Marshall University

# *Criminal Justice & Criminology*

**CJ 323: Criminal Procedure**

**Spring 2015**

CJ 323: *Criminal Procedure* Spring 2015 3.0

Course Number & Title Semester/Year Credits

Dr. Gordon A. Crews Phone: 304.696.3083 (*Voice Mail*) Office: Smith Hall 734 Email: [crewsg@marshall.edu](mailto:crewsg@marshall.edu)

## *Professor*

**Class Hours, Days, & Room:** Thursday 4:00 to 6:20pm Smith Hall 416

**Office Hours & Days:**  Tuesday and Thursday 10:00 to 11:00am & Wednesday 10:00 to 2:00pm

**REQUIRED TEXT**: There is no required text for this course. Readings will be given in class.

**COURSE DESCRIPTION**: Admissibility of evidence and confessions, recent civil rights decisions, reconciling individual rights and community interest in law and order. This course is also an in depth analysis of the criminal trial and the U.S. Criminal Justice legal system.

**STUDENT LEARNING OUTCOMES FOR THE CRIMINAL JUSTICE & CRIMINOLOGY PROGRAM**

Upon completion of the Bachelor of Arts degree in criminal justice, and in part emphasized and reinforced through this course, undergraduate students will be able to:

1. Differentiate Among Criminal Justice System Components, Roles, and Practices--Students will define and properly use specialized terms to describe, explain, and differentiate the components, roles, and practices of the criminal justice system.

2. Apply Theory in Criminal Justice and Criminology--Students will describe, explain, and differentiate major theories and theorists in criminal justice and criminology, and use one or more of these theories to explain a selected behavior (e.g., crime), event (e.g. victimization), or policy response (e.g., law).

3. Evaluate, Use, and Cite Relevant Sources to Support Written Products or Oral Presentations-

-Students will locate, evaluate, and incorporate information from different relevant media sources (e.g., book, journal article, online source) to support a written product or oral presentation with citations in APA format.

4. Propose to Resolve a Theoretical or Practical Problem in Criminal Justice/Criminology--Students will develop a research proposal to resolve a problem in criminal justice/criminology that is related to another discipline or practical setting, review literature from criminal justice/criminology and at least one other related field, propose an appropriate research design, and describe potential policy implications.

5. Deliver an Oral & Visual Presentation--Students will develop and deliver an oral presentation and supplemental media (e.g., PowerPoint) that constructs a sustained, coherent argument, provides narrative information, or explains technical issues and processes related to criminal justice/criminology theory, practice, or research.

**Course Objectives:** Upon completion of this course, the successful student will be able to:

**COURSE LEARNING OBJECTIVES MATRIX**

|  |  |  |
| --- | --- | --- |
| **Course Objectives** | **How *Practiced* in this Course** | **How *Assessed* in this Course** |
| 1. Students will critically *analyze* and *evaluate* the theory of the American constitution and court system. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will examine the individual rights and responsibilities of police as established by the courts. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the concept of discretion and how it is used in law enforcement. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the major U.S. Supreme Court decisions impacting current criminal procedure. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* the procedures and steps followed in a criminal trial. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* the rules of evidence and identify types of evidence. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the concept of the “competent witness” and the types of privileged communication. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *examine* lay and expert witnesses. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *examine* the exceptions to the Hearsay Rule. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *examine* the admissibility of confessions and admissions of guilt. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *examine* various policing strategies and problem solving techniques | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *identify* the Exclusionary Rule. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* direct and circumstantial evidence. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the “Right of Discovery” | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will critically *analyze* and *evaluate* the types of physical evidence | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |
| 1. Students will *compose* and deliver a professional presentation dealing with an issue facing law enforcement in America. | Assigned readings, course lectures, required library research, and video presentations | Student lecture, mid-term, class discussion participation, and final exam |

