

CRJ - 230 - Serial Killers and the Mafia History

2025-2026 Course Proposal Form

Course Information

- Please select which best fits this course proposal:*
- Course New/Reactivation Proposal
 - Course Revision Proposal
 - Course Retirement Proposal
 - Course Outcomes Revision Proposal

Department*

Criminal Justice

IF proposing a new course type or prefix, please select "NEW Course Type or NEW Prefix" from the dropdown and input the requested data in the new text field that follows.

Course Type:*

Criminal Justice

NEW Course Type:

NEW Prefix:

Prefix:*

CRJ

Course Number:* 230

Course Title:* Serial Killers and the Mafia History

Credit(s):* 3

Course Description:*

This class will enlighten students on two special topics that have had a profound impact on the criminal justice system; the mafia/organized crime and serial killers. The 16-week course will be delivered in two 8-week cycles that cover each topic. The overall objective of the class will be to educate the learner on these topics and the profound impact they both have had on the landscape of law enforcement and the criminal justice system as a whole, by interpreting the effects of laws and regulations formulated as a result of these topics.

Lecture Hours:* 3

Laboratory Hours:* 0

Clinical Hours:* 0

Internship Hours:* 0

Prerequisite(s): CRJ 104

Corequisite(s): N/A

Pre / Corequisite(s): N/A

Required Materials* OER (1) Zero student cost.

- Course Learning Outcomes:***
1. Apply concepts associated with these special issues and compare the effects each has on the criminal justice system. PO#1,6
 2. Explain the influence and the scope of importance these various issues have had in our history as a society. PO#2
 3. Apply concepts learned here in relation to other courses of study within this field, particularly Criminology and Criminal Law. PO#1,7
 4. Explain the sociological and psychological impact these issues have had on professionals, the community, and the criminal justice system. PO#2,6
 5. Describe criminal behaviors and how they relate to society and justice. PO#1,2

Student Learning Outcomes:*

1. Compare and contrast each contemporary issue in relation to the study of Criminal Justice. CLO#1
2. Define the composition and historical significance of mafia families. CLO#2
3. Compare and contrast the aspects of serial killers. CLO#2,4
4. Explain the main concepts of these contemporary issues and how law enforcement deals with them CLO#5
5. Apply knowledge from readings to show the ability of how society deals with these issues CLO#4
6. Identify effects these issues have on law enforcement and society CLO#4,5
7. Differentiate between murderers and serial killers CLO#1,2
8. Explain the importance each of these issues has in Criminal Justice CLO#2,4
9. Explain the issues our criminal system faces in dealing with these crimes. CLO#2,4
10. Apply knowledge and concepts to current data and situations CLO#1
11. Identify the criminological theories associated with these issues CLO#3
12. Describe the sociological impacts these issues have CLO#4
13. Describe the psychological impacts these issues have CLO#4
14. Describe criminal behaviors CLO#5
15. Explain the impacts and importance these issues have in the media CLO#5
16. Explain the impact these issues have had in society CLO#2
17. Discuss different dates, events and occurrences of these issues CLO#2,5
18. Explain FBI most wanted lists and investigations of these issues CLO#1

General Education Outcomes:

Please select **up to 2** from the list of the general education outcomes taught in this course.

Select up to 2 of the following:*

- Communicate effectively in oral and written formats
- Employ or utilize information access and literacy skills
- Demonstrate problem-solving and critical thinking skills
- Employ mathematical and science literacy skills
- Acquire a cultural, artistic and global perspective
- Demonstrate professional and human relations skills

Types of Formative Assessment:

Please select **at least 3** formative assessment tools that are most appropriate to the course description and outcomes, regardless of modality. Formative assessment tools are learning activities or assessments that monitor and provide ongoing feedback on student learning. Formative assessments allow students to identify their strengths and weaknesses and for instructors to address student questions and misunderstandings

Select at least 3 of the following:*

- Practice Quizzes
- Paper Drafts
- Class Discussions/Q&A
- Low-stakes Group Work
- Homework Assignment
- Surveys/Polls
- Laboratory/Instrument Practice
- Written Reflections
- Self-appraisal using study guides, quiz software, interactive textbook
- Other

Types of Summative Assessment:

Please select **at least 2** summative assessment tools that are most appropriate to the course description and outcomes, regardless of modality. Summative assessment tools are learning activities or assessments that evaluate student learning at the end of an instructional period, like a module, unit, or course. Summative assessments are formally graded and allow instructors to determine whether and to what extent students have met the course learning outcomes.

Select at least 2 of the following:*

- Instructor-Created Exams/High-Stakes Quizzes
- Standardized Tests
- Laboratory Reports
- Final Projects
- Final Essays/Research Papers
- Final Presentations
- Final Reports
- Internships/ Clinical Site Evaluations
- Other

Minimum Acceptable Standards*

For quizzes, homework, and assessment activities the instructor's analysis of satisfactory demonstration of knowledge will be used; on summative methods such as exams, papers, or projects, achieving a letter grade of "C", or 70% or above will demonstrate satisfactory understanding and basic mastery of outcomes.


Please answer the following questions related to your curriculum proposal:

Why are you recommending these changes? (courses outdated, recommendation of advisory committee, results of assessment activities and data, better attainment of program/course outcomes)

Justification:* This change is requested to help attract more enrollment into the course. By providing a more appealing course title, learners will understand the concept of the course better. It is unclear how many students actually read course descriptions, so the title of the course can be important within our programs.

Last Semester Needed: N/A

Impact Report Statement

List all program(s) or course(s) affected by these changes. If no program(s) or course(s) are affected, please state "NA" below. Run an Impact Report by clicking  in the top left corner and answer below according to the results.

Impact Report:

What impact will these changes have on other courses or programs? (List impacted programs and comments or input you have gathered from other faculty, program directors, or Division Chairs)

Other Courses or Programs: None

What impact will these changes have on institutional resources? (Budget, faculty, equipment, labs, instructional design, etc.) Have you already discussed this impact with appropriate personnel (financial aid, administration, division chair, other faculty)?

Institutional Resources: None

What impact will these changes have on current students? How will you ensure that current students are not penalized by these changes?

Current Students: None

What impact will these changes have on transferability, national/regional association standards, etc.?

Transferability, National / Regional Association Standards, Etc.: None

What impact will these changes have on the institution's mission and student's achievement of general education outcomes/requirements?

Mission; General Education Outcomes / Requirements: None

Administrative Use Only

Please do **not** alter the information within this section.

Course **OID**:

Information or Voting Item: Information Item (If the proposal does not impact other courses, select this option)
 Voting Item

Implementation Semester and Year*

