

New Jersey Criminal Justice Educator

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President's Corner

The Chinese have a saying that every challenge is an opportunity to grow and succeed. This year the association is facing many new challenges and opportunities to grow. I believe that working together we will succeed. Preparing for ACJS certification and eventually accreditation and the resulting issues and concerns will be a challenge for the near future. However having recognized standards for criminal justice education will empower us to provide quality education for our students. The association will continue to monitor the progress of the certification program development with the assistance and advice of our own Dr. Jay Berman of New Jersey City University. With the continuing growth of criminal justice programs, we are pleased to welcome faculty from two new colleges, Felician College and Gibbs College, as members of the association. We look forward to the continued growth of the association and criminal justice education.

While 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. I believe we have an excellent executive board and a strong committee structure; however, with the amount of work needing to be done, adding new members, remains a high priority for 2006-2007. Therefore, I encourage more of you to become involved in our activities.

The planning for the spring conference as begun. Bob Louden and Georgian Court University have volunteered to chair and host the conference on April 13th at the Lakewood campus. The proposed theme will be "Gangs and how they affect all of us" Anyone interested in being part of the conference committee should contact Bob directly at Georgian Court University (loudenr@georgian.edu).

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. Charley is in the process of developing a student advisory committee and she would appreciate your nominating some of your student leaders. We hope to develop a greater presence for our students at the annual conference. Please do not hesitate to nominate your students.

Finally, Dr. Venessa Garcia of Kean University has agreed to serve as Editor of the NJ-Criminal Justice Educator. Venessa will follow the work started by Ralph Rojas and continue to improve the publication. A new section called "Student Corner" has been developed and is edited by Demetress Holmes of Kean University. The Student Corner will be a section where CJ student organizations can report on their activities and plans and students can publish papers. Venessa will be assisted by Cavit Cooley of Mercer County Community College. They are looking forward to your submissions to maintain the energy and quality of the Educator.

As you can see the future offers many opportunities for the continued growth of criminal justice education and the association. So join now!

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Criminal Justice Program News

Kean University

Kean welcome's Dr. Jim Drylie to the faculty of the Criminal Justice Department. Dr. Drylie brings a wealth of knowledge in policing, police suicide, and counterterrorism. Kean University and its Department of Criminal Justice will host the New Jersey State Parole Board's Offender Re-entry Conference for Union County (Using Networks In Our Neighborhoods: Parole Community Strategies in Offender Re-entry) on December 8. Kean is also accepting applications for graduate studies in the Masters of Public Administration program with the option in Criminal Justice.

Mercer County Community College

The Mercer County Police Academy is now on campus conducting in-service training. In January the first basic recruit training class will take place. The academy is being run by the Mercer County Prosecutor's Office with the Mercer County Sheriff's Department providing most of the instructional staff. Our college criminal justice program will not have much direct interaction with the Academy. In addition to our usual club activities two noteworthy events occurred at the college this fall. In early October, Dr. William Sondervan spoke to about 100 students as part of our Distinguish Lecture series. He discussed "Contemporary Issues in Corrections." Dr. Sondervan is alumnus of MCCC! After Mercer, he went on to a more than 20 year career in the US Army where he was involved with military prisons and then he served as both a deputy commissioner and commissioner of the Maryland Division of Corrections from 1994 to 2003. During the following week Prof. Cavit Cooley conducted his annual workshop on "Careers in Corrections". This hour-long, lunch time workshop was the most successful one yet with more than 40 students in attendance.

Saint Peter's College

The first group of students from St. Peter's College is preparing to study aboard. Dr. Raymond R. Rainville is going to lead a group of 35 students and faculty to London and Paris to study the English and the French Criminal Justice Systems during the mid-semester break. Highlights include Old Bailey Court made famous by the numerous precedent setting cases heard there, a visit to New Scotland Yard Headquarters and the English forensic labs at Cambridge, the Sherlock Holmes Museum, the Paris Police Museum, a French Court and lectures by both English and French attorneys. In addition to the criminal justice visits the group will tour the usual tourist sights. The trip from London to Paris will be on the Chunnel, the high speed train made famous by Tom Cruise in Mission Impossible.

Please send us your program news!

RESEARCH

New Jersey Inmate Characteristics Confirm National Findings

By John M. Paitakes, Ph. D.

Previously conducted research reveals characteristics of the typical prison inmate. Men make up the overwhelming majority of the national prison population. Minorities (Blacks and Hispanics) make up over 50% of State and Federal prison population, according to research conducted by Marc Mauer and Ryan Scott King. Blacks have higher rates of involvement in some crimes, i.e., violent offenses, although they only represent 12% of the population. The Bureau of Justice statistics has compiled a profile of incarcerated individuals:

- over 80% had drug involvement
- more than ½ were unemployed at the time of arrest
- more than ½ grew up in homes without both parents
- 14% were homeless

Further research (Gillard, 1998; Harlow, 2003, Ditton, 1999) has revealed some of the following characteristics.

- Over half were under correctional supervi-

New Jersey Inmate Characteristics Confirm National Findings (continued from page 2)

sion at the time of arrest

- Significantly more than half had been involved with drugs or alcohol prior to their incarceration
- More than 1/3 of male inmates reported they had a physical, mental, or emotional condition at the time of arrest

According to previous studies conducted by the Edna McConnell Clark Foundation, it has been estimated that over half of prison inmates are illiterate! In regards to employment, approximately the majority (80%) of all U.S. working-age males are full-time employed; while slightly over half (55%) of State prison inmate are full-time employed. Slightly over a third (37%) of State prison inmates report having a relative who has been incarcerated. Eighty-one percent had criminal histories that included incarceration or probation.

Current New Jersey Findings:

For the past 6 ½ years (1998 – 2005) I was an Alternate Associate Member of the New Jersey State Parole Board. During my tenure with the Parole Board, I had the opportunity to interview and hear over 4,000 inmate parole hearings. Based upon these interview/ hearings, there were a number of significant themes recurring among adult inmates who participated. The majority of interviews took place at various adult correctional institutions in New Jersey. The vast majority of hearings were conducted with male offenders. Therefore, these findings pertain to the male population only. It must also be stated that the reported findings presented do not represent any consensus of other Parole Board members of the New Jersey State Parole Board.

There are 15 adult correctional institutions in New Jersey. The parolees I interviewed were representative of 9 of these institutions. Inmates participating in the hearings represented a cross section of minimum, medium, and high risk classified offenders. Their offense histories were also quite diverse covering a wide spectrum of offenses; i.e. larceny, drug possession and distribution, burglaries, car jacking, assaults, aggravated assaults, manslaughter, sex offenses, white-collar crimes and murder.