**GRADING SCALE: A** = 90 – 100 **B** = 80 – 89 **C** = 70 – 79 **D** = 60 – 69 **F** = 59 and below



EVALUATION OF LEARNER OBJECTIVES/COURSE REQUIREMENTS (Grades will be based on the following requirements):

|  |  |  |  |
| --- | --- | --- | --- |
| **Score Sheet** | | | |
| **Requirement** | **Points** | **Your Score** | **Due Date** |
| Mid Term | 300 |  | **March 5, 2015** |
| Student Lecture | 400 |  | **Beginning April 2, 2015** |
| Final | 300 |  | **May 7, 2015 4:00-6:20pm** |
| **Total Possible Points** | **100.0** |  |  |

* **MID TERM (300 points):** A Mid Term will be given during regular class time on **March 5, 2015**. This exam will consist of questions developed from lectures given from the first day of class through the Mid Term and all assigned readings. This exam will generally be short essay in nature. A review will occur on **February 26, 2015**.
* **FINAL (300 points):** A final will be given during regular class time on **May 7, 2015**. This exam will consist of questions developed from lectures and student lectures given since the beginning of the course.
* **STUDENT POWERPOINT LECTURE (400 points):** Starting **April 2, 2015.** Student Lectures will occur on various assigned topics. Each student will give a 15-20 minute "lecture" on different topics (topics will all be randomly selected on the first day of class!). Students are required to develop this presentation into a **PowerPoint presentation** and submit a one page document (*worth 50 points of this possible 200 points*) pointing out the highlights of their discussion to be given to all other students for review material AT THE TIME OF THEIR PRESENTATION **[SEE ATTACHED FOR MORE INFORMATION]. *All student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 50 pts will be automatically deducted from your final presentation score.***

**COURSE OUTLINE**: The below outline is subject to change to meet the needs of the class.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Schedule for Spring 2015** | | | |
| **Day** | **Date** | **Lecture/Activity** | **Assigned Reading** |
| **Thursday** | **January 15** | **Topics Assigned**  **Syllabus & All Readings Assigned**  **Lecture 1: The Adversary System**  **Lecture 2: The Criminal Trial** | Handout: The Criminal Trial Process  Handout: Top Ten List of Cases in Day To Day Policing |
| **Thursday** | **January 22** | **Lecture 3: The Fourth Amendment** | Handout: Probable Cause  Handout: Witnesses, the Hearsay Rule, and Privileged Communications  Handout: Jay-Z’s *99 Problems* |
| **Thursday** | **January 29** | **Lecture 4: Admissibility of Evidence** |  |
| **Thursday** | **February 5** | **Lecture 5: Evidence and its Types** |  |
| **Thursday** | **February 12** | **Lecture 6: Investigative Detentions** | Handout: Stop and Frisk and Other Forms of Intrusion |
| **Thursday** | **February 19** | **Lecture 7: Search and Seizure** | Handout: Searches and Seizures |
| **Thursday** | **February 26** | **Lecture 8: Vehicle Stops and Searches**  **Review for Mid Term** | Handout: Vehicle Stops and Searches |
| **Thursday** | **March 5** | **Mid Term Exam** | **Everything since beginning of course!** |
| **Thursday** | **March 12** | **Lecture 9: The Charging Instrument**  **Lecture 10: Arrest**  **Lecture 11: Special Problems: Location of Trials & Double Jeopardy** | Handout: Making an Arrest |
| **Thursday** | **March 19** | **Spring Break** | **No Class** |
| **Thursday** | **March 26** | **Lecture 12: Guilty Pleas**  **Lecture 13: Sentencing**  **Lecture 14: Appeals and Habeas Corpus** | Handout: Rules of Evidence for the Police Officer and Criminal Investigator |
| **Thursday** | **April 2** | **Student Presentations** | ***All student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score.*** |
| **Thursday** | **April 9** | **Student Presentations** | ***All student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score.*** |
| **Thursday** | **April 16** | **Student Presentations** | ***All student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score.*** |
| **Thursday** | **April 23** | **Student Presentations** | ***All student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out, 100 pts. will be automatically deducted from your final presentation score.*** |
| **Thursday** | **April 30** | **Review for Final** | **Mid-term till now, unless you are taking a cumulative final!** |
| **Thursday** |  | **Final Exam** | **May 7, 2015 @ 4:00 to 6:20pm** |
|  |  |  |  |



