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Welcome to the fall edition and the start of what is expected to be an exciting year. The academic year 2007-2008 promises to be very interesting with a large amount of new legislation and regulations governing community colleges in general and criminal justice education programs specifically. Additionally every college is trying to prepare for the dual challenges of accreditation and assessment.

The Association has always given the highest priority to provide quality education for our students and to improve the criminal justice education. Therefore the leadership and members of the association have decided that this year instead of our traditional conference, we will hold an "Educational Retreat" for our members and other interested parties. The planning for the Education Retreat has begun, while the exact location and date are yet to be set. We would like you to reserve some time in the first two weeks of April in order to attend. Any ideas about content or proposed speakers should be sent to Dr. Charley Flint at William Paterson University. Watch for additional information about the education retreat.

New and exciting graduate programs are being developed for the post graduate education of the criminal justice community. This is another area in which the association has a strong role to play, disseminate information and encourage a spirit of cooperation.

While active membership remains strong, we need every member to make recruitment an active part of their involvement with the association. To maintain our role as a strong advocate for criminal justice education we need to truly represent the community of criminal justice educators. We have an excellent executive board and a strong committee structure; however, with the amount of work needed to be done, adding new members remains a high priority for 2007-2008. Therefore, I encourage more of you to become involved in our activities.

Another challenge is developing a greater role for students in the association. Our Vice-President Dr. Charley Flint of William Paterson University has agreed to chair this effort again this year. Cavit Cooley from Mercer County College will assist. The student advisory committee needs additional student members. Charley and Cavit would appreciate your nominating some of your student leaders. We hope to develop a greater presence for our students in the association. Please do not hesitate to nominate your students.

Finally, Dr. Venessa Garcia of Kean University has agreed to continue to serve as the Editor of the *NJ-Criminal Justice Educator*. Venessa did a great job restructuring *The Educator* last year. Venessa, along with her editorial staff Cavit Cooley of MCCC and Demetress Holmes, graduate of Kean University, started a section called "The Student Corner" where the various CJ clubs can report on their activities and plans and students can publish work. Venessa is looking forward to your submissions to maintain the energy and quality of *The Educator*.

As you can see the future offers an exciting time with many opportunities for the continued growth of criminal justice education and the association. So please join us as we work to improve criminal justice in New Jersey.

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Criminal Justice Program News

KEAN UNIVERSITY

The Department of Criminal Justice at Kean University would like to welcome Dr. Connie Hassett-Walker and Professor Seungmug Lee. Dr. Connie Hassett-Walker received her Ph.D. in Criminal Justice from Rutgers University (2007). Her dissertation ("Delinquency and the Black Middle Class") was awarded second place by the Society for the Psychological Study of Social Issues (SPSSI) for the 2006 Social Issues Dissertation Award. Professor Seungmug Lee is completing his dissertation at Rutgers University. His main area of research is in private security. Professors Hassett-Walker and Lee bring with them a vast amount of experience in the discipline of criminal justice.

CENTENARY COLLEGE

The Criminal Justice Studies Program at Centenary College continues to grow and is now the third largest major in the College, with 138 full-time and 43 part-time majors. Additionally, there are 33 students majoring in sociology with a concentration in criminal justice and numerous students who minor in criminal justice. We now have three full-time faculty members: Associate Professor and Program Coordinator Joseph Linskey, Assistant Professor Norman Cetuk, and Assistant Professor Robert Szkodny. Additionally, we have one faculty member who splits time between the Departments of Sociology and Criminal Justice, Assistant Professor Christopher Linne. All of the faculty members are retired from the criminal justice system and use their contacts to develop enriching internships that our students glean tremendous benefits from.

In September of 2007, the College transitioned to a four credit system allowing for more time in the classroom and more time available to work with advisees and other students in the major. The total number of courses required for graduation was reduced, making it possible to complete a Bachelors Degree in a traditional four year cycle. Our Master of Arts in Leadership and Public Administration also continues to grow and is the second largest program in the Graduate School. Courses are offered on the main campus, on the campus of Raritan Valley Community College, and on-line. New to the program is an off-campus site at MetroPark in Iselin, NJ, where we began running undergraduate classes in January of 2007. Classes meet on Tuesday nights for seven weeks and this program is already seeing significant growth. Though only in existence for eight years, the Criminal Justice Studies Program has become a mainstay in the College. Our students are studying for careers in all areas of the criminal justice system and have been very successful in beginning their chosen careers after graduation. An enjoyable benefit for the faculty members is the large number of our graduates who keep in touch after graduation, allowing us to see the successes that they achieve. **See Program Profile, p. 17.**

MERCER COUNTY COMMUNITY COLLEGE

As part of the college's Distinguished Lecture Series, Mr. Gary Hilton, spoke at the college in late October. Gary had a 33-year career with the N.J. Department of Corrections (DOC). He had an extremely varied career which included serving as the Warden of Trenton State Prison for a number of years and he concluded his DOC career as Acting Commissioner. Also, he was an adjunct professor at MCCC many years ago. More than 150 students and community members heard his speech about the critical issue of "Prisoner Re-Entry." Earlier in October, Professor Cavit Cooley organized and moderated a workshop on "Careers in Corrections." Almost 50 students heard about some of the challenging and rewarding careers available to them in the field of corrections.

SAINT PETER'S COLLEGE

Saint Peter's Criminal Justice Program welcomes Dr. Daniel Simone as its forth full-time professor. He brings with him over 25 years experience with the Hoboken Police Department. A group of students from St. Peter's College is preparing to study abroad. Dr. Raymond R. Rainville will lead a group of 20 students and faculty to Athens and Rome to study the Greek and Italian criminal justice systems during the mid-semester break. Highlights include visiting the Acropolis, considered to be the birth place of democracy, the ancient ruins of Pompeii and the Vatican. Students will visit the Greek National Police Headquarters in Athens, Roman Headquarters of the Italian National Police, an Italian court, and attend lectures by both Greek and Italian attorneys. In addition to the criminal justice visits, the group will tour the usual tourist sights. The trip from Greece to Italy will be made on an overnight ferry. Students can earn three credits for participating in this course.

RESEARCH

In Search of the Truth About Campus Fires

By Giuseppe M. Fazari, Ph.D.

The Fire at Northville University

Shortly after 4 a.m. on January 19, 2000 one of the worst dormitory fires in the history of American higher education broke out, killing 3 students and injuring 62, including 58 students, 2 police officers, and 2 firefighters. The tragedy sent a shockwave of horror and disbelief through Northville University [pseudonym] that continues to reverberate today. Only one other campus fire occurring at another college campus in 1977, resulted in more injuries and deaths. Ten female students died in that blaze, which originated in a closet where 2 hair dryers were left on to dry wet mittens. This more recent tragedy occurred in a residence hall, primarily housing 640 first-year students.

On the morning of the fire, most residents were soundly asleep, relishing in the men's basketball victory the previous night over a rival college. When they were awakened by the alarm, many of them initially disregarded it as yet another one of the relatively common false alarms that occurred on campus. But this alarm was *different*; it was the real thing and the seriousness of the bells and whistles quickly became apparent. In only a few minutes, smoke engulfed

the third floor hall of the residence rendering it a giant 2,000-degree oven. While flames licked the lounge walls and ceiling, the odor of melting plastic and debris began traveling to the farthest reaches of the dormitory. Panic ensued as students trapped on the floor screamed for help while other residents scrambled to get out of the building. One student, fearing he would burn to death, jumped from his third floor window suffering a broken wrist and sprained ankle as a result. Another student trapped in the same vicinity hurled his mattress out the window to break his fall in the event he needed to jump. By the time the fire was extinguished, most residents, still in their pajamas, could be found huddled in small groups along a

nearby curb in a futile attempt to stay warm in the frigid January air. But as the campus community began grappling with the crisis, the grim reality involving those killed and seriously injured began to sink in.

The blaze had been contained to the third floor lounge area with significant property damage extending throughout the north side of the floor. When firefighters seized control of the fire, the sofas, rug, ceiling, and pay phones were burned to the extent that they were barely recognizable. The white cedar block walls that almost glowed as the fluorescent hallway lighting bounced off of them had been blackened like unused charcoal. Nearly everything left behind by the residents had to be professionally cleaned or replaced, but when faced with the lives that were lost or changed forever from the injuries they sustained, students who had only lost replaceable items considered themselves fortunate.