This is a qualitative reporting of this author's findings. It would have been difficult to maintain a quantitative and more detailed reporting of data while conducting official parole hearings. However, one may conclude from these findings, that they are fairly representative of the majority of inmates in the New Jersey State Correctional System.

- Over 50% of NJ State inmates are African-American
- Most were represented by Public Defenders
- Vast majority possess between 4th – 8th grade educational level
- Significant number of inmates come from a fragmented home – family

- A number of inmates have several children with several different women and possess no plans to marry
- Many are from the lower economic strata
- Significant numbers come from poor/crime-ridden neighborhoods (many returning)
- Significant numbers of inmates began their criminal activities at a juvenile age
- Many possess poor employment records
- Limited skills (educational and vocational)
- Inappropriate peer groups
- Distorted value system and moral system
- Lack good mentor and role models
- Alarming number abused physically and emotionally – many became abusers
- Health issues – physical, mental and emotional
- Criminal oriented lifestyle (people – places – things)
- Increasing number of gang-affiliated inmates

In addition, when questioned as to why they became involved in criminal activity, the following were some of the more commonly reported responses:

“For the past 6 ½ years, I was an Alternate Associate Member of the New Jersey State Parole Board... I had the opportunity to hear 4,000 parole hearings. “

- I was “young and dumb”
- Lack of support and supervision
- “I was drug involved and needed money”
- “Most of my friends were involved in illegal activity”
- “I had no choice due to the neighborhood I grew up in”
- “I did not do well in school and dropped out”
- “I was abused” (physically and sexually)
- “Crime was the culture I grew up in; that’s all I knew”
- “I received little help/treatment from the system when I first got involved”

The New Jersey State Parole Board is presently under the progressive and dedicated leadership of Chairman John D’Amico, Esq. Under his leadership, certain positive steps and programs to address the challenges facing parolees have been initiated.

The New Jersey state Parole Board has implemented new approaches to the supervision of parolees, the majority of whom (over 90%) committed crimes involving property, drug or public disorder offenses. These new programs include diversion to substance abuse treatment, education, vocational

New Jersey Inmate Characteristics Confirm National Findings (continued from page 3)

training, life skills development, money management, and counseling. The State Parole Board has also reached out to the communities to which ex-prisoners return through a series of regional conferences, securing the assistance of ministers, rabbis, imams, and community groups – free of charge – in fostering the successful reintegration of parolees into society.

To meet the pressing need for jobs for ex-prisoners, the New Jersey State Parole Board has created a referral system that automatically enrolls parolees in the One-Stop Career Center programs operated by the Department of Labor and Workforce Development. As a result, parolees are receiving job readiness assessments, detailed remediation plans to help them become job ready, and job placement services.

To address the severe challenges that prevent successful reentry of mentally ill parolees into society, the State Parole Board has developed a pilot program called Program for Returning Offenders with Mental Illness Safely and Effectively (PROMISE). It will provide treatment, transitional housing, rental subsidies, employment, support, education and relapse prevention training to mentally ill parolees.

Most of the factors that predict recidivism – antisocial values, antisocial peers, poor self-control, lack of acceptable problem-solving skills and family dysfunction – relate to the absence of pro-social morals or values and the inability of offenders to conform to the laws governing society and accepted notions of right and wrong. Faith-based institutions have unique and powerful spiritual expertise and can offer a wealth of resources, services, and ministries for the communities in which they reside that can address these factors.

Ministers, imams, priests, rabbis, mentors, faith fellowship groups and people of good will can help parolees replace antisocial values with pro-social values; counteract the negative and harmful influences of anti-social peers; encourage parolees to accept responsibility for their actions; help them re-

spond positively to crises and problems; and help restore family connections. Accordingly, the Parole Board has challenged the faith-based community to respond to a “Parole Board alter call” to help combat immorality in the criminal justice mission field by changing the hearts and minds of at-risk parolees.

A key element to successful reentry is the recognition that success is a challenge that is too big for any one agency or organization, or even groups of agencies. Community support has been found to be a necessary factor for successful reentry. It is common for ex-inmates to resume old behaviors and relationships that increase recidivism if they return to their former environments without guidance and support. Communities that accept and believe in ex-prisoners are less likely to deal with new crimes.

It has come to the attention of the author and many personnel at the New

“A key element to successful reentry is the recognition that success is a challenge that is too big for any one agency or organization.”

Jersey State Parole Board that there are a significant number of people of good will who have been waiting to lend a helping hand

and were just waiting to be asked. The ultimate prisoner reentry partnership strategy, then, is to communicate the core principle that it is not only the job of the parole or probation agency but also the job of good citizens in every community to care about the ex-prisoners returning to their neighborhoods and to actively promote their successful reintegration into society.

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Biography:

Dr. John M. Paitakes is a Professor of Criminal Justice at Seton Hall University, South Orange, NJ. Prior to that, he was a Probation Officer in Somerset County, NJ for over 25 years. In addition, he recently completed 6½ years as an Alternate Member of the New Jersey State Parole Board. He is a recognized professional in community corrections and has articles in a variety of publications.

Technology in Criminal Investigations and Prosecutions

By: Wayne J. Forrest

In criminal cases, jurors today expect forensic evidence to be introduced by the prosecution in almost every case. Jurors are preconditioned to expect the police to discover identifiable fingerprints, bullet projectiles, shell casings, tool marks, or in more recent times personal evidence, such as suspects' hairs and the like, for DNA analysis, from each and every crime scene. And why shouldn't they—they watch "Law and Order," "CSI" and even "Court TV."

As a prosecuting attorney, I think that prosecutors, detectives and police officers for many years now have recognized that most of the American public watches television on a frequent basis. As a result, we have taken into account that many of our jurors will have certain preconceived notions as to how the police conduct a criminal investigation or what will occur during a trial. However, times have changed since the days of Perry Mason. The newer television shows, such as "CSI" and its progeny, are beginning to create even more unrealistic expectations in the minds of the public, and ultimately our jurors, for which we need to be prepared. The media, as well as some prosecutors and police officers, are calling this the "CSI Effect."

On almost any given evening, anyone can turn on their television and tune into any one of a number of these "CSI" like shows, "CSI" itself or one of its spin-offs. Within sixty minutes, including commercials, the unsolvable crimes are solved and the perpetrator is brought to justice. Crime scene investigators always, and in short order, find a fingerprint, ear print, lip print, bite mark, hair, saliva, semen, fiber, or just enough trace amounts of blood, sweat, or tears needed for DNA analysis. Then, within minutes, the TV forensic experts, utilizing state-of-the-art technology, or sometimes not yet invented technology, conclusively determine the identity of the perpetrator essentially beyond all doubt. So, if this is what our prospective jurors are watching, what do you think they

expect when they come to court in the real world?