**Crews’ Nine Academic Rules of the Earth**

**These will be discussed in detail the first day of class and enforced from then on!**

1. **Classroom Conduct:**

* As a general rule, I, 1) show up for class, 2) arrive on time, 3) am semi-prepared, 4) sober/conscious, 5) stay off my cell phone, 6) am interested in the topic of the day, and 7) STAY THE ENTIRE TIME ~ **I expect the same of you!!!!**
* All cell phones must be turned off and put away (out of view) at the commencement of class, with the exception of emergency service personnel. Cell phones are disruptive not only to me, but your fellow students, so please be courteous. You will receive only one warning if your cell phone goes off in class, or if I catch you playing with it during class and you will be asked to leave the classroom.
* You may NOT eat during class. This means food of any kind (chips, sandwiches, candy, etc.). However, drinks are permitted (non-alcoholic of course). Also, you should not be working on anything not related to this class once class commences (this includes reading, copying other’s notes, knitting, playing games on your cell phone, etc.).
* Do NOT leave the classroom once class has started, unless it is an absolute emergency or you have notified me before class that you will be leaving. You should use the restroom, get a drink of water, and make a phone call, etc. before class starts.
* Do NOT bring weapons into the class. If you are a law enforcement officer and required to be armed, please let me know.
* You are not allowed to smoke within the building, and I will not permit smokeless tobacco in my classroom.

1. **Attendance and Student Participation:**

* While I do not require much when it comes to an attendance policy, **I do not offer much either**. This is to say that I generally do not take roll except on days where an exam, presentation, or in class writing assignment occurs. And, on these days, **NOTHING CAN BE MADE UP** (without proper documentation as stated in Make-up policy). Also, I do NOT give out my lecture notes to anyone for any reason, nor do I allow any make ups for course requirements missed without proper documentation.
* Don’t hesitate to ask questions, the dumbest question is the one not asked! If you ask a question I can’t answer, I’ll find out the answer and get back to you. Please remember that as a teacher, I am merely your guide through the field, I am not the field itself! (Although, my wife would say I think I AM!).
* During discussions please respect different viewpoints; there is always more than one side. Treat others’ views as you would want your own to be treated, with an open mind. Personal attacks on others will not be tolerated!
* I like to run my classes as an open forum where we can all learn from each other, so I encourage **intelligent** discussions, questions, and comments, but at the same time we have to remember that we are at a university setting and must act accordingly.

1. **Professor and Student Responsibilities:**

* I realize that every now and then, unexpected and difficult situations arise. However, when you enrolled in this class, you made a commitment to me, to yourself, and to your fellow classmates. I expect you to fulfill that commitment to the best of your ability. If you are unable to fulfill my expectation, I am really not interested in your reasons. That does not mean that I am cold and heartless, just that I have established standards for my classes that I know work from many years of experience. **No lecture notes will ever be given out for any reason**. **Most reviews for exams occur in class and are developed by the members of the class present on a particular date, therefore, there is no “handout” to be given to students not in class whether due to an excused absence or not since there will not be one to give.**
* Experience has shown that it is impossible for students who miss class to pass this course. However, the reverse is also true. Those students who do not miss class and who submit work on time generally score quite high. This course is one that builds from meeting to meeting and one concept to another and requires that previously covered material be understood before one can reasonably expect to move to the next.Attendance is therefore expected.  Attendance will be taken at various points during the term.  Students who are not present when attendance is taken will not be credited with attending class on that day.

