines or a time consuming application process.

**Step 2** Try narrowing down your possibilities. You can begin narrowing things down by answering the above questions, start with one city you would like to live in, or one type of school you might enjoy. Begin researching programs in your area of interest.

**Step 3** Once you've decided on some schools (3-5 recommended), fill out graduate school applications. (Usually due between December 1<sup>st</sup> and February 1<sup>st</sup> for fall admittance) Many schools have these available online now. Pay application fee. These vary for different schools, and can add up to be quite costly, keep that in mind when deciding where to apply.

**Step 4** Send official transcripts from all post-secondary institutions.

**Step 5** Official GRE Scores (or other exam) sent to the Graduate School. Please check with your department of interest for details on minimum scores.

**Step 6** Check with the department to be sure you have submitted any additional materials they might need. These may include letters of recommendation, personal statements or other applications.

### **Exams Available On Campus**

The University Testing Center offers the GRE (Graduate Records Exam) and the GMAT (Graduate Management Admissions Test). To register or get information, please call (307)766-2188 or register on-line at <http://www.ets.org/register.html>.

The Outreach School does offer GRE and GMAT Prep Workshops on campus. For more information call (877)733-3618, ext. 5.

# **Grad School Timeline**

## **May (before your senior year)**

Begin your online research, familiarizing yourself with schools, graduate school life, and the application process. Take a practice GRE test, sign up for a GRE course, or start studying on your own.

## **June-July**

Continue studying for the GRE and register for the GRE General Test, if required.

## **August**

Take the GRE General Test. If you're not happy with your scores, this gives you plenty of time to retake the test(s) by mid-October.

Start working on your statement of purpose (also called a personal statement or essay), a requirement for most graduate school applications. This will also help you define your grad school goals.

Request information from schools you are interested in and plan a visit.

## **September**

Register for the November GRE Subject Test (if necessary).

Once you've decided on your top schools, pick a professor or two from each program whose interests match up with yours and start to familiarize yourself with their work.

Find people to write you quality letters of recommendation.

Look into fellowships and other possible ways to help finance your education.

## October

Finalize your list of potential graduate schools and continue to prepare for the GRE Subject Test if you're taking one.

While we recommend completing your applications online--it's quicker and easier--if you're doing any applications on paper, get a hold of these hard copies now.

Request official transcripts, paying careful attention to where they should go.

Send your recommenders the appropriate forms, the latest version of your personal statement, your resume, and stamped-and-addressed envelopes (again, carefully noting where each recommendation should be sent).

Start making contacts at your prospective schools. If you're visiting your prospective schools (a good idea), set up some informational interview sessions with professors and financial aid officers.

## November

Refine your personal statement; adapt it for different schools as necessary.

Take the GRE Subject Test if necessary. Arrange to have scores sent directly to the schools.

Tie up any other loose ends. Do you know where your recommendations are? Have you made sure all your test scores all been sent to schools? Noted financial aid and scholarship deadlines?

## December

Complete and submit all applications, keeping two copies of every part for your records.

Verify that your recommendations have been sent.

## January

Start focusing on financial aid. Fill out the FAFSA online. Look into private loans and any alternate sources of funding available.

This isn't the only workable application schedule but the important thing is to draw up a schedule at the beginning of the application process, make sure you account for all foreseeable factors, and stick to it.

**What if you get a rejection?** Call or contact the department and express your regret for not being admitted. Take advantage and ask them how you could improve your application or strengthen your candidacy. Use this to build on for future applications.

# *Got your degree... Now what?*

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## How to select a law school:

**Who?** Who are the other people you need to consider in your decisions?

**What?** What size of law program appeals to you? What type of school? What type of program? In what capacity do you want to attend? If you don't know where to start, try beginning with "what you don't want," etc.

**Why?** Why would you like this program? Future career goals, compatible work environment, opportunity for advancement, or more flexibility?