There is no doubt that most jurors will be disappointed when they learn about what real life criminal investigations usually disclose and what really occurs in the courtroom. No case is investigated in the first half-hour and prosecuted in the second half-hour. Moreover, what today's television crime shows represent to the public is that all cases should be solvable with the use of highly technical scientific evidence if the police do their job "right," like they do on TV. As a result, if our prosecutors fail to introduce the evidence the jurors expect in a case, they may view that as "reasonable doubt." If that is so, then this new generation of TV crime shows may be raising the burden of proof imposed upon us, not by law, but by the jurors - and they are the ones who really count.

In Somerset County, we really have not yet experienced a case where we believe this so called "CSI Effect" has caused a jury to render an inappropriate

verdict. Most of our cases, and especially those that have gone to trial, have been completely and thoroughly investigated, forensically analyzed, and well presented to our juries with the ap-

propriate use of various forms of demonstrative evidence. That is not to say that this so-called "CSI Effect" should not concern us. We are mindful of the potential pre-existing heightened expectations that any one of our jurors may have. Accordingly, we must ensure that we continue to thoroughly process our crime scenes to the extent that we can be prepared to explain or, if necessary, prove why there was an absence of certain evidence.

Our police officers and detectives know that a growing number of cases, that in the past would have gone unsolved, are now being solved through more thorough crime scene processing and more sophisticated laboratory analysis. With more highly educated

individuals pursuing law enforcement careers who then receive more advanced training, utilizing new equipment and technology has resulted in locating, identifying, and collecting more physical evidence from crime scenes. Thus, more solved cases, more arrests and more guilty pleas and trial convictions.

In Somerset County, we have made all crime-scene processing a priority. We have recently relocated our Forensics Laboratory to a new facility that is presently undergoing an approximate three million dollar renovation project. While we await the completion of these renovations to our facility, which is anticipated to be completed in early 2007, both our County's Forensics Laboratory and Crime Scene Investigation (C.S.I.) Unit are still fully operational and have been improving technologically. Some of the newer equipment being utilized includes:

- **Integrated Ballistic Identification System (IBIS).**

The IBIS system is a part of the National Integrated Ballistic Information Network (NIBIN), which includes the Rapid Brass Identification (RBI) computer software and hardware. This technology permits the transmission of ballistic and firearms-related impressions and images for correlation and analysis with the national database.

- **Laser Trajectory Finder.**

This is a device that is used to locate and document from where a gunshot was fired or where the fired projectile impacted.

- **Stereomicroscope.**

The Stereomicroscope creates brilliant three-dimensional images of spatial objects unattainable with the unaided eye, such as internal workings of a firearm, tool marks and obliterated serial numbers.

- **Bullet Recovery Systems.**

Three different types of Bullet Recovery Systems are utilized which are de-

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Technology in Criminal Investigations and Prosecutions

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signed to provide a rapid, safe and reliable means for the recovery of fired bullets free of surface damage for use in forensic ballistic examinations.

• Spex Crimescope CS-16 Alternate Light Source (ALS).

Its primary use is for locating latent fingerprints. In this role it is used alone for inherently fluorescent prints or in conjunction with a wide variety of fluorescent powders, chemicals or stains. The ALS is also used for the detection of physiological fluids, hairs, fibers, altered documents, hydrocarbons (gasoline, oil, etc.), lipstick and other cosmetics and gunshot residue. It can also be used to enhance bite marks, tool marks, dust impressions and indented writings.

• Sirchie Krimesite Scope "Reflected Ultra Violet Imaging System" (RUVIS).

RUVIS is a process where the surface being examined is illuminated with short-wave ultra violet light, viewed through a special light-intensifying unit, and recorded photographically.

• Two Astec Microflo Downflow Lab Hoods.

These hoods are used while dusting items for latent prints or for treating items with a variety of chemicals. The hoods are filtered to trap all contaminants that are pulled down and away from the operator.

Other new technology we have obtained to aid in criminal investigations include a Misonix Cyanoacrylate (Superglue) Fuming Chamber, Fiber Optic System, Polaroid MP4, Leica Forensic Comparison Microscope, Sirchie FX10 Forensic Video Comparitor, Mideo System, two Astec Microflo Forensic Evidence Drying Cabinets, Automated Fingerprint Identification System (A.F.I.S.), ComPhotoFit Plus Color Facial Identification computer software program from Sirchie Laboratories and the SkyTrack Informer, which represents the latest in covert Global Positioning Systems (GPS) tracking technology. To more accurately detect and document critical evidence in sexual assault cases, prosecutors' offices throughout the state have

"We are fortunate that we have such highly trained and diligent police officers, detectives and crime scene investigators in Somerset County."

employed Sexual Assault Nurse Examiners (S.A.N.E.) and we have acquired two colposcopes to be used

for forensic examinations. Not only does the colposcope assist the S.A.N.E. in locating injuries consistent with a sexual assault, the instrument is also able to photograph the injuries to be used later in court.

What I have set forth above is clearly not all inclusive of what we now have available to our forensic's lab

staff, nurses, crime scene specialists, detectives, police officers, and assistant prosecutors. It has been one of my priorities to continue to expand our forensics laboratory and crime scene investigation technological capabilities.

We are fortunate that we have such educated, highly trained and diligent police officers, detectives and crime scene investigators in Somerset County, along with much of the necessary state-of-the-art forensic technology. In addition, our legal staff has proven its ability to ensure that all admissible evidence is properly presented during criminal trials and that justice is served, as evidenced by our unprecedented consistently high jury trial conviction rate. So, if those in the public who have served on our juries have come with preconceived higher expectations concerning evidence and our burden of proof, we have obviously adequately addressed these issues or have met those artificially imposed higher standards. We must, however, continue to do so in order to do justice.

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 Adjunct Professor at Raritan Valley Community College since 1992, where has taught Criminal Law and other Criminal Justice courses.

PEDAGOGY

Consider Mind Mapping

By Richard M. Gray, Ph.D.

During the course of almost 15 years teaching Psychology, Sociology, and Criminal Justice, one of my most frequent observations is this: many students entering post secondary education do not have well established learning strategies. Those that do have learning strategies have often developed rote

techniques that are highly inefficient and yield poor retention beyond a few days' time.

An answer to these problems can be found in Tony and Barry Buzan's (1996) method called Mind Mapping. Mind Mapping consists, essentially, in

reducing the contents of a book or chapter to a one page, radially organized diagram of the most salient information from the chapter, book or text. In some sense it can be thought of as circular outline.

- Start with a large piece of paper

Consider Mind Mapping

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oriented sideways.

- Place the chapter heading or title in the middle.
- From that center, create “spokes” that connect to circles containing the title or keyword for each of the major headings.