At the time of the fire, the university was in compliance with all state and local laws and regulations. The residence was equipped with smoke detectors, fire extinguishers, and lighted emergency exit signs, but did not

have sprinklers because it was built in 1952, predating a law enacted in 1984 mandating them in new residence buildings. A poll conducted by a marketing company shortly after the Northville fire showed that of 57 colleges and universities in 8 different states surveyed, two-thirds had at least one resident hall without sprinklers and more than a third regarded false alarms a problem on their campus. In the wake of the tragedy, the state's then-governor signed the Dormitory Safety Trust Fund Act into law. The law required, among other things, building owners to install an automatic fire suppression system in any dwelling that is used as a dormitory by students at higher education institutions (Kennedy 2001).

"The residence was equipped with smoke detectors, fire extinguishers, and lighted emergency exit signs, but did not have sprinklers because it was built in 1952, predating a law enacted in 1984 mandating them in new residence buildings."

In Search of the Truth About Campus Fires

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Linking Campus Fire to Deviant Behavior

One-third of dormitory fires are the result of arson, making it the primary cause of campus fires. This is more than double the rate of residential structure fires. Between 2002 and 2004 there was an average of 1,068 arsons reported on campus property each year (U.S. Department of Education 2006). The Federal Emergency Management Agency found that 90 percent of dormitories sustaining a fire had appropriate alarms and close to 80 percent of them had operable smoke detection systems. The U.S. Fire Administration (2001) showed that most dormitory fires occur while schools are in session and that the rate of occurrence drops significantly during annual recesses. These findings suggest that there is a human element often precipitating campus fire incidents. A statement by the Director of Residence Life at Northville, who mentioned, "you can put in the sprinkler systems, you can have the fire drills, but as soon as you put students in a building, you have created a risk. You can't control what students will do", supports this conjecture (Analla 2001, 2). This is in accord with Cohen and Felson's (1979) opportunity theory, which found that "firesetting is a product of the open and relatively unrestricted access to fire as an instrument and/or weapon" (Putnam & Kirkpatrick 2005, 4). While

sprinkler systems can be instrumental in controlling fires, facility experts argue that addressing the student culture to raise fire safety awareness is more important. An engineering manager for Rolf Jensen Associates stated, "facility managers tell me that they cannot believe the things that kids will do to defeat or alter the fire protection system that's designed for their own safety" (Tatum 2001, 6). An unannounced inspection of a dormitory during a visit at one university revealed that 70 percent of the smoke alarms had their batteries removed or disconnected (Tatum 2001).

"One-third of dormitory fires are the result of arson, making it the primary cause of campus fires."

mined to be arson. Two Northville students, living in the residence at the time of the fire, were later convicted of setting the blaze after accepting a plea offer. At the hearing, each of the defendants stated, "I, along with [codefendant], lit a banner on fire that was draped across the couch in the third-floor lounge of [Resident] Hall. I did not intend to harm anyone. It was a prank that got out of hand" (Murray & Heyboer 2006, 1). The number of false alarms at Northville was significant during the semester preceding the arson, but this was not an anomaly given what previous resi-

dents experienced while living in the dormitory.

The fact that so many students admittedly did not take the alarm seriously at first had more to do with this experience than their appreciation for fire alarms. One resident stated, "I just thought it was another false alarm. I just laid there, kind of ignoring it, until I heard someone running down the hall." Another student, also believing it to be an inconsequential prank reacted only after hearing people screaming, "This one's for real! This one's for real!" Had the fire occurred during their first week at the university, residents may not have been as complacent in their initial response. For instance, one student attributed his lackluster attitude to a pattern he had experienced only a few weeks earlier claiming, "I didn't think anything of it. We've had fire alarms going off all the time during finals week and I figured, 'more of the same'" (Hampson 2000, 1).

At another university, 100 residents failed to evacuate the building following a real fire because they too believed it to be a false alarm. One student who did not take the alarm seriously stated, "I stayed in my room because people sometimes pull them as a prank, and people pull them four or five times, so I'm not getting out of bed" (Analla 2001, 3).

The national-level data together with the foregoing anecdotes show that laws requiring fire suppression systems in dor-

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mitory housing should be enacted. The caveat for administrators however, is that while these systems provide an added safeguard in protecting students, they do not address undergraduate behavior – the underlying reason why the hardware is needed.

For many college-aged youth, the undergraduate years represent a period when they *can* deviate. A time when, apart from exams and papers, many students are not held to the re-

sponsibilities inherited during adulthood. Certain aspects of college campuses, particularly the lack of supervision and the exposure to drugs and alcohol, may entice individuals to be deviant. These behaviors typically go unchecked to the extent of deterring other would-be deviants until the act results in a serious consequence. The transitory nature of postsecondary environments also impinges on behavior patterns and the ability of administrations to deter acts posing a risk to the university community. For instance, in the years immediately following the Northville fire, there were far fewer false alarms on campus and when an alarm did sound, students were quick to respond. However, as incoming students replace graduates, the fire inevitably resonates with fewer people.

Rudolph (1990) explained the dichotomy between

the manifest functions and latent dysfunctions of college life. He asserted that dormitory living would “herd young men to a common experience” and take them from “the bosom of a sheltering home” so that they could live, work, play, and share in the “experiences which made men of boys” (Rudolph 1990, 96). It

“Certain aspects of college campuses, particularly the lack of supervision and the exposure to drugs and alcohol, may entice individuals to be deviant.”

would bring “the sense of common decency and the sense of self-respect, which taught respon-

sibility” (Rudolph 1990, 96). As students lived together under one roof, intelligence, it was argued, would be awakened because “in the dormitory young men talked deep into the night deeply about deep matters...and under the influence of a wiser chum a young man moves from indifference to belief, from idleness to profound inspiration” (Rudolph 1990, 96). But

what if the influence was not of a “wiser chum” (as would be considered in the context of greater society), but rather a deviant one? Swafler and Hollin’s (1995)

social acceptance theory, for instance, indicated that individuals pull false alarms and set fires because they are “motivated by the desire to gain acceptance by a peer or peer group” (Putnam & Kirkpatrick 2005, 4).

“Research has shown that individuals are inclined to partake in deviant behavior given a range of dispositional and situational variables.”

Rudolph (1990) also provided insight into the darker side of university living stating, “the intellectual purposes of the colleges placed too few demands...it became a place where tempers tightened until they snapped, where in quiet desperation plots were hatched, and where what may have begun in innocence often ended in tragedy and misfortune. The dormitory helped create an atmosphere that invited frustration, argument, and crime” (Rudolph 1990, 97). This is consistent with the etiological theme of stress theory by Lyng (1990), which showed that firesetting is “a behavior that releases accumulating stress or seeks stress or danger in an uneventful life. It is often closely related to vandalism, shoplifting, and graffiti” (Putnam & Kirkpatrick 2005, 4).

Research has shown that individuals are inclined to partake in deviant behavior given a range of dispositional and situational variables. Dispositional

factors relate to individual characteristics and thinking processes that compel one to engage in at-risk behavior. Situational factors

are those inherent in the postsecondary setting and culture that draw individuals to deviant behavior. They also relate to undergraduates’ subconscious processes and the campus environment’s unseen features. The existence of these factors on

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campus cannot be eliminated, short of changing the way higher education has traditionally operated, but the level at which they do exist can be assessed and monitored. In order to gain insight into the deviant culture to prevent firesetting behavior among undergraduates, dispositional and situational elements should not eclipse one another; that is, they are equally important in affecting college student behavior.

Howard S. Becker (1966) posited that behavior is considered deviant not because of the act itself, but because of the societal reactions to the act. Consequently, deviance is relative and the judgments that matter to an individual are those of the society where they are socially located (Henslin 2003). Groups within the same society may also view deviant acts differently; as such, the groups comprising a university campus – diverse as they are – may not have the same reaction to an individual act, including those considered criminal by the general public. Therefore, to gain a clearer understanding of deviant behavior, the campus culture should be the focal point of analysis. As noted by Kuh and Whitt (1988), culture is the means by which its members reason, behave, and communicate. They defined it as “the collective, mutually shaping pat-

“Students should be empowered to make responsible decisions while being held accountable for the choices they make.”

terns of norms, values, practices, beliefs, and assumptions that guide the behavior of individuals and groups in an institute of higher education and provide a frame of reference within which to interpret the meaning of events and actions on an off campus” (Kuh & Whitt 1988, 13).