1. **Make up Policy:**

* **There will be no excused absences on exam days, presentation days, and/or in class writing assignment days, and no assignments can be made up!** Any paper/project/in class work not turned in/completed on the date and time specified in the syllabus will receive a zero. Only documented medical emergencies will be considered as reasonable excuses for allowing a paper/project to be turned in late, an exam made up, or a presentation delayed, all others will be given a zero. Due dates are set in the course schedule for turning in projects and for giving presentations ~ due to the nature of these requirements, they cannot be made up. If you miss any of the assignments in this class, you are to go have your excuse evaluated by the Dean of Students, only excuses accepted by the university and mandated upon me will be accepted. **THIS MUST OCCUR WITH IN 48 HOURS OF THE MISSING OF THE ASSIGNMENT (UNLESS A LENGTHY MEDICAL STAY IS REQUIRED DUE TO AN EMERGENCY). IF I AM NOT GIVEN SAID NOTICE FROM THE UNVERSITY WITHIN 48 HOURS OF YOUR MISSING OF AN ASSIGNMENT, THE ZERO YOU HAVE BEEN GIVEN WILL REMAIN. (You can then file a grade appeal and we will have others review my decision and actions at that point).**

1. **Extra Credit:**

* At various points during the semester the instructor **MAY** offer opportunities for students to gain extra credit points. These are generally onetime events which reward students who take advantage of opportunities to attend out of class presentations or complete assignments in class. These can NEVER be made up; there is ample opportunity in this class for each student to obtain more than enough points to achieve an “A” ~ therefore, opportunities are a PRIVILAGE not a RIGHT and at the instructor’s discretion.

1. **Office Hours:**

* I encourage all my students to make use of my office hours, they are there for you. If you can’t make it at the scheduled times, let me know and we can arrange to meet at another time. However, this invitation is only for those students who come to class on a regular basis and put forth a genuine effort to learn. Also, please keep in mind that I have a life too (albeit, dark and demented), and while my office hours are mandatory, my other time is not, so my flexibility can only extend so far.

1. **Course Materials:**

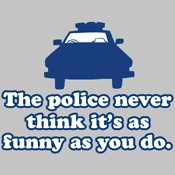
* A syllabus with a detailed schedule is provided for each course, the instructor will do their utmost to follow the syllabus and it is expected that the student will as well. All due dates are listed and will be enforced (do not ask for them to be altered for any reason). Most lectures will be on PowerPoint. These presentations will generally occur one time in the course while the material is being discussed in class. I may post online lecture shells for you to use.)

1. **Cheating, Plagiarism, and General Academic Dishonesty:**

* Don’t cheat or plagiarize! Academic dishonesty is something I take very seriously and will not tolerate. Anyone caught cheating or plagiarizing will automatically receive a failing grade for the course and will be referred to the dean for appropriate disciplinary action. Plagiarism from the internet has become a very serious problem and professors now have access to various software programs to identify this behavior, so at this point in your academic career, don’t risk it!

1. **University Policies/Instructor Prerogative:**

* **University ADA Statement**: The American with Disabilities Act has established a robust set of Federal Regulations that ensure employees and students receive fair and reasonable accommodations as they work and study. It has been my experience that students with disabilities exert considerable effort to achieve their educational goals. Moreover, I have found the accommodations to represent efforts in good pedagogy rather than special treatment for the student. As such, I hope each of you will work collaboratively with the Office of Disabled Student Services as the need arises.
* Any items or events not covered in this syllabus will be handled according to established university policies and/or instructor’s prerogative.