From each of those circles create further “spokes” and circles for the subheadings and facts in each branch.

Classical Mind Mapping instructions suggest that you make the branches and circles of different colors and wherever possible add pictures and personally relevant symbols, emphasizing that the more you personalize the material, the more effective it will become as a memory aid.

The advantages for study are simple. Unlike rote methods, the student must rethink and reorganize the material before committing it to paper. It may in fact take several passes through the material. Classical outlining is often accomplished by deleting non-essentials but often leaves the bulk of the information unchanged and unprocessed. Mind Mapping forces the student to summarize, condense and reorganize the material. As a result of extending the process, the student retains a great deal more of the information.

Students lacking a learning strategy often expect learning to be easy and have no idea how complex and foreign some of the material presented at the post secondary level can be. As a result, when they sit down to read a chapter or an article they have no way to orient themselves to the new data and become overwhelmed. Many expert learners advise students to break down the reading into chunks and to build an orientation to the material one piece at a time. Begin by reading the abstract and/or summary. These provide the most important information and also provide central and accessible pieces of information to structure the remainder of the data. Next, look at the study questions, if any. This further alerts the student to what is important. Now, go back through the

article or chapter and read the headings and captions for all charts, illustrations and boxed items. These often contain focal points or illustrations of the main points of the text. Finally, read through the material.

This multiple-pass approach is a method of chunking new information that makes it more accessible, more relevant and more closely associated with the author’s own thinking patterns. By building a logical frame that provides context for every piece of information, the student develops a rich semantic net for all of the information. This approach provides hooks; clear contexts for a growing body of information provided in the text, so that as the student reads she will be more likely to understand and retain it.

We can now extend this approach to Mind Mapping. After using this structured reading through the material, begin by reading through the chapter headings and copying them onto the plan of the mind map. A second pass through the material adds the subheadings and major facts associated with them. The third and subsequent passes add the lesser headings and the facts associated with these levels.

Why Bother?

Mind Mapping takes advantage of a few important facts about the way memory and recall work. Recent research has shown that long term memory is processed through the hippocampus, that part of the brain that has a specialized for place mapping and memory creation. Part of the function of the hippocampus is to create real time, personally relevant maps of our surrounds, our position in space, and where different elements of memory are stored in the brain. Taxi drivers, who spend their time traveling the complex highways and by-ways of our cities, typically have larger hippocampi than those of us without the need. By creating an actual map, we take advantage of this most basic memory function.

In her classic study of the art of

mnemotechnics, *The Art of Memory*, Dame Francis Yates (1966) showed that up until the 16th Century, when it was largely supplanted by the printed word, most information was committed to memory using memory techniques that use place techniques or maps. The maps often took the form of gardens, houses or palaces where symbolic representations of the material to be memorized would be replaced by the imagination. These allowed the mnemonists to remember astounding amounts of data. Even today, modern memory courses rely heavily on the technique of loci, a mapping technique.

Fans of Hannibal Lechter may recall that he whiled away his hours in solitary confinement exploring the imaginary memory palace that he had constructed using the techniques described by Matteo Ricci. Mind Mapping will not turn you into Hannibal Lechter, but it takes advantage of the same root principles.

Modern psychology has shown that personally relevant information is more readily recalled than irrelevant information. Ebbinghaus, in his classic study of memory and forgetting, showed that people who had memorized nonsense syllables forgot 70 percent of what they had learned within 24 hours (Huffman et al., 1999). By forcing the student to manipulate and integrate the information into a rich semantic net that has real meaning for him, Mind Maps increase the relevance and the semantic depth of the information. In some sense the information becomes woven into their personal narrative, the deepest and most powerful level of memory encoding. This means that unlike materials learned by rote techniques (for many students, nonsense syllables), material that has been Mind Mapped is retained for much longer periods.

Further studies of memory have indicated that the more sensory modalities are engaged in learning the material the more likely a person is to remember it. In this regard, Mind Mapping adds the kinesthetic dimension to what might otherwise be static visual data by forcing the student to create the structure, color and draw the symbols that are meaningful to them. Whereas outlining or rote memorization may rely on flat

“Mind Mapping takes advantage of a few important facts about the way memory and recall work.”

Consider Mind Mapping

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verbal processes, Mind Mapping enlists the senses of color, shape and position to deepen the student's connection to the material in terms of a multi-modal effort. Moreover, by committing creative effort to the process, the student makes it more completely his own.

Finally, Mind Mapping can be integrated into a multi-pass process of personal learning. In my classes I seek to create as many opportunities to examine and re-digest the materials as possible. I count each repetition (from a different perspective, of course) as a new opportunity to layer-in the important ideas, concepts and understandings. So, I begin by requiring the students to read and Mind Map each chapter as we go through the syllabus. This ensures that they are familiar with the material when we review it in class. This also has the advantage of stimulating meaningful questions and conversations about the material. To ensure that they are prepared, one point is added to their class average for each completed Mind Map. A second level of reinforcement is provided in the class lectures where the students are encouraged to participate in conversations. A subsequent layer includes a writing assignment that requires them to focus on some aspect of the class materials that they find particularly interesting. They are encouraged to mind map the paper before

creating it. Finally, the material is gone over in the pre-test review, in their preparation for the test and in the post-test discussion. This amounts to a minimum of six discrete opportunities to encounter the material. Using the Mind Map as a centerpiece allows the student to create a structure for the material (creating it, using it for note taking and review) that provides a rich context for comprehension and recall.