Conclusions

This essay demonstrated three key points re-

garding campus fires. First, arson is the most prevalent cause. Second, firesetting is a part of the larger deviance problem on campus and a symptom of undergraduate culture, which often does not consider the risks associated with its reckless behavior. Coupled with this are the actions students take to disable, vandalize, and activate fire detection equipment. Third, the extent to which undergraduates deviate from societal norms while on campus, including setting fires, is contingent upon dispositional and situational factors. Collectively, these factors have resulted in campuses being fertile for drug overdoses, alcohol poisoning, sexually transmitted diseases, and criminal mischief.

In light of these findings, administrators should not discount the impact that campus culture vis-à-vis deviant behavior has on the livelihood of its insti-

tution and students. A risk assessment that takes this into account should be conducted in four areas including frequency, loss, vulnerabilities, and protection. Frequency takes into account the annual frequency expectancy to calculate a level of expectation of how often an incident will occur. These data can be gathered from national averages or more accurately, from local police and incident reports. Loss relates to each asset and threat. Vulnerabilities pertain to examining the likelihood of the institution sustaining each loss-type. Assessing protection is defined by evaluating the safeguards instituted by the university to protect its persons and property (Matchett 2004).

The vast number of higher education stakeholders equates into many groups asking the question: What is the college investment’s return? As costs become more apparent in relation to benefits (those that are measurable), the answer to the foregoing will be more heavily scrutinized. Students should be empowered to make responsible decisions while being held accountable for the choices they

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make. In order to distinguish itself as an academic environment, institutions will need to shape their campus culture so that it is conducive to

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a setting where individuals come to learn and study. Protecting the student body is critical to this objective. Marginal efforts and commitment in this regard can prove costly allowing students' unruly behavior to dictate the perception and ultimately, the direction of the institution.

The negative publicity that can be engendered from even one deviant act on campus can severely mar an institution's reputation and take years to reverse. Whereas faculty and administrators may come to understand their institution as an aggregate of 'silos' or small 'academic kingdoms,' the public does not view the university as a separate entity. Unfortunately and in some circumstances unfairly, tragedies that have been precipitated by the deviant culture on campus will be connected to the *institution* affecting the marketability of all its colleges. More importantly, how students are reared in college is of great consequence to society's future. It is in the interest of all then that faculty and administrators shape their college men and women to be both professionally and socially responsible.

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Biography

Giuseppe M. Fazari, Ph.D. was a Manager and later Senior Manager of Public Safety and Security at Seton Hall University between 1998 and 2002. He is currently a Court Executive for the Superior Court of New Jersey – Essex Vicinage and an Adjunct Professor in the Sociology Department at Union County College. The conclusions expressed in this article are those of the author and do not reflect the views of any of the noted institutions.

PEDAGOGY

Police Academies and Colleges Perfect Together

By Wayne J. Forrest

In law enforcement today we need police officers who are trained to operate their patrol car's mobile data computer terminals and to investigate Internet crimes. We need police officers who have learned about the latest criminalistic techniques for processing crime scenes, identifying and gathering DNA, and other latent or trace evidence. We need police officers who can operate sophisticated wiretapping, global positioning systems (GPS), and other electronic surveillance equipment, as well as the microscopes, Automated Fingerprint Identification System (A.F.I.S.), and Integrated Ballistics Information System (I.B.I.S.) at our forensic laboratory. We need police officers who are financially knowledgeable to be able to manage budgets, apply for and manage grants, and to conduct complex financial crime investigations. We need police officers who can write policies and procedures, handle human resource and labor issues, teach in our elementary and secondary schools as D.A.R.E., G.R.E.A.T., and School Resource Officers, and teach at our police academies.

To educate today's police officers to do all this and more, and to do it well, has become a growing challenge for police academies. In Somerset County, we have found that by relocating the Somerset County Police Academy (Academy) to

the county's community college campus, Raritan Valley County College (RVCC), an operational relationship has been formed benefiting the Academy, the college, cadets, and students.

The police academy in Somerset County was originally established within the Somerset County Prosecutor's Office in 1987. The Somerset County Police Academy has been certified by the New Jersey Police Training Commission (P.T.C.) since its inception and is presently the only state certified regional police academy serving Somerset, Hunterdon, Middlesex, and Warren Counties.

The Academy's director is Dr. Richard Celeste (Deputy Chief, retired), a former career law enforcement officer of 26 years who holds a Bachelor's Degree in History, a Master's Degree in Education and a Doctorate Degree in Education. The topic of his doctoral dissertation was "The Police Academy Educators' Handbook for Administering a Comprehensive Police Recruit Training Program." From this Dr. Celeste developed a police basic training guidebook entitled "The Challenge Program," which has been used by

police academies in New Jersey and elsewhere in the county. It is also the model for the Police Basic Training Program at the Somerset County Police Academy.

The Academy is operated by the staff of the Somerset County Prosecutor's Office along with instructors provided by Somerset County municipal police departments and the Prosecutor's Offices and municipal police departments of

Hunterdon, Middlesex and Warren Counties. The Academy conducts two basic courses (40 hours per week for 24 weeks in duration) for police officer recruits each year. During this course of

instruction recruits are taught over 130 subjects. Subjects such as criminal law, arrest, search and seizure, evidence, and courtroom testimony are all taught by Assistant Prosecutors. Similarly, all the other courses are taught by various law enforcement experts in their respective subject matter. All instructors who teach these classes at the Academy must first fulfill the requirements to become certified by the New Jersey P.T.C. The police academy also offers a corrections officer recruit course (40 hours per week for 12 weeks) twice a year and a one week course titled "Police Youth

"By relocating the Somerset County Police Academy to Raritan Valley County College, an operational relationship has been formed benefiting the Academy, the college, cadets, and students."

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Week” for high school students each summer.

Unlike RVCC, where students first obtain their education and then pursue their search for career opportunities, individuals who were interested in a career in law enforcement, prior to 1993, had to first become employed by a New Jersey law enforcement agency and then attend a police academy. In 1993, the New Jersey P.T.C. created a five year pilot Alternate Route Program¹ that offered individuals an opportunity to apply directly to a participating police academy for admission and then upon graduation seek employment. The Somerset County Police Academy was the first academy in the state to offer this program and continues to do so.

In 1999, the Academy expanded its curriculum and became the first academy in the nation to certify all of its recruits, through the U.S. Department of Justice, as certified community policing officers. It is the first academy in the state to certify all of its recruits in the use of the defibrillator and offer classes leading to lifeguard certification and enhanced water safety.

After much research and discussion with RVCC², in October 2000, the Academy relocated to the college’s campus. Since doing so, both the Academy and RVCC have benefited from the relationship. The Academy has been provided with the use of the college’s ad-

vanced technology, classrooms, library, conference center, gymnasium, pool, track, and theater where graduations are held. Being on campus has fostered a healthier socialization and learning environment for police recruits that was not possible at its former isolated location. RVCC’s criminal justice program has experienced an increase in enrollment. This is one result of having career law enforcement professionals serving as adjunct professors who have established new criminal justice courses and programs, such as the Law Enforcement Certificate Program and Emergency Management Certificate Program³. In addition, RVCC staff and students have experienced a greater sense of security and safety, especially in light of the mass killings on the campuses of Columbine High School and Virginia Tech University.

Another advantage of having the Academy on the RVCC campus is the fact that RVCC students who are interested in a career in a criminal justice related profession see firsthand what is involved in the six month basic training and the advanced training programs that are conducted at the Academy on campus. Interested RVCC students also often meet with Academy staff to discuss the

admission process as well as law enforcement career options and opportunities. As the relationship between RVCC and the Academy continues to grow so have course offerings, enrollment, and accomplishments.

In 2001, the producers of the Court TV documentary series entitled “The Elite” selected the Somerset County Police Academy to be the only police academy featured in their series. The documentary special was first aired on Court TV on July 9, 2002.

In 2004, in cooperation with the Warren

County Prosecutor’s Office and Warren County Community College the New Jersey P.T.C. approved the Somerset County Police Academy’s application to establish a satellite academy training facility on the campus of Warren County Community College.

In November of 2004, Raritan Valley Community College announced that the college’s Criminal Justice Institute, of which the police academy was a part, had been renamed the Regional Public Safety Institute. The name change reflected the expanded role of the Institute in offering educational and training programs in such areas as homeland security and other public safety related issues. The Regional Public Safety Institute

“The Somerset County Police Academy was the first academy in the state to offer this program and continues to do so.”

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now includes the Academy's Recruit Programs (police and corrections), its Continuing Education Section programs and the college's criminal justice program. The Academy's Continuing Education Section presently offers over 120 courses each year and educates over 4,000 students annually.