** **Student PowerPoint Lecture (400 Points)**

***All student names will be thrown into a hat and drawn at random ~ if you are not in the room and ready to present AND have your one page outline for the rest of the class, you will receive a zero, if only presentation and no hand out 50 pts will be automatically deducted from your final presentation score!!!!***

Students are expected to give a 15-20 minute “Lecture/Presentation” (an overview of their assigned topic) in ANY FASHION they wish, ***but*** it must consist of the following at a minimum:

**MAKE IT INTERESTING, THE SKY IS THE LIMIT, BUT DO NOT GET ME FIRED OR PUT IN JAIL!**

* Starting **April 2, 2015**, Student Lectures will occur on various assigned topics. Each student will give a 10-15 minute "lecture" on different topics (topics will all be randomly selected on the first day of class!). Students are required to develop this presentation into a PowerPoint presentation and submit a one page document pointing out the highlights of their discussion to be given to all other students for review material AT THE TIME OF THEIR PERSENTATION.
* 15-20 minute timeframe for you to use, but add another 5 minutes for class discussion!
* Use PowerPoint and include visuals (I will help you make anything you need!)
* Think outside the box, do not be boring!
* Do not just hit basics, go beyond!
* DO NOT READ ANYTHING TO CLASS, well, *a little bit maybe*!
* Hit your topic from a myriad of angles and sources!
* **The last page of your presentation should be a list of all sources used with complete APA reference!**
* \*\*\* Extra credit WILL be given to those who go above or beyond the call of duty!
* SIDE NOTE, I want to see questions and participation from the "audience"!

**Students not showing up for their presentation on the assigned date will receive a zero (0) for this assignment (see make-up policy). MORE INFORMATION ON THESE WILL BE GIVEN IN CLASS!!!!**

# List of Topics

**Criminal Procedure(s)/legal issues relating to ….**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | Administrative Searches | **55** | Practice Of Making Motions |
| **2** | American Bar Association | **56** | Motion To Dismiss |
| **3** | Ancient Legal Systems | **57** | Plain View |
| **4** | Appellate Review Of A Motion To Suppress | **58** | Pleas And Plea Bargaining |
| **5** | Arrest | **59** | Police Corruption Relating To Criminal Procedure |
| **6** | Automobile Exception | **60** | Police Misconduct And Evidence Collection |
| **7** | Bizarre Laws (Past And Present) | **61** | Post-Conviction Remedies |
| **8** | Burden Of Proof | **62** | Preliminary Examination |
| **9** | Closing Argument | **63** | Pretext Arrests |
| **10** | Comparative Legal Systems (Compare The U.S. To A Country Of Your Choice) | **64** | Probable Cause |
| **11** | Comparing Different Justifications For Search Of A Car | **65** | Problems In And Issues In Criminal Prosecutions |
| **12** | Complaint | **66** | Profile Of Controversial Case (Can Be Chosen By Multiple Teams, Just Different Cases) |
| **13** | Consent Searches | **67** | Prosecutorial Discretion |
| **14** | Contraband | **68** | Prosecutorial Misconduct |
| **15** | Criminal Defenses | **69** | Protective Sweep Of A Home |
| **16** | Criminal Responsibility | **70** | Public Safety Exception |
| **17** | Custodial Arrest For A Petty Offense | **71** | Religious Practices And Conflicts With Legal Issues |
| **18** | Custody And Release Pending Trial | **72** | Resumption Of Interrogation |
| **19** | Decriminalization | **73** | Right Of Privacy |
| **20** | Derivative Evidence | **74** | Right To A Public Trial |
| **21** | Disability Of Judge | **75** | Search Incident To A Traffic Stop |
| **22** | Discovery (Pertaining To Evidence) | **76** | Search Incident To Arrest |
| **23** | Double Jeopardy | **77** | Search Of A Home Incident To Arrest |
| **24** | Drug Testing | **78** | Jury Trial And The Jury |
| **25** | Due Process | **79** | Legal Defenses |
| **26** | Entrapment | **80** | Legal Issues And The Death Penalty |
| **27** | Exclusionary Rule, Good Faith Exception | **81** | Legal Issues Relating To Child Welfare |
| **28** | Execution Of A Search Warrant | **82** | Legal Issues Relating To Domestic Violence |
| **29** | Exercising Miranda Rights | **83** | Legal Issues Relating To Juveniles |
| **30** | Exigent Circumstances | **84** | Legal Issues Relating To The Elderly |
| **31** | Eyewitness Identification | **85** | Legalization |
| **32** | Fourth Amendment Rights | **86** | Liability Involved In Prisoner Escapes |
| **33** | Grand Jury | **87** | Military Criminal Procedure |
| **34** | Impeachment | **88** | Miscellaneous Procedure |
| **35** | Impoundment And Inventory Search Of A Vehicle | **89** | U.S. Supreme Court |
| **36** | Indictment | **90** | Criminal Vs. Civil Law |
| **37** | Individual Rights Vs Public Safety | **91** | Criminal Codes And Laws |
| **38** | Initial Appearance | **92** | Substantive Due Process |
| **39** | Insanity Defenses | **93** | *Miranda V. Arizona*, 384 U.S. 436 (1966). |
| **40** | Interrogation And Confessions | **94** | *Giles V. California* (07-6053) (2008). |
| **41** | Issues Surrounding First Amendment Rights | **95** | Federal Rules Of Criminal Procedure |
| **42** | Judicial Review Of An Arrest | **96** | "Pro Se" |
| **43** | Jurisdiction And Venue | **97** | Wiretapping |
| **44** | Jury Instructions | **98** | Use Of Confidential Informants |
| **45** | Search Of Containers | **99** | Mitigating Factors |
| **46** | Special Circumstances Searches |  |  |
| **47** | Speedy Trial |  |  |
| **48** | Standing |  |  |
| **49** | State Constitutional Protections |  |  |
| **50** | Statute Of Limitations |  |  |
| **51** | Stop And Frisk |  |  |
| **52** | Subpoena |  |  |
| **53** | The Defendant At Trial |  |  |
| **54** | Traffic Stops: Scope Of Inquiry |  |  |