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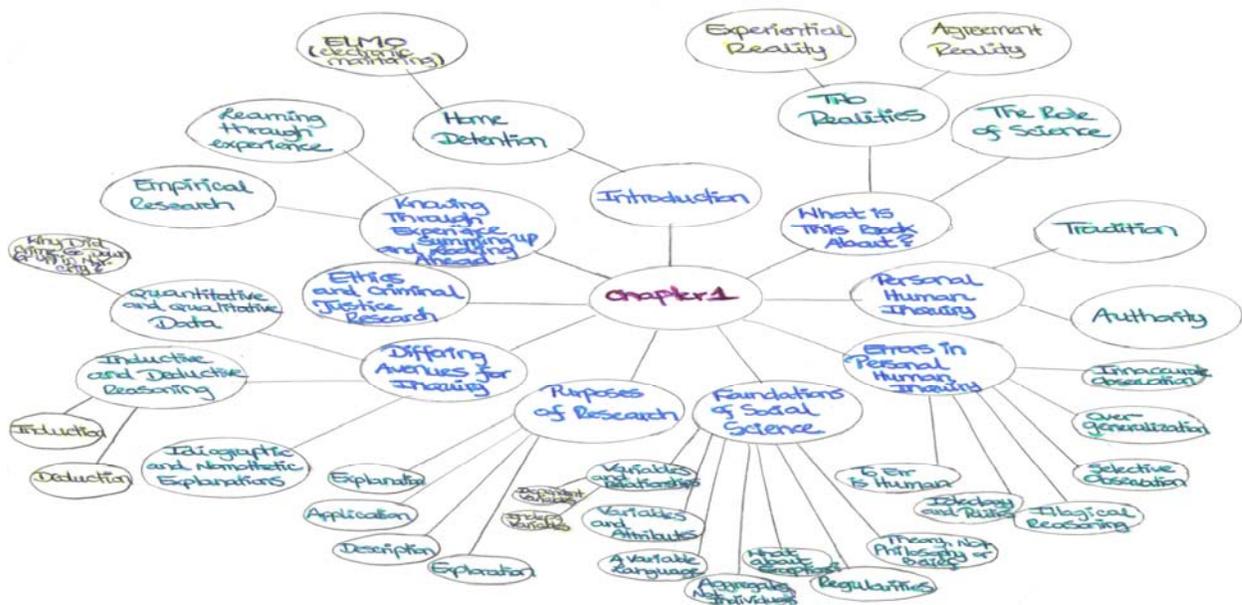
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Biography:

Richard M Gray, Ph.D. is Assistant Professor of Criminal Justice, Fairleigh Dickinson University, Teaneck, NJ. Prior to his appointment at Fairleigh, Dr. Gray served for more than 20 years in the US Probation Department, Brooklyn, N.Y. He is the author of *Archetypal Explorations* (Routledge, 1996) and multiple articles.

Here is a basic Mind Map of Chapter One of Maxfield and Babbie's *Research Methods for Criminal Justice and Criminology*. Note that the student has essentially copied the headings from the book to create a basic, circular outline. In the next step, the student would add another level of lines and circles to begin filling in the important facts from the text.



The Criminal Justice Department and the Career Center: An Important Relationship

By Dr. John Paitakes and Dr. Gina Robertiello

Introduction: Seton Hall University

One of our goals as educators is to prepare students for the world of work. As an educator with prior experience in the field of criminal justice, the first author, John Paitakes, has seen how important this goal is on a daily basis. Dr. Paitakes came to Seton Hall University ten years ago after completing 29 years as a Probation Officer for the State of New Jersey. He was an Assistant Chief Probation Officer and interviewed and recommended a number of young college graduates for hire. In addition, he supervised the student internship program for the criminal justice department.

When Dr. Paitakes initially began his teaching career at Seton Hall University, he observed that the majority of students had no idea what specific career positions in criminal justice were available. They would take criminal justice courses, and in fact, were still not aware of the many different positions available. The Career Center, at that time, was understaffed; personnel and resources were minimal. There were few programs directed toward criminal justice.

Thus, Dr. Paitakes conducted a random survey among approximately 75 criminal justice majors (there were about 300). In essence, the survey inquired if students were aware of the numerous career options in criminal justice and if the Career Center had been helpful in placing them in co-ops, internships, and full-time positions. The results were quite disturbing to Dr. Paitakes as a criminal justice professional and educator. The major findings were that (1) most students were unsure of what area or job they would like to pursue after graduation, (2) the majority of students were not aware of the services and functions offered by the Career Center, (3) most students were not even aware of the location of the Career Center's Office, and (4) most students

had never come in contact with staff and therefore did not know who they were.

Dr. Paitakes shared these findings with administrative personnel at the Career Center at that time. Shortly after the survey results were shared, he began to notice some significant changes. A new Director, Assistant Director, and additional staff were periodically added over the course of the next year or so. One staff member was assigned to criminal justice specifically. The marketing aspect was enhanced considerably, i.e., flyers, handouts, website enhancement, workshops, school newspaper, etc. The Career Center staff began meeting with Dr. Paitakes on a regular basis.

It is unclear if the study's findings influenced these changes; however, the Career Center now plays an integral part in the career development and enhancement of criminal justice majors. The Career Center provides seven major services.

- **Career Assessments** aid students in recognizing how their values, strengths, interests, personality can help them choose an academic major or career.

"One of our goals as educators is to prepare students for the world of work."

- **Navigator/eRecruiting** provides access to an online career management tool for posting resumes and accessing Career Center-approved internships and full-time employment opportunities.
- **The Pirate Mentoring Program** connects the student with SHU alumni for the purposes of career mentoring.
- **The Internships** program helps the student prepare for an internship and work to monitor the experience. Dr. Paitakes is the Internship Coordinator for criminal justice. As the Career Center Internship program is organized, Dr. Paitakes, as well as other Internship Coordi-

nators at Seton Hall, works very closely with the Center in order to aid the student with his or her internship experience.

- **The Career Web Site** aids students in exploring the resources and links that can assist them in planning for your future.
- The Career Center also provides students with access to **Monstertrak.com** where they can access to more than 15,000 positions (part-time & full-time).
- Finally, **Blackboard** provides access to other resources such as a resume tutorial, online career guide, passwords, and links to Seton Hall's career assessments.

Public Service Month

Two years ago, the Career Center staff (with input of a Career Advisory group that assists in planning the Annual Career Fair and related activities), proposed the concept of "Public Service Month". The idea was to include the interdisciplinary areas of Criminal Justice, Political Science, Sociology, Social Work, International School of Diplomacy, and Graduate Department of Public Administration in a month of activities. There would still be one major career fair day where employers representing their agencies could staff their booths. In addition, each discipline would also host a workshop/seminar pertaining to their discipline. This has worked out very well and attendance at various career presentations has increased. It also increases student and faculty awareness of the interdisciplinary nature of the closely related disciplines and tends to bring faculty and students together. As a result, the Career Center at Seton Hall University has many advantages, including:

- It serves as a central location for maintenance of information (including internship sites, students involved, and statistics for all disciplines)
- It provides uniformity of proce-

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dures

- It provides workshops and seminars, coordinating these events with input from criminal justice intern coordinator and faculty.
- A specific budget is allocated for its functions

Comparison: Felician College

While Seton Hall University departments have maintained a strong working relationship with its Career Center, Felician College organizes its Career Center under a different model. Gina Robertiello was also a faculty member at Seton Hall, for nine years. Once Dr. Robertiello left the University, she learned that the relationship with the Career Center at Seton Hall was atypical. Upon hire at Felician College as an Associate Professor and Coordinator of the Criminal Justice Concentration (which is now a major), Dr. Robertiello decided to interview the director of the Career Center to find the procedure used to process internship students. Interestingly, internships are organized through the individual departments at Felician College. At Seton Hall, Community Experience was organized through the department for years and Cooperative Education (a paid internship experience with more extensive training and required hours) was run through the Career Center, with faculty member involvement. In the last two years, these courses were combined into one and run as a regular course due to an initiative by the Dean of Arts and Sciences. Regardless, all paperwork was run through the Career Center.