In July 2008, the Institute's Police Academy will conduct its first State Parole Officer Basic Recruit Course. The New Jersey State Parole Board has determined that the educational and training needs of its new officers would be better served by an academy such as Somerset's and has decided to enroll their next class in a recruit basic training course that Academy will administer.

In addition, the Academy has recently developed an international educational ex-

change relationship with the Kent, England police academy. Presently, a police officer from Kent teaches at the Academy and at RVCC, while one of the Academy's instructors lectures at the Kent police academy.

"In July 2008, the Institute's Police Academy will conduct its first State Parole Officer Basic Recruit Course."

I have discussed only some of the benefits that have resulted from the relationship that has developed since the Academy relo-

cated to the RVCC campus. When I first became the County Prosecutor over 10 years ago, while already serving as an Adjunct Professor at Raritan Valley County College, I proposed that the county's college and police academy work more closely together. Over the past 10 years we have come a long way. However, I believe that there is still more we can do together to continue to promote better edu-

cation and training to RVCC criminal justice students and the Academy's recruits and police officers.

Endnotes

1. The New Jersey Legislature passed legislation in 1998 to allow for the Alternate Route Program to continue.
2. Valley Community College is a bi-county college serving Somerset and Hunterdon Counties.
3. The law enforcement professionals possess various degrees such as Masters Degrees, Juris Doctorates, or other Doctorate Degrees.

Biography

Mr. Forrest has been in law enforcement for over thirty years. He is currently the Somerset County Prosecutor (since 1997). He has also worked as an Adjunct Professor at RVCC since 1992, where he has taught criminal law and other criminal justice courses

Student Corner

Editor Demetress Holmes

This year's fall bulletin will set precedent with two new segments entitled, "At a Glance" and "In the Spotlight." In this issue of *The Editor* several criminal justice clubs/organizations and honor societies are being featured at a

glance. Additionally we are shedding the spotlight on a randomly selected University in the state.

The criminal justice major is continuing to expand in educational institutions all over the state. With that expansion

comes forward mobility of the extracurricular interest vested in criminal justice. The schools featured in this edition of *At a Glance* are Fairleigh Dickenson University, Brookdale Community College, and Montclair University.

Clubs at a Glance

FAIRLEIGH DICKENSON UNIVERSITY

Criminal Justice Club

The Criminal Justice Club at FDU has many admirable qualities. It works diligently as a student association promoting educational excellence and civic service. In preparing students for life after FDU the club presents a great deal of information on justice related careers and interests. Some of the areas investigated include education on careers in criminal and civil law, law enforcement, counseling, rehabilitation, and community correction services just to name a few. Networking and preparation for life in the criminal justice field are goals and accomplishments of Fairleigh Dickenson University's Criminal Justice Club.

BROOKDALE COMMUNITY COLLEGE

Paralegal Club

The Paralegal Club at Brookdale is an organization that prepares members for a career in law. The goal of this club is to increase student awareness to the legal community. Additionally, it strives to provide an inside view of the talents and scope of the trained paralegal. One of the club's main efforts in support of the paralegal studies program is to invite guest speakers and working professionals to educate and support the club's mission. This group also seeks to support and benefit students in the Paralegal Studies program through programs and alternate learning experiences including career opportunities and other related topics.

MONCLAIR UNIVERSITY

Justice Studies Club

The Justice Studies Club at MSU is a place where all students can voice any opinions, concerns, ideas, or questions in a just atmosphere. It focuses on honest, open, and orderly expression in an effort to increase awareness and affect positive change. The Social Justice Club at MSU has a heavy concentration in the field of Criminal Justice while making strides to improve and raise consciousness in issues of social justice within the University and nearby communities. The Justice Studies Club is still a fairly new organization and with continued support will continue to grow.

In the Spotlight

ROWAND UNIVERSITY

Gamma Chi Sigma - The Criminal Justice Club

Gamma Chi Sigma is a student run organization open to all Law and Justice Studies majors and minors. It is the local chapter of [Lambda Alpha Epsilon](#), the American Criminal Justice Association. The purpose of the organization is to continue to make positive moves toward

professionalism in all areas of criminal justice as professionals and students.

Epsilon Nu - The Law & Justice Honor Society

Epsilon Nu is the local chapter of [Alpha Phi Sigma](#), the National Criminal Justice Honor Society. The society recognizes academic excellence of undergraduate, graduate students of criminal justice, as well as juris

doctorate students. This chapter of Alpha Phi Sigma is opened to all Law & Justice Studies majors or minors with a 3.2 GPA both overall and in Law & Justice Studies courses.

Victim Awareness Club

The Victim Awareness Club is an organization that strives to promote and educate on the phenomena of victimization. It is open to all Law & Justice

In the Spotlight

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Studies majors. The faculty Advisor is Professor Stanley Yeldell.

Pre-Law Society - for students interested in Law School

The Pre-Law Society is perfect for those individuals thinking about law school and interested in the law. It is open to all students from all majors and strives to educate and provide general insight about law and law school. In addition, the Pre-Law Society holds law and law school related events throughout the year, takes trips to local law schools, and sponsors Rowan's Annual Law School Fair. Guest speakers and pre-law events over the years have included:

- Guest Speakers: "What Practicing Law is Really Like" featuring personal injury attorney Brett R. Hupart, labor lawyer Peter Marks, and general practitioner Christopher Manganello.
- Guest Speakers: "What Law School is Really Like" featuring law students and Rowan alumni Barbara Fitzgerald and Anthony Di-Claudio.
- Guest Speaker: "Law Degrees and Political Careers" featuring New Jersey State Assemblyman David R. Mayer.
- Guest Speaker: "The Law School Admissions Process" featuring Villanova Univer-

sity Admissions Counselor Katherine Dunne Moss.

- Guest Speaker: "Public Defense Work: In General and in Child Abuse Cases," featuring New Jersey Assistant Deputy Public Defender Frank Thiel.
- Trip to Rutgers School of Law-Camden: Toured campus, met with admissions counselor Nancy Rubert.
- Pre-Law Society Movie Presentation: "The Paper Chase."
- Pre-Law Society Documentary Presentation: "Financing a Legal Education: Investing in Your Future."

Student Research

A Comparison of Two Scholarly Articles: Examining Internet Plagiarism

By Cynthia C. Chase

Introduction

Plagiarism is not a new problem to the academic community. Historically, students have used the work of others without giving proper credit for a variety of reasons. In some cases, cheating is a matter of ease and convenience, at other

times, better grades. With the growing use of the Internet as both a classroom and a research tool, plagiarism has become more apparent (Granitz & Loewy, 2007). Students have found a new realm in which to find loopholes in the traditional system and use unethical prac-

tices in online coursework. The purpose of this paper is to compare and contrast two scholarly articles examining the plagiarism epidemic, particularly in the online environment, the students who cheat, and the greater implications of plagiarism.

Neil Granitz and Dana

A Comparison of Two Scholarly Articles: Examining Internet Plagiarism

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Loewy's (2007) article, "Applying Ethical Theories: Interpreting and Responding to Plagiarism," appearing in the *Journal of Business Ethics*, and Mark Lanier's (2006) article, "Academic Integrity and Distance Learning," appearing in the *Journal of Criminal Justice Education*, study the different characteristics of a cheater, suggest methods to dissuade students from plagiarizing, and highlight the larger implications of cheating. Both agree about the problem of plagiarism but apply different research methods to determine why students engage in unethical behavior.

A Review of Granitz and Loewy

In "Applying Ethical Theories: Interpreting and Responding to Student Plagiarism," Granitz and Loewy (2007) argue that while the Internet has opened teaching to greater efficiency and effectiveness, it has also increased plagiarism through the use of websites dedicated to pre-created papers, and student ignorance about the proper use of the Internet as a research tool (p. 293; 297). According to a 2001 study conducted by McCabe (as cited by Granitz & Loewy, 2007), 41% of undergraduate students admitted to using some form of "cut

and paste" plagiarism (p. 293).

According to the authors, professors are still learning about the new Internet resources available for cheating and must develop a new perspective if this type of behavior is to be effectively managed. Scholars argue that old-style plagiarism required some degree of skill and was relatively obvious to most professors. The Internet, however, has made cheating as simple as the click of a mouse and has forced professors to try to keep up with technically savvy perpetrators (Granitz & Loewy, 2007, p. 296).

Granitz and Loewy (2007) submit that there are several psychological reasons students cheat. Those reasons are based upon deontology, utilitarianism, rational self-interest, Machiavellianism, cultural relativism and situational or contingent ethics.

Under the theory of deontology, plagiarism is considered morally wrong, but students are not punishable if they are unaware of their transgression. In many instances, a student's lack of education about proper citation creates indifference about its importance and can lead to unethical behaviors.