**Brief Faculty Member Biographical Sketch**

**Dr. Gordon A. Crews** is a *Professor of Criminal Justice & Criminology* in the Department of Integrated Science and Technology at *Marshall University* (WV). Dr. Crews began his teaching career in 1990 as department head of the Criminal Justice & Paralegal program at *Sumter Area Technical College* (SC) at twenty five years old while still in graduate school working towards his Master of Criminal Justice Degree. He would complete his first seven years of teaching at the community college level by then moving to *Midlands Technical College* (SC). Since 1997, Dr. Crews has served as a faculty member and/or academic administrator at the *University of South Carolina Beaufort* (SC), *Valdosta State University* (GA), *Jacksonville State University* (AL), *Roger Williams University* (RI), *Cameron University* (OK), and *Washburn University* (KS).

In addition to over 23 years of post-secondary education experience, Dr. Crews has conducted POST certified training in South Carolina, Georgia and Alabama in the areas of proper police practice. He has also worked with the *Turkish National Police* and *Ghana National Police* on community policing initiatives. Most recently he has begun communication with the *Japan National Police Academy* on a comparison of police practices between Japan and the United States.

He earned a Ph.D. in Education/Criminal Justice, a Graduate Certificate in Alcohol & Drug Studies, a Bachelor of Science in Criminal Justice, and Masters of Criminal Justice, from the *University of South Carolina* (SC). He served as Executive Counselor for the Juvenile Justice Section of the *Academy of Criminal Justice Sciences* and as former President and member of the Board of Directors for the *Southern Criminal Justice Association*. In 2008 he was appointed for a three year term as the Executive Director of the Secretariat for this same organization. In 2010 he had the honor of being appointed the first President of the charter *Phi Kappa Phi* National Honor Society Chapter at *Marshall University* (WV). Prior to teaching, Dr. Crews worked in law enforcement (in South Carolina at *Richland Country Sheriff’s Department* and *University of South Carolina Police Department* and in Georgia at *Floyd Country Sheriff’s Department*/*Mount Berry College Police Department*) as a bloodhound/narcotics k-9 officer & trainer, field-training officer, and criminal investigator (*crimes against persons/sexual assault*); in corrections as a training and accreditation manager; and in insurance fraud as a private licensed investigator.