Felician College believes that the individual departments are better at understanding student needs. According to the Career Center representative since there is an academic and advisement component to interns and coops, running the "courses" through each department is preferable.

When asked if Felician would be

interested in running their intern/coop program as Seton Hall does, the director explained that this format would not work because of the belief that individual departments are better at understanding student needs (as opposed to sending students to the Career Center for the required forms and information as well as site possibilities). Instead, it is Felician's preference that the "coordinator" be the faculty members because they are considered the experts in the major. At Felician, the faculty member also does the paperwork and makes the professional connections. The college believes that resources are greater within the departments instead of through the Career Center.

Hold Harmless Agreement

Specific to the Felician Career Center is a Hold Harmless Agreement, in which on-site evaluations are done. In the last year, Seton Hall was working with the Compliance Officer to create and approve a Hold Harmless Agreement. At the time this paper was written, Seton Hall did not have this agreement in place.

The Felician Career Center has one

full-time employee and three student helpers. The staff assists with looking into sites and does site visitations. A Learning Agreement is required of all students and a copy of it is held in the Dean's Office. In addition, there are credit and non-credit bearing internships offered. Finally, Felician offers an exit strategy just right before graduation. This exit strategy is really an exit interview used to assess the success of the placement site and to get opinions and suggestions from the students.

Findings

Through her exploration, Dr. Robertiello was able to appreciate, understand, and respect the Felician policy. The authors of this paper were originally going to argue that the Seton

Hall procedure should be used as a template for other schools. Instead, a valuable lesson was learned: what works for one school might not work for another. In other words, each school has to run its Career Center the way that fits it best (i.e. based on student needs, the budget, the enrollment patterns, the resources and the mission of the school). Thus, the goal of this paper was modified to demonstrate that there is no "one size fits all" description of a Career Center and its relationship with a department. Instead, there are positive aspects of each schools arrangement as well as similarities between the schools.

To demonstrate one major difference between the schools, it is interesting to note the "starting point" for students. At Seton Hall, not only was the Career Center the primary source of information, but students were required to go there *first*, get the proper forms, bring them to the department Faculty Advisor, and get a signature from the department member showing approval of the site and student. On occasion, where the sites have been questionable and/or the student qualifications were questionable (i.e. grade point average, previous problems with behavior, following through, etc.), some student placements were not approved.

At Felician, the faculty member reports to the Career Center even when a student is meeting the requirements and the faculty member issues the grade. Similar to Seton Hall, an Evaluation Form is completed on the effectiveness of the placement and up to six credits are awarded for the course.

Interestingly, at Felician, all students at the college must complete an internship (or volunteer experience) before they graduate, regardless of their major. The department assists them with finding the site and does all of the advising and grading. The Career Center at Felician will do referrals, but only as a secondary source. They expect students to go to the *department* first, and to the Career Center second. However, Felician's Career Center will also recruit placement sites.

Felician's Career Center, which was defunct for 2 ½ years, maintains the

"While Seton Hall University departments have maintained a strong working relationship with its Career Center, Felician College organizes its Career Center under a different model."

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goal of “housekeeping”, offering many events and Career Workshops. There is usually one major presentation per month as well as mini-workshops offered as needed (i.e. if there are many questions about a particular subject and it is deemed necessary). Similar to Seton Hall, Felician College’s Career Center provides many services. **Career Counseling** provides personal one-on-one meetings with a career counselor, individualized employment needs assessment, and mapping out of personal development plan. **Workshops** are given in areas of writing resumes, cover letters, and job hunt letters, job search strategies, interviewing skills, dressing for success, graduate school, and educational and personal finances. The **Resource Library** provides career and major resource books, audiovisual materials and career /job computer programs, computer stations, and numerous publications. Additional services involve critiquing of resumes and letter, job postings, interest and personality

assessment tests, and career days and job fairs.

Conclusions

The authors believe that many schools could take advantage of the techniques used at Seton Hall and at Felician College. Seton Hall has created a comfortable work environment for both the Career Center and the Department. By having a central location for the paperwork and establishing rapport, internships and cooperative education can operate smoothly. The relationship is centrally organized and a computerized list of all agencies is easily available.

In comparison, Seton Hall’s Career Center can be enhanced by utilizing the tactics initiated by Felician College as well. Specifically, requiring a volunteer element to all students as well as offering an exit interview offers two brilliant methods to incorporate into any college/university program. In addition,

schools should look into requiring Hold Harmless Agreements from their placement sites so that the student and school are protected should any unforeseen circumstances arise. Since Felician’s program is major specific, students can have direct contact with their advisor who is an expert in his/her field.

In conclusion, some of the characteristics of Seton Hall and Felician’s Internship programs could be used as a template for other schools attempting to establish (or re-establish) their relationship with a Career Center.

Biography

Dr. John M. Paitakes is a Professor of Criminal Justice at Seton Hall University, South Orange, NJ.

Dr. Gina Roberteillo is an Associate Professor of Criminal Justice at Felician College.

Student Corner

Student Editor Demetress Holmes

My name is Demetress L. Holmes I am currently a student at Kean University majoring in Criminal Justice as well as taking courses towards minors in both sociology and psychology. I am currently the president of the Kean University Chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society and a member of Alpha Kappa Delta International Sociology Honor Society. In addition to my academic organization involvement I am a member of several student organization on campus that focus on embracing diversity, impacting communities, career advancement and establishing leadership qualities and/or positions.

As a criminal justice major I find it particularly interesting to read and learn about issues in criminal justice in and outside the classroom. However, I also

find some of the messages in the literature to be a bit repetitive and wish to break up the monotony by adding a first hand student account to criminal justice issues. What I hope to accomplish as student editor of the bulletin is to inform readers about criminal justice events such as workshops, job fairs and symposiums as well as provide entertaining yet relative happenings within the criminal justice system.

One of my main focuses is to give the readers an idea of what criminal justice students/organizations are doing within New Jersey institutions of higher education and where they are going in regards to making marks in the field of criminal justice. I also hope to reach out to and be the voice of those students that have particular concerns with the criminal justice system and encourage

them to be proactive in working toward improvements. Promoting academic achievement and career preparation/development within the field of criminal justice by taking advantage of honor societies, scholarships and internships is another goal of the student corner. As such, I invite student and student organization submissions to this publication in areas of organization news and concerns and student papers. Please forward your submissions to me at holmesd@cougar.kean.edu. I look forward to reading your work.