Utilitarian views suggest that the good outweighs the bad

and no one gets hurt from the practice of cheating. Students who view plagiarism with rational self-interest find that there is a fair exchange and that the irrelevant assignment warrants irrelevancy in how it was completed. Machiavellianism describes the student who is purely acting out of his or her own best interests. To these students, plagiarism is acceptable as long as it is not discovered. Cultural relativism is the assertion that plagiarism is an acceptable standard within an ethnic group or culture. Finally, situational or contingent ethics apply an extenuating circumstance in a student's personal or academic life as the justification for cheating (p. 297-298). Each of these justification theories forms the basis of the article's explanations for plagiarism.

On the issue of preventing cheating, Granitz and Loewy (2007) strongly urge professors to teach proper citation techniques. This way, students cannot claim ignorance about how to use the work of others (p. 301). In addition, a campus honor code should be implemented and enforced. Research by McCabe (as cited in Granitz & Loewy, 2007), suggests that schools with honor codes in place face significantly fewer instances of academic dishonesty (p. 301). Avoiding standardized tests that are used repeatedly and implementing anti-plagiarism software is also encouraged (p. 302).

"A student's lack of education about proper citation creates indifference about its importance and can lead to unethical behaviors."

A Comparison of Two Scholarly Articles: Examining Internet Plagiarism

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When evaluating the larger implications of plagiarism, "Applying Ethical Theories: Interpreting and Responding to Student Plagiarism" takes the position that unethical performance in school can lead to unethical performance in business. They reason that logically, if this behavioral pattern can be corrected at the academic level, problems will be curbed later on. This will lead to better organizational ethics and greater corporate profitability in the business world (p. 294).

A Review of Lanier

In the second article, "Academic Integrity and Distance Learning," the research indicates that the growing proliferation of online classes has led to an increase in plagiarizing in these classes. Studies show that students found it easier to cheat in an online environment (p. 244-245). Lanier (2006) evaluated common demographic variables to determine which students are most likely to cheat. The research indicates that traditionally, male students are more likely to cheat than female, younger students cheat more than older peers and, not surprisingly, those students who are doing poorly academically are more likely to use dishonest methods (p. 246). This information was

then used as a basis for determining whether these statistics were applicable to online learning environments. When examining online cheating, age, grade point average, and marital status prove to be statistically significant (Lanier, 2006, p. 253). Lanier writes:

More specifically, older students and those with higher GPAs were less likely to cheat in online classes, while single students were more likely to cheat. Respondents who admitted to cheating in traditional lecture courses were also more likely to cheat online. (p. 253)

Lanier (2006) offers many solutions to the growing problem of cheating. His position is that if deterrents to plagiarism are to be real, the risk of being caught must be imminent. Otherwise, the gains will outweigh the perceptibly low risk, and students will continue to cheat (p. 257). Internet search engines should be utilized to will screen papers against plagiarism. A good example of one such database is www.turnitin.com. Finally, Lanier recommends rewarding students who report the unethical

behavior of other students. The reporting student will receive the cheater's points while the cheater gets a zero (p. 258).

"Academic Integrity and Distance Learning" questions the effects plagiarism and cheating have on the online learning options. The article recognizes the economic and social need for

institutions to offer online and flexible learning environments, but criticizes the lack of a framework set up to control unethical practices that undermine the value of higher education (p. 244; 258). Lanier (2006) suggests that the increased movement to online learning must be critically evaluated. He believes that the mass movement to online study must be developed for the betterment of education and not for economic needs and access concerns. If unethical behaviors are allowed to proliferate without control and consequences, the integrity of the online environment could be jeopardized (p. 258). In fact, Lanier argues:

As educators, do we abdicate our role as guardians of academic integrity due to the onslaught of cyber challenges or do we educate ourselves, construct novel strategies and strive to create (since many students have historically cheated) a culture of aca-

"His position is that if deterrents to plagiarism are to be real, the risk of being caught must be imminent."

"Studies show that students found it easier to cheat in an online environment."

A Comparison of Two Scholarly Articles: Examining Internet Plagiarism

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democratic honesty and integrity (p. 259)?

Compare and Contrast

Academic dishonesty is not a new or innovative approach to academics, but is rather a longstanding academic dilemma. Both articles are just two examples of many works dedicated to the study of unethical behavioral patterns. Both agree that the online learning environment has created a new venue for cheating that perhaps some professors are not ready to combat.

Both agree that measures must be taken to curb any proliferation of cheating and plagiarism.

Granitz and Loewy (2007) took a more psychological approach and examined the justifications used for cheating. Their article deviates from the bulk of research in this area which uses the more traditional determinant factors such as those studied in Lanier's (2006) article. In other words, the purpose of Granitz and Loewy's study was to focus upon "why students cheat" rather than "who is cheating." On the other hand, Lanier took the more traditional, demographic approach to study who is more likely to cheat and evaluated age, marital status, gender, grade point average and even race and ethnicity. Lanier's focus centers on prevention in the name of academic integrity, as

the name of his article suggests.

Lanier (2006) found that "The rate of cheating for online courses surpassed that of traditional lecture courses" (p. 258). Granitz and Loewy (2007) did not provide any empirical research to validate the position that plagiarism is growing in the online environment, but rather accepted this position based upon other scholarly research and sought answers to *why* there is this growing trend in an attempt to inform educators (p. 293).

Both works advocate change to quell the growing epidemic of plagiarism. Granitz and Loewy (2007) recommend honor codes, expanded education on proper citation techniques, and use of Internet tools used to detect plagiarism. In addition, they stress the need for professors to act as role models and practice proper citation in an effort to show the importance of giving proper credit to another's work (p. 301). Lanier (2006) agreed with the use of Internet search engines designed to discover plagiarism, but also advocates harsher penalties to those who cheat with different techniques to deter and apprehend (p. 256-258).

With respect to the greater implications of cheating, "Academic Integrity in Distance Learning" discussed the impor-

tance of creating integrity within any academic environment, including the growing online classroom. The article stressed the need to study and combat the growing problem before it undermines the value of academic work. "Applying Ethical Theories: Interpreting and Responding to Student Plagiarism" took a different approach and highlighted the importance of correcting perceptions that cheating is somehow justified in order to decrease this pattern and practice of unethical behavior in the business world.

Conclusion

Each scholarly work examined cheating with emphasis upon the relatively new online learning environment. Both works analyzed characteristics of students who cheat. Granitz and Loewy (2007) took a psychological perspective to evaluate the reasons behind plagiarism. Lanier (2006) took a more demographic approach to the study of cheating and examined the more common factors such as gender, age, and marital status. Both papers demonstrate the need to evaluate this new online realm of plagiarism and address the effects swiftly so that academic standards can be maintained and the value of an education is not harmed by unfair and unacceptable practices from certain students. Without the implementation of new approaches to this problem, academic integrity in the online en-

"Academic dishonesty is not a new or innovative approach to academics, but is rather a longstanding academic dilemma."

A Comparison of Two Scholarly Articles: Examining Internet Plagiarism

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vironment is jeopardized and the ethical standards of students are potentially compromised.

References

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sponding to student plagiarism. *Journal of Business Ethics*, 72 (3), 293-306.

Lanier, M. (2006). Academic integrity and distance learning. *Journal of Criminal Justice Education*, 17(2), 244-262.

Biography

Cynthia C. Chase is a criminal justice graduate student at Centenary College. Her paper was submitted to Professor Jeffrey Carter in partial completion of Advanced Written Communication (GLP 602).

Student Employment Corner

New Jersey Department of Personnel: <http://www.state.nj.us/personnel/jobs/index.htm>

Court Advocacy Coordinator. Girls Educational & Mentoring Services, Inc., New York, New York, 10039. Salary: Commensurate with experience. Job Category: Advocacy, Direct social services. Area of Focus: Children and Youth, Crime, Safety, and Victims' Issues, Law and Legal Assistance, Victim Support Services, Women's Issues. Requirement: Bachelor (BA, BS, etc.). Please submit a cover letter that clearly expresses your interest in and commitment to working with sexually exploited young women and girls, a resume, and 3 references to Lakeshia Hudson at Lakeshia@gems-girls.org. Last day to apply: December 23, 2007.

Director of Development. Posted by Wynona's House.

Located in Newark, NJ. Job Category: Administration, Fundraising & Development. Area of Focus: Children and Youth, Crime, Safety, and Victims' Issues, Family and Parenting, Health, Mental, Victim Support Services. Requirement: Bachelor (BA, BS, etc.). Last day to apply: December 23, 2007. Send cover letter, resume and 2 writing samples to aso-lari@sbhcs.com.