His publications include refereed journal articles dealing with juvenile and school violence, Occult/Satanic involvement and youth, and various law enforcement and correctional issues. His books include *Faces of Violence in America* (1996), published by Simon & Schuster; *The Evolution of School Disturbance in America: Colonial Times to Modern Day* (1997), published by Praeger; *A History of Correctional Violence: An Examination of Reported Causes of Riots and Disturbances* (1998), published by the American Correctional Association; *Chasing Shadows: Confronting Juvenile Violence in America* (2001), published by Prentice Hall; *Living in Prison: A History of the Correctional System with an Insider’s View* (2004), published by Greenwood Publishers; and, his most recent book is entitled, *In the Margins: Special Populations and American Justice* (2008), published by Prentice Hall.

Dr. Crews has myriad current research interests/efforts in the areas of violence and resulting societal reactions. A primary project as of late 2012 is the interviewing and surveying of 78 incarcerated school violence (K-12) offenders across the United States. A secondary effort is in working on a new book with a convicted murderer on death row in South Carolina dealing with the realities of living in prison and being incarcerated in the United States. A third, and ongoing, focus is on an international comparison of police and societal response to individuals involved in alternative belief practices (e.g., Satanism, Wicca, Goth, etc.). Through these efforts, he currently has three manuscripts in process, *School Shooters Speak: Incidents, Perpetrators, and Findings* (Carolina Academic Press), *Juvenile Delinquency and Violence: Examining International Police and Societal Response* (CRC Press), and *The Complete Idiot’s Guide to Living and Dying in Prison* (Alpha Books).

Since 2000, he has conducted extensive field research in these areas across the United States, United Kingdom, Middle East, Netherlands, Central Europe, Scandinavia, Turkey, Ghana, Central and Eastern Europe (Greece, Macedonia, Bulgaria, Romania, Hungry, Slovakia, Austria, Czech Republic, Slovenia, Serbia, and Croatia). His most recent research was conducted in Brazil (2010), Japan (2011), and in the United Kingdom and the Republic of Ireland (2012).

Perhaps his most relevant experience which speaks to his ability as an effective expert witness in policing and correctional matters is his role as a lead police/correctional expert in a grant-funded review of police and correctional training curricula (state, county, and municipal) from more than 60 academies across the United States. This 3 year project involved evaluating all academy curricula and noting what courses were offered, their length and content, and other characteristics of the curricula, instructors, and academies. This work resulted in a complex statistical evaluation and recommendations to improve curricula and make training more effective. The results of this work have been presented at various regional and national conferences and are being developed into manuscripts for publication review in respected criminal justice journals.

Dr. Crews has also appeared as a consultant on national and international programming such as *CNN, MSNBC, Good Morning America, Anderson Cooper 360◦, The Abrams Report, Nancy Grace, Gloria Van Susteren, Ghana, African National Television,* and *Due Diligence on Voice of Russia Radio Network.*

**Presentation Evaluation Sheet**

**SPRING 2015**

**CJ 323: Criminal Procedure**

**Name(s):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Topic:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Criteria for grading:**

1. **Quality of Analysis (50): 0 10 20 45 50 75**

*(Does the presenter(s) accurately examine the topic and logically structure the parts of the presentation?)*

1. **Intellectually stimulating (50): 0 10 20 45 50 75**

*(Does the presentation provide thought-provoking information?)*

1. **Use of Visuals (50): 0 10 20 45 50 75**

*(Does the presenter(s) use at least 5 visuals in the presentation?)*

1. **Overall Effort, Demeanor, and Appearance (50): 0 10 20 45 50 75**

*(How much effort does it appear you put into it?)*

**Additional Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Handout Score: \_\_\_\_\_\_ out of 100

Presentation Score: \_\_\_\_\_\_\_ out of 300