Today's Criminal Justice System within the Urban Communities

By Demetress Holmes

The primary goal of the criminal justice system is to ensure the delivery of justice for all. It is to detect, investigate, prosecute, sentence and ultimately reform. In addition, the system is responsible for the protection of those non offenders within communities overall. The criminal justice system consists of several levels in which many positions are held ranging from community police officer to detective. Because the system is so broad it is multifaceted in the services it strives to provide. Objectives for the system include crime reduction, bringing more offences to justice and maintaining facilities that work to reform and rehabilitate offenders. The system is obligated to act in a professional manner that raises public confidence by guaranteeing that the system is fair and will work diligently in the best interests of law-abiding citizens. The criminal justice system works to prevent crime from occurring, addresses victim needs, and aids in the processes of turning offenders away from crime (see Siegal and Senna, 2005, for a review).

A Transforming System

The criminal justice system in general is making major transformations. Because society is rapidly changing, various levels of the system are undergoing reformation and many officials are receiving specialized training to deal with issues such as human trafficking and computer crimes that were uncommon in the past. Today's criminal justice system in the urban communities is also changing. Because of its complexity it must be examined on a variety of levels. Overall it has both several positive and negative attributes. Some members of urban communities feel the presence of different members of the system aids in the positive up building of the community (Spelman and Eck, 2000). Others however, feel several organizations within the system are doing nothing more than creating an even bigger dilemma for communities to deal with (Barlow and Barlow, 2000).

Criminal justice system representatives such as law enforcement agencies and the courts are making moves in the

urban communities. They are participating in efforts to promote safer and secure neighborhoods by increasing visibility as well as implementing ordinances such as curfews and loitering penalties which keep streets free of potential law breakers. Because of the large infiltration of gangs in the urban communities the criminal justice system has implemented legislation and set up numerous task forces that are diligently working towards putting an end to the great deal of gang violence, drug dealing and other gang related crimes (Butler and Garcia, 2006).

The criminal justice system also acts in conjunction with the education system in the urban communities. There are several programs that are either monitored or facilitated by criminal justice officials. Programs such as DARE and GREAT, are educational programs that work in a way to promote awareness of the dangers that exist in the urban communities, educate on the ways in which to stay out of harm's way and provide a reliable resource for children to turn to when they are in need of assistance or guidance. The children of the urban communities often have hands-on contact with members of the system in the form of Police Athletic Leagues, Summer training camps and big brother/big sister programs usually sponsored by criminal justice organizations. Providing temporary safe havens for members of the urban communities is also a function of the system.

Underexposed Issues

Although there are immeasurable positive attributes of the criminal justice system, there are several negative characteristics that often go unexposed or underexposed. In urban communities today there is a heightened level of mistrust and disregard for the criminal justice system and its officials (Barlow and Barlow, 2000). These negative

views have been generated for a number of reasons. One of the main foundations for lack of faith in the system is personal experiences. Negative personal experiences from one individual transcends into an issue in which the community collectively feels mistreated.

The police as representatives of the criminal justice system have not established cordial relationships with urban communities (Barlow and Barlow, 2000). Many believe the heavy police presence in communities is not serving a positive purpose. Urban community members feel that police often misuse their authority. They commit acts of harassment towards law abiding citizens which escalates the climate of resentment by the urban communities. Because of the occurrence of wrongful acts by police, many do not report crimes. This has a devastating effect on maintaining the stability of the community.

When people do not report because of mistrust in the system overall, more people are victimized and crime rates increase. This opens the floodgates for even more problems.

Another issue that has urban communities in an uproar is that fact that the criminal justice system has

laws and sentencing practices that disproportionately keep members of urban communities in a disadvantaged state (Robinson, 2004). There are jails being constructed on a constant basis which attaches the stigma that our communities are breeding grounds for criminals. However, the vast majority of people in jail are urban residents, incarcerated for drug related offenses. The system has overlooked this statistic and is doing virtually nothing to help in the rehabilitation process of drug offenders. To understand this issue and how it pertains to urban communities and society overall, one must realize that when people are imprisoned and then released, they have a label attached to them. This usually keeps them from obtaining em-

"Criminal justice system representatives such as law enforcement agencies and the courts are making moves in the urban communities."

Today's Criminal Justice System within the Urban Communities

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ployment and maintaining a legal way of life. As a result of this, people reoffend and the cycle known as the *revolving door* begins again. When this occurs the system has failed.

Room For Improvement

Today's criminal justice system carries with it a great deal of significance in our society. It has obligations that no other system would be able to carry out. It is an ever changing system that requires many people to perform its tasks. Pertaining to urban communities, the system has made many positive impacts on crime prevention, social programming, education, and carrying out justice overall. However, with it are a number negatives qualities of the system. Like any other organization there are issues in the

"Like any other organization there are issues in the criminal justice system that need to be exposed and ultimately modified. It is safe to say there is always room for improvement."

criminal justice system that need to be exposed and ultimately modified. It is safe to say there is always room for improvement.

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Biography:

Demetress Holmes is a criminal justice student and President of the National Criminal Justice Honor Society at Kean University.

Criminal Justice Student Organization News

Kean University Pre-Law Club Chris Kelly

The goals and mission of the Pre-Law Club (PLC) is to provide students with information about applying to law school and the law school admissions process. Throughout the course of the semester the PLC has hosted speakers to address the concerns that students may have about law school. Speakers include Professor Hernandez from the Kean University Political Science Department, and Jerry Mayersak who is a third year law student at Seton Hall Law. These speakers offered a lot of great advice and insight into the specifics of law school and how to get through it. Anyone interested in law school send an email to should email: sepelya@yahoo.com if they are interested.

Kean University Honor Society Demetress Holmes

Alpha Phi Sigma

Alpha Phi Sigma is the nationally recognized honor society for students in the criminal justice sciences. The society recognizes academic excellence by undergraduates as well as graduate students of criminal justice.

Mission

The purposes of Alpha Phi Sigma shall be to promote critical thinking, rigorous scholarship and life long learning; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice professions and to sustain in the public mind the benefit and necessity of education and professional training.

Goals

The goals of Alpha Phi Sigma shall be to honor and promote academic excellence, service, leadership, and unity.

In addition to increasing membership and adhering to the principles of the society, the goals of the Kean University Chapter of Alpha Phi Sigma this semester were to raise funds for the induction dinner and to participate in a community service event. Each of the goals has been met with a successful bake sale and a holiday gathering with adults with disabilities.

Please forward your organization news to Demetress Holmes, Student Editor, at holmesd@cougar.kean.edu.