Fellowships. Help Research the Social Answers - (New Jersey). Posted by: U.S. PIRG. Salary: \$23,750 - \$25,000 depending on experience. Job Category: Activism & Organizing, Advocacy, Education & Training, Event planning, Fundraising & Development, Management, Marketing, Project management, Public Policy, Public relations, Research. Area of Focus: Consumer Protection, Environment and Ecology, Government Oversight and Reform, Human Rights

and Civil Liberties, Voting, Democracy, and Civic Engagement. Requirement: Bachelor (BA, BS, etc.). To read more and apply online, visit <http://www.pirg.org/jobs>. Or, e-mail your cover letter and resume to Sarah Bennett at hirring@pirg.org. Please mention ad code pfid-snj-3-05-20 in the subject line of your email. If you are interested in positions for more experienced applicants, go to www.pirg.org/jobs or email careers@pirg.org. Last day to apply: January 1, 2008.

Narcotics Clinic Aide. Jurisdiction: BURLINGTON COUNTY. Salary: \$26,234.00 - \$42,324.00 Per Year. Two positions. Application Fee: \$15.00. Open to resident Burlington County. Requirements: One year of experience in a residential or outpatient drug and alcohol rehabilitation program. Appointees will be required to possess a driver's license valid in

Student Employment Corner

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New Jersey only if the operation of a vehicle, rather than employee mobility, is necessary to perform essential duties of the position. Closing Date: 12/19/2007.

Outreach Specialist. Polaris Project, Newark, New Jersey, 07102. Salary: DOE. Job Category: Direct social services. Area of Focus: Victim Support Services, Women's Issues. Requirements: Bachelor (BA, BS, etc.). Language(s): English, Spanish. Please do not fax or mail your application. All application materials should be sent electronically as attachments to Tina Frundt at TFrundt@PolarisProject.org and Elyse Rohrer at ERohrer@PolarisProject.org. Materials should include a custom cover letter, resume, and three references, plus any additional personal statements you may wish to include. The deadline for application is rolling, until a candidate is chosen, so early application is advised. Last

day to apply: January 1, 2008.

Recreation Therapy Aide. Jurisdiction: UNION COUNTY. Salary: \$31,028.00 - \$44,570.00 Per Year. Application Fee: \$15.00. Open to residents of Union County. Requirements: See website. Appointees will be required to possess a driver's license valid in New Jersey only if the operation of a vehicle, rather than employee mobility, is necessary to perform the essential duties of the position. Closing Date: 12/14/2007.

Resource Developer. Getting Out and Staying Out, New York, New York, 10029. Salary: Commensurate with experience and education. Area of Focus: Crime, Safety, and Victims' Issues, Job Training and Workplace Issues, Prison Reform. Requirement: Bachelor (BA, BS, etc.). Please send resume, references and cover letter (a must) to Mark Goldsmith,

President and CEO, Getting Out

and Staying Out at: mgoldsmith@gosonyc.org. (Please write Resource Developer Application and your name in the subject of your email). *No phone calls please. Qualified candidates will be contacted. Last day to apply: January 11, 2008.

Internships

Family Day Internship. Organization: The National Center on Addiction and Substance Abuse (CASA) at Columbia University, New York, New York, 10017, Area of Focus: Recovery, Addiction and Abuse. The position is available now at \$11/hour with flexible daytime hours, min. 20 hours/week. Hiring for January 2008 - December 2008 commitment. Start date: January 1, 2008. End date: December 31, 2008. **Application instructions:** Email resumes to familydayjobs@casacolumbia.org or fax to 212/956-8020. Last day to apply: January 1, 2008.

Program Profile

Criminal Justice Studies at Centenary College

By Brian Nauer

In order to have a successful program, it is important to stick to core aspects and al-

ways be able to understand where the core of the program began. The Criminal Justice

Program at Centenary College has remained close to the core principles upon which it was

Criminal Justice Studies at Centenary College

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built; preparing students for careers in the fields of law enforcement, the courts, and corrections. The program is based on that core, with full-time and adjunct faculty who are specialized in their fields.

After conducting extensive market research, and as the only four-year college or university in Northwest New Jersey, Centenary College identified a need and launched its Criminal Justice Studies Program in January of 1999. This new program originally started as a concentration within the Sociology major.

To get the program started, the College hired Dr. Joseph Linskey, a recently retired captain of the Franklin Township Police Department, as its Criminal Justice Program Coordinator. The program started with only seven traditional full-time students who were already enrolled in the college. From the first day, there were two major tasks at hand. The first was to build a solid foundation that would lead to establishing criminal justice as a major. The second task was to help local law enforcement officials achieve a criminal justice degree. Most local law enforcement officers would have to commute a significant distance if they wanted to earn a college degree. This new area of study at Centenary grew quickly and the Bachelor of Arts in criminal justice became a separate major area of study in 2001. It was

apparent the degree would grow to become a top major at Centenary, and presently there are over 140 students majoring in criminal justice.

With the rapid growth of the program, there was a need to expand the size of the faculty. One of the key elements Dr. Linskey planned for the Criminal Justice Program was that each professor and adjunct would add a distinct specialty to the program. Dr. Linksey had a background in uniform police operations and management, and sought to add an investigative aspect to the program. Dr. Norman Cetuk, a retired lieutenant from the Somerset County Prosecutor's Office, was hired in September of 2002 to specialize in teaching about the investigative side of criminal justice, and to develop the Certificate in Criminalistics.

In addition to the three full-time faculty, there are several adjunct professors who provide insight for classes ranging from corrections, taught by a veteran female corrections officers, to comparative criminal justice systems, taught by a former "Bobbie" from the United Kingdom.

The program continued to grow, quickly becoming the fourth largest major area of study in the college. A need for someone with experience in homeland security and emergency management was identified, and in September of 2006,

Prof. Robert Szkodny, a retired Deputy Chief of the Bridgewater Police Department, joined the program.

All of the members of faculty in the Criminal Justice Program have practical experience working in the field. This enables the faculty to not only teach the textbook theory, but also bring practical situations into the classroom. If a student enrolls at Centenary, he or she can gain exposure to many different criminal justice topics ranging from criminalistics to homeland security. The faculty work closely with the students in career development and counseling, and many of the students that have graduated remain in contact with the faculty, continuing to seek advice and guidance in their careers. Currently, every criminal justice major who has graduated has either moved on to continue education at the graduate level or has obtained a job in their desired career field. Some successful students have even come back as guest speakers for criminal justice classes at Centenary.

Biography

Brian Nauer is a senior in the Criminal Justice Program at Centenary College.

Employment

Anti-Defamation League

Analyst (Latino/Hispanic Relations). Join the nation's premier human relations/civil rights organization. We have a mission to fight anti-Semitism and hate, and to secure justice and fair treatment for all. ADL is looking for talented, passionate people who want to make a difference today... and tomorrow! Primary Function: The Analyst (Latino/Hispanic Relations) position, located in the New York office, has the primary responsibility to support the work of the Latino/Hispanic Relations initiative by conducting research, composing reports, circulating information, and deepening relationships with the Hispanic community in the United States and the Jewish communities in Latin America. Visit: www.adl.org.

Innocence Project

Director of Research. The Innocence Project ("the Project") is seeking a Director of Research. Applicants should have experience in evaluating programs, strong quantitative skills, and fluency in working with large administrative databases. Experience conducting and reviewing applied criminal justice research is preferred, as is knowledge of public policy.

The Innocence Project is a national litigation and public policy organization dedicated to exonerating wrongfully convicted people through DNA testing and reforming the criminal justice system to prevent future injustice. Founded in 1992 by

Barry Scheck and Peter Neufeld, the organization is affiliated with Cardozo Law School. For more information, please visit our Website at www.innocenceproject.org.

Molloy College

Molloy College is a private, independent, comprehensive college located on Long Island, New York. The college enrolls approximately 3,700 students. With a 13:1 student-faculty ratio, the College values smaller classes and the kind of student faculty interaction they facilitate. The College seeks to hire faculty with a genuine commitment to teaching and scholarship. Applications are invited for the following tenure-track positions: Criminal Justice, Sociology. Further information about each of these positions is available at: www.molloy.edu. To apply, send cover letter, CV, and names and addresses of 3 references to: Lisa Miller, Human Resources Director, Molloy College, P.O. Box 5002, Rockville Centre, NY 11571; fax: 516-256-2293; e-mail: lmiller@molloy.edu. Molloy College is an equal opportunity, affirmative action employer.