**Where?** Where do you want to live? Where do you want to start? Where do you want to go?

**How?** How will you identify potential schools and programs? How will you evaluate opportunities and offers? How will this help you with your career goals?



## **Your Plan:**

**Step 1** Break things into small achievable goals. Dedicate a couple of hours a week to your school search. You will need to identify your timetable. This will keep you on track and remind you of things you need to do. Try to be realistic about the amount of time you are willing to commit. Some schools have early application deadlines or a time consuming application process.

**Step 2** Try narrowing down your possibilities. You can begin narrowing things down by answering the above questions, start with one city you would like to live in, or one type of school you might enjoy. Begin researching programs in your area of interest.

**Step 3** Once you've decided on some schools (3-5 recommended), fill out law school applications. (Usually due between December 1<sup>st</sup> and February 1<sup>st</sup> for fall admittance) Many schools have these available online now. Pay application fee. These vary for different schools, and can add up to be quite costly, keep that in mind when deciding where to apply.

**Step 4** Send official transcripts from all post-secondary institutions.

**Step 5** Official LSAT Scores sent to the Law School. Please check with your institution of interest for details on minimum scores.

**Step 6** Check with the school to be sure you have submitted any additional materials they might need. These may include letters of recommendation, personal statements or other applications.

### **Exams Available On Campus**

The University Testing Center offers the LSAT (Law School Admissions Test). To register or get information, please call (307)766-2188 or register on-line at <http://www.lsac.org/>.

# **Law School Timeline**

## **Freshman Year**

- Grades count in the law school admission process.
- Do your best, right from the start!
- If you are doing the pre-law concentration, begin planning those classes now.
- Join the pre-law club and Phi Alpha Delta Pre-Law Fraternity

## **Sophomore Year**

- Start studying for the LSAT
- Keep up those grades!
- Take a practice LSAT

## **Junior Year**

- Pick up the LSAT/LSDAS Registration and Information Book.
- Identify ABA-approved law schools using the ABA-LSAC Official Guide and begin identifying which you want to apply.
- Take the June LSAT. If you're not happy with your scores, this gives you plenty of time to retake the test(s) by mid-October.
- Summer –request applications for the law schools to which you plan to apply and plan to visit the schools.

## Senior Year

- **August**-Start working on your personal statement, a requirement for most law school applications.
- **September**- begin filling out your applications and working on your personal statement.
- Find people to write you quality letters of recommendation.
- Look into fellowships and other possible ways to help finance your education.
- 6 weeks before you send in the applications; Register for LSDAS <http://www.lsac.org/>
- **October**- Take the October LSAT if necessary
- **November**-Submit law school applications for early review process.
- Request official transcripts, paying careful attention to where they should go.
- Send your recommenders the appropriate forms, the latest version of your personal statement, your resume, and stamped-and-addressed envelopes (again, carefully noting where each recommendation should be sent).
- Start making contacts at your prospective schools. If you're visiting your prospective schools (a good idea), set up some informational interview sessions with professors and financial aid officers.
- Refine your personal statement; adapt it for different schools as necessary.
- Tie up any other loose ends. Do you know where your recommendations are? Have you made sure all your test scores all been sent to schools? Noted financial aid and scholarship deadlines?
- **December** -take LSAT if necessary
- Complete and submit all applications, keeping two copies of every part for your records.
- Verify that your recommendations have been sent.
- **January**-Apply for Federal Student Aid; submit fall transcripts to LSDAS.
- Start focusing on financial aid. Fill out the FAFSA online. Look into private loans and any alternate sources of funding available.

This isn't the only workable application schedule but the important thing is to draw up a schedule at the beginning of the application process, make sure you account for all foreseeable factors, and stick to it.

**What if you get a rejection notice?** Call or contact the school and express your regret for not being admitted. Take advantage and ask them how you could improve your application or strengthen your candidacy. Use this to build on for future applications.