National Institute on Drug Abuse (NIDA) Releases New Drug Abuse Treatment Recommendations to Cut Costs, Save Money and Reduce Crime

The National Institute on Drug Abuse (NIDA), part of the National Institutes of Health (NIH), provides some FREE resources that you and your organization may find extremely informative.

NIDA is releasing a landmark scientific report showing that effective treatment of drug abuse and addiction can save communities money and reduce crime. Principles of Drug Abuse Treatment for Criminal Justice Popula-

tions outlines some of the proven components for successful treatment of drug abusers who have entered the criminal justice system, leading to lower rates of drug abuse and criminal activity.

This comprehensive report offers 13 principles based on a review of the scientific literature on drug abuse treatment and criminal behavior. Examples of important principles are that drug addiction is a brain disease that affects behavior, that recovery requires effec-

tive individualized treatment that may include medication, and that continuity of care is essential for drug abusers re-entering the community after a period of incarceration.

To read more about this area of interest and order Principles of Drug Abuse Treatment for Criminal Justice Populations (NCADI# BKD 550) visit NIDA's Web site at www.drugabuse.gov.

Member Profile Cavit Cooley

Cavit Cooley began his tenure as an Assistant Professor of Criminal Justice at Mercer County Community College in 2004; joining Peter Horne as the Criminal Justice Program expanded from one to two full-time faculty members. Professor Cooley teaches courses at both the James Kerney (downtown Trenton) and West Windsor campuses. He received his A.S. in Law Enforcement with honors from Lake Land College in Mattoon, Illinois, his B.S. and M.A. in Law Enforcement Administration with honors from Western Illinois University in Macomb, Illinois, and achieved ABD status from Indiana University of Pennsylvania where he was also the recipient of the Eighth Annual I.U.P. Foundation Doctoral Fellowship. He has also completed a three month long internship with the United States Probation Office in the Central District of Illinois.

Similar to many in the field, Professor Cooley did not anticipate a career in academia. Instead, he pursued his graduate education in preparation for a career with U.S. Probation. Opportunities arose placing him in the classroom thereby opening up a new career option. After much consideration and several

opportunities in community corrections at the local, state, and federal levels, an academic fate was the decision. In summary, the opportunity to interact with students in the pursuit of a lifetime of learning was too much to resist.

"the opportunity to interact with students in the pursuit of a lifetime of learning was too much to resist."

At Mercer, Professor Cooley has taught Introduction to the Criminal Justice System, Criminology, Juvenile Justice, Community

Corrections, and Introduction to Corrections. Research interests continue to be in the areas of criminological theory as well as institutional and community based corrections. He also serves as co-advisor to the Criminal Justice Club exposing students to a variety of experiences in both law enforcement and corrections. Professor Cooley has also been instrumental in the development of several successful workshops pertaining to correctional careers in an attempt to expand this area in Mercer's Criminal Justice Program.

Prior to his position at Mercer, Professor Cooley was an Assistant Professor of Justice Systems at Truman State University in Kirksville, Missouri teaching and conducting research in the

area of corrections and criminological theory from 1993 until 1994 and again from 1997 until 2004. While at Truman, he also served as advisor to Alpha Phi Sigma, the National Honor Society for Criminal Justice, taking an active role in organizing, facilitating, and attending numerous institutional tours and discussion groups between offenders serving traditional, life, and death penalty sentences and students. He has also taught several courses at both Western Illinois University and Indiana University of Pennsylvania while pursuing his graduate education.

Professor Cooley has made numerous presentations at various national criminal justice conferences and has published "The Interactionist School", a chapter in the book *The Historical Development of Criminological Theory* with Sage in 2001. He is a member of the American Correctional Association, the New Jersey Chapter of the American Correctional Association, the Academy of Criminal Justice Sciences, the American Society of Criminology, and the Honor Society of Phi Kappa Phi. He is also a member of the New Jersey Association of Criminal Justice Educators where he currently serves as Central Region Representative as well as Co-Editor of the *NJ Criminal Justice Educator* and truly appreciates the mentoring and devotion to academic excellence demonstrated by the Association.

Employment Corner

Bridgewater State College

The Criminal Justice Department at Bridgewater State College (near Boston and Cape Cod) has several tenure-track faculty positions (total of three) open for Fall 2007. The Criminal Justice Department is a new, growing, dynamic department with a social justice framework. Please visit website for more information:

<http://www.bridgew.edu/hr/JobList/>

John Jay College of Criminal Justice

John Jay College of Criminal Justice (CUNY) has several faculty and administrative positions open.

Please refer to their human resources website:

<http://johnjay.jjay.cuny.edu/info/calendar/humanresource/>

Lycoming College

Lycoming College invites applications for a full-time, three-year Visiting Assistant Professor position (with possible conversion to tenure track) in Political Science and Criminal Justice in the subfield of judicial politics beginning August 2007. The successful candidate will have expertise in constitutional law and be able to augment current criminal justice offerings. Preference will be given to those candidates whose 3-3 teaching load might also include courses in judicial behavior or public policy. Lycoming, a private, co-ed liberal arts college, is located in a metropolitan area of 75,000 nestled in the mountains of central Pennsylvania and has an enrollment of about 1,500 students. The area offers affordable housing and ample opportunities for outdoor recreation. It is centrally located about three hours from New York City, Washington, DC and Philadelphia. More information can be obtained by visiting the following Web site: <http://www.lycoming.edu/personnel/employopps.htm>.

REQUIRED EXPERIENCE AND QUALIFICATIONS: Ph.D. in political science, justice studies or a related field is required, but ABDs in their final stages of completion will be considered. Strong commitment to teaching under-

graduates is essential. Candidates who also hold a J.D. are particularly encouraged to apply.

TO APPLY: Interested applicants should send curriculum vitae, teaching portfolio, writing sample, three (3) letters of recommendation and graduate transcripts. Review of applications will begin on December 10, 2006 and continue until the position is filled. EOE

Monmouth University

Criminal Justice: 1 Specialist Professor/Law Enforcement - Join a rapidly expanding undergraduate B.A. program (280 majors) and an M.A. program (50 graduate students) in Criminal Justice. Additional responsibilities include advising and university service. Ph.D. preferred, A.B.D. considered in Criminal Justice or a closely related field, with a concentration in law enforcement and police administration. Send a letter of application and curriculum vitae with three letters of recommendation by November to Dr. Peter Liu, Chair of the Criminal Justice Department, Monmouth University, 400 Cedar Avenue, West Long Branch, NJ 07764. Review of applications will begin on December 15, 2006 and continue until the position is filled.

Montclair State University

The Department of Justice Studies at Montclair State University invites applications to fill a tenure-track position, an assistant professorship in Justice Studies. Candidate must be a specialist in Criminology/Criminal Justice. <http://www.montclair.edu/hr/JobOpport.htm>

Saint