St. John's University

St John's University's Department of Sociology and Anthropology invites applicants for a full time tenure-track assistant professorship in Sociology for its Queens campus, starting September 1, 2008. The candidate must have expertise in sociologi-

cal methods and statistics and be prepared to teach required statistics and methodology courses in the department's undergraduate and graduate programs, as well as contribute to the graduate program in Criminology. The candidate must have a Ph.D. in Sociology or Criminology. A promising publication record, interest in service and mentoring of students are required. Application deadline: January 1, 2008. We offer competitive compensation, excellent benefits, and talented professional colleagues. For consideration, please send letter of application, resume and three letters of reference to: Dawn Esposito Ph.D., Chair Department of Sociology and Anthropology, St. John's University, 8000 Utopia Parkway, Queens, NY 11439. E-mail: espositd@stjohns.edu. For more information go to: <http://www.stjohns.edu>.

St. Joseph's College

Tenure Track Faculty. St. Joseph's College, New York is hiring for full-time tenure track positions in criminal justice and sociology. Ph.D. preferred. Please go to: www.sjcnj.edu/employment for further detail. www.sjcnj.edu.

University of New Haven

The University of New Haven's nationally-recognized Henry C. Lee College of Criminal Justice and Forensic Sciences is seeking a dean who will bring the College to the next level of excellence, building on the strengths of its programs and faculty. The new dean will exhibit the entrepreneur-

Employment

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rial spirit that has characterized Lee College since its inception, embrace the University's commitment to the synergy of theory and practice, and inspire both faculty and administrative colleagues to develop interdisciplinary, cross-college programs. He or she will also have demonstrated success in strategic planning, experience with assessment, a record of supporting faculty research and faculty development, a commitment to student-faculty research, evidence of a commitment to diversity, the capacity to be a successful fundraiser, and a management style that creates strong, collegial relationships with faculty, students, staff, administrators and external constituencies. Additional information about this position, including application instructions, will be found at these links: **Ad:** <http://www.academic-search.com/PDFs/Ads/UNHDeanAd.pdf>. **Profile:** <http://www.academic-search.com/PDFs/Profiles/UNHDeanProfile.pdf>.

University of South Alabama

The University of South Alabama, Department of Political Science and Criminal Justice, invites applications for a tenure-track Assistant Professor position in Criminal Justice to begin August 15, 2008. Area of specialization is open. The candidate should hold a Ph.D. in political science, public administration or public policy, criminal justice, criminology, or related disciplines and must have published or show the potential to publish in refereed academic journals. The J.D. alone is not sufficient for this position. Salary is competitive.

Review of applications will begin Jan 30, 2008 and will continue until the position is filled. Send letter of application and CV, and arrange for three original letters of reference sent directly by the referees or appropriate placement office and official transcripts sent directly from the candidate's universities or appropriate placement office to: Prof. David Bowers, Chair of CJ

Search Committee, Department of Political Science and Criminal Justice, The University of South Alabama, Humanities Building 226, Mobile, AL 36688-0002. The University of South Alabama is an Equal Opportunity/Equal Access Employer.

William Paterson University

Department of Sociology. Gabe Wang, Chairperson (e-mail: wangg@wpunj.edu). Two positions. Teaching will include a combination of introductory, methods or theory courses, statistics, and substantive specialty areas. Position 1: Specialization in Criminal Justice/Criminology. Position 2: Specialization in Social Services. Subspecialties in globalization or in issues affecting Latinos, African-, or Asian-Americans preferred. The successful candidate must hold a doctoral degree in sociology, criminology/criminal justice or related field for Position One, and in social work for Position Two, and must demonstrate potential for both research and teaching.

Calls for Papers

New Jersey Criminal Justice Educator

The *NJ – Criminal Justice Educator* is the Official Bulletin of the New Jersey Association of Criminal Justice Educators. The *Educator* is a professional periodical dedicated to providing members with information perti-

nent to teaching criminal justice in New Jersey. The *Educator* releases timely information regarding criminal justice program development and innovation. The *Educator* is dedicated to providing members with articles which provide new and innovative ideas and practices in the

areas of teaching, research, and criminal justice practice. Other information provided includes member profiles, member publications and current projects, book reviews, upcoming conferences, and job/internship opportunities. The *Educator* welcomes papers from academics,

Calls for Papers

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practitioners, researchers, and students. Papers should be double spaced, not to exceed 1,000 words. Please send your submission to: Venessa Garcia, Editor-NJ Criminal Justice Educator, vgarcia@kean.edu.

American Journal of Criminal Justice.

The *American Journal of Criminal Justice*, sponsored by the Southern Criminal Justice Association, is a refereed publication and manuscripts go through a blind review process. The focus of AJCJ is on a wide array of criminal justice topics and issues. Some of these concerns include items pertaining to the criminal justice process, the formal and informal interplay between system components, problems and solutions experienced by various segments, innovative practices, policy development and implementation, evaluative research, the players engaged in these enterprises, and a wide assortment of other related interests. The AJCJ publishes original articles that utilize a broad range of methodologies and perspectives when examining crime, law, and criminal justice processing.

Submission Procedures: The strongly preferred way for authors to transmit manuscripts is via e-mail (WordPerfect or Word format). Submissions sent through the postal service should include one hard copy of the

manuscript along with an IBM-compatible file on a 3 ½ inch disk. Manuscripts should include a title page listing the author(s) and affiliation(s) along with postal and e-mail addresses, an abstract page that does not exceed 150 words, and a brief biographical sketch of the author(s). Papers are not to exceed 25 pages in total length (including tables, figures, and references) and style should conform to that outlined in the Publication Manual of the American Psychological Association (2001). Submission of a manuscript to AJCJ is regarded as a commitment to publish therein. Manuscripts submitted simultaneously to another journal will be rejected automatically. Address Manuscripts and Inquiries to: Brian K. Payne, PhD, P.O. Box 4018, Department of Criminal Justice, Georgia State University, Atlanta, GA 30302 bpayne@gsu.edu.

Cityscape

Cityscape, published three times a year by the US Department of Housing and Urban Development's Office of Policy Development and Research (PD&R), is accepting submissions involving issues related to the nexus of housing and crime. These submissions will appear in *Cityscape's* new Refereed Papers section. Historically, PD&R has supported research on such topics as crime prevention through environmental design and crime-in-public housing. We have always welcomed high-quality

submissions in all areas of housing and urban policy and consider crime issues to be important here. *Cityscape* is published both in hard copy and online. Our referee process is double-blind and timely, and our referees highly qualified. The Managing Editor also will give guidance to authors about the suitability of papers proposed in outline form. Send manuscripts or outlines to Cityscape@hud.gov.

Corrections Compendium

Corrections Compendium, the research journal of the American Correctional Association, is seeking submissions for upcoming issues. Its international readership includes individuals involved in various sectors of the corrections and criminal justice fields, including individuals employed in academia, correctional institutions and community corrections. A leading peer-reviewed publication in the corrections field, *Compendium* welcomes you to submit your research-based papers for possible publication. We are open to submissions on all subjects — provided that they relate to corrections and adhere to standards of quality scholarship. A typical article is approximately 3,000 to 6,000 words, excluding references, endnotes, tables, charts, etc. All submissions are reviewed by members of our editorial advisory board. Articles must not have been published elsewhere or be under consideration by another publication. A

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complete list of our guidelines is available on our Web site at www.aca.org. Do you think you may have just what we are looking for? If so, please send your unformatted article on an IBM-compatible disk in WordPerfect or Microsoft Word, double spaced, with any tables or charts at the end of the copy, and accompanied by a hard copy to: Susan Clayton, Managing Editor, American Correctional Association, 4380 Forbes Boulevard, Lanham, MD 20706-4322; or e-mail it to: susanc@aca.org. Please remember to include your name, title, affiliation, address, daytime telephone number, fax number and e-mail address.

Criminal Law Bulletin

Submissions are now being accepted for upcoming "From the Legal Literature" columns. The column is much like a traditional book review, except it reviews recent pieces of legal scholarship rather than books. Submissions may be on any common theme or topic within the broad spectrum of criminal law, criminal procedure, or criminal/forensic evidence. Recent column topics have included reviews such as "Making Sense of the Proportionality Principle and the Eighth Amendment," "Continued Erosion of the Fourth Amendment Rights of Students," "Unraveling Crawford v. Washington in Abuse Cases," "Evolving Issues Under Miranda," and "Competing Views on the Quagmire of Synthetically Restoring Competency to Be Executed."

Submissions should begin with a short summary (2-6 double-spaced pages) of the issue or topic being reviewed. Authors should then summarize and critique two or three recent pieces of legal scholarship (usually scholarly law review articles) that address the given issue or topic, preferably from different perspectives. The legal citation style of *The Bluebook: A Uniform System of Citation* (18th ed., 2005) must be used, and citations should be in footnotes that appear at the bottom of each page, rather than as endnotes. The total length of a "From the Legal Literature" column should be between 16 and 22 double-spaced pages, including footnotes. Manuscripts are only accepted electronically in either Corel WordPerfect® or Microsoft Word® format. Submissions from law students, graduate students, and exceptional undergraduate criminal justice students are encouraged. Send submission to Dr. Henry F. Fradella, the Legal Literature Editor, at CLB_Legal_Literature@cox.net.

Please note the spaces in between the words in the email address above are underscores, not blank spaces. Editorial review normally takes less than a month. In the body of the email message transmitting your submission, please include your name, title, affiliation, address, daytime telephone number, and e-mail address.

Global Crime

Global Crime is looking for in-

teresting, challenging and innovative contributions. *Global Crime* welcomes contributions from all disciplines, including history, sociology, economics, political science, anthropology and area studies. Furthermore, it will cover not just organized crime in the conventional sense, but the whole range of criminal activities, from corruption and illegal market transactions to cultural perceptions of organized crime, police studies and the process of state building. All research articles will go through blind peer review in order to maintain the highest academic standards.

Articles should be in English and begin with an abstract of 100-120 words. Contributions longer than 10,000 words will be accepted only in exceptional cases. We are also looking for shorter Research Reports of no more than 2,000 words, such as conference reports and review papers, shorter pieces on methodological advances or research findings and field reports from law enforcement officials. Beyond that, we will be publishing Debates on key issues as well as Book Reviews of the latest works. Articles and queries about submissions should be sent to the Editor: Dr Mark Galeotti, Global Crime, School of History, Keele University, Staffs. ST5 5BG, UK, Email: Global.Crime@keele.ac.uk. We prefer articles to be submitted electronically, as a Word attachment; if sending hard copy, then please send three copies. See <http://www.frankcass.com/jnls/>

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[gc.htm](#) for further notes for contributors. Reviews and books for review should be sent to the Book Review Editor: Dr Felia Allum, European Studies and Modern Languages, University of Bath, Bath, BA2 7AY, UK. Email: f.s.allum@bath.ac.uk.

Journal of Contemporary Criminal Justice

Special Issue: Firearms and Violent Crime (February 2009 issue). The Journal of Contemporary Criminal Justice invites submissions for a special issue on the topic of Firearms and Violent Crime. Appropriate topics for submitted manuscripts include the impact of firearm availability on violent offenses at the individual and aggregate levels, differential lethality of types of firearms (e.g., automatic vs. semi-automatic), evaluations of interventions designed to reduce the supply of firearms and/or to change gun carrying behaviors, the use of firearms for self-defense, changes in the demographic characteristics of firearm owners, and methodological issues in researching the area of firearms and violent crimes. Submissions should report the results of empirical research, and both quantitative and qualitative approaches are appropriate. Jay Corzine, at the University of Central Florida, and Tom Petee, at Auburn University, will serve as the guest editors for this special issue. Inquiries about the appropriateness of topics may be directed to Jay Corzine via email

at hcorzine@mail.ucf.edu or Tom Petee at peteeta@mail.auburn.edu. All manuscripts will be peer reviewed. Manuscripts should be no more than 25 typed, double-spaced pages including tables, figures, and references. Manuscripts must be received no later than June 1, 2008. Please send four manuscript copies, along with the manuscript on disk, to Jay Corzine, Department of Sociology, University of Central Florida, Orlando, FL 32816-1320.

Journal of Contemporary Criminal Justice

Special Issue: Transnational Crime (August 2008). The Journal of Contemporary Criminal Justice invites individuals to submit manuscripts for consideration for inclusion in a planned special issue on Transnational Crime. This volume will focus on the nature, extent, and response to transnational crimes, including, but not limited, to trafficking in drugs, humans, organs, currency, intellectual property, antiquities, or natural resources. Inquiries about the appropriateness of topics should be directed to the editor, Jay Albanese. All manuscripts will be peer reviewed. Manuscripts should be no more than 25 typed, double-spaced pages, including tables, figures, and references. Manuscripts must be received no later than December 31, 2007. Please send four manuscript copies, along with an electronic copy of the manu-

script, to: Jay Albanese, Wilder School of Government & Public Affairs, Virginia Commonwealth University, 923 West Franklin Street, Richmond, VA 23284, jsalbane@vcu.edu, 804-827-0844.

Journal of Offender Rehabilitation

Currently accepting manuscripts. Manuscripts should be no more than 25 typed pages, double spaced (including references and abstract). The references and format should follow the APA style (as outlined in the Publication Manual of the American Psychological Association). Authors must complete a Manuscript Submission & Limited Copyright Transfer Form. The journal is published quarterly in both print and electronic format.

For more information on how to prepare articles for publication, visit the journal's Web site at: <http://JOR.HaworthPress.com> and click on "Instructions for Authors" in the "Journal Information" column. You may also contact the editor at: Creasie Finney Hairston, PhD, Jane Addams College of Social Work, University of Illinois at Chicago, 1040 West Harrison Street, MC309, Room 4010, Chicago, IL, 60607-7134. E-mail: journal@uic.edu. For a FREE print sample copy of the Journal of Offender Rehabilitation, please send an e-mail to: sample-copy@HaworthPress.com.

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Journal of Police Crisis Negotiations

The Journal of Police Crisis Negotiations is seeking manuscripts covering information and techniques about critical emergency situations, such as hostage-taking, crisis intervention, terrorism, attempted suicide, domestic disputes and barricaded subjects. For more information, contact: James L. Greenstone, 222 West Fourth Street, Suite 212, Fort Worth, TX 76102, 817-882-9415, drjlg@flash.net.

Youth Violence and Juvenile Justice: An Interdisciplinary Journal

The journal welcomes article submissions. Manuscripts should not exceed 35 pages, including text, tables, notes, references and other material. The manuscript should be accompanied by a brief abstract of about 100 words. Submissions should be typewritten, double-spaced, with notes, references, tables and figures on separate pages, and should follow the APA for-

mat. Submit five copies for editorial evaluation. Author's name, affiliation, mailing address, email address, telephone and fax numbers, and a biographical note of 25-50 words should be included on a separate cover page. Contact: Eric J. Fritsch

Youth Violence and Juvenile Justice, University of North Texas, Department of Criminal Justice, P.O. Box 305120, Denton, TX 76203-5130, 940-565-4400, juvjust@scs.cmm.unt.edu.

Conferences for 2008

New Jersey Association of Criminal Justice Educators will hold a higher education retreat with spring. Keep your eyes open for the date, time, and location. Organizer: Ray Rainville,

Academy of Criminal Justice Educators. The 2008 annual meeting will be held in Cincinnati, Ohio, March 11-15, 2008: <http://www.acjs.org>.

American Correctional Association. The 2008 Winter Conference will take place at the Gaylord Texan Resort and Convention Center in Grapevine, Texas, January 11-16. The theme this winter will be Work Force: The Heart of Corrections. <http://www.aca.org/Conferences/Winter08/home.asp>.

American Society of Criminology. The 2008 annual meeting will be held in St. Louis, MO: <http://www.asc41.com>.

International Academy for Investigative Psychology. Annual conference theme: New Directions in Offender Profiling: The Principles and Practice of Investigative Psychology. January 15-16, 2008, London House, Goodenough College, London. To register visit: <http://www.iaip.org>.

Institute of Justice & International Studies, University of Central Missouri. "Terrorism & Justice—The Balance for Civil Liberties" Conference will be held at the University of Central Missouri, February 18-20, 2008, in Warrensburg, MO.

This Conference seeks to investigate the breadth of issues underscoring the impact of counter-terrorism efforts upon the diverse concepts of justice at both domestic and international levels. The organizers anticipate representation in the paper proposals from a wide-variety of disciplines—psychology, sociology, history, political science, philosophy, journalism, safety sciences, criminal justice, disaster management, and legal/justice studies. International perspectives on these issues are welcome. Invited experts will also be presenting at the plenary sessions during the Conference. Deadline: December 22, 2007. Updated information will be available at the website: <http://www.ucmo.edu/cjinst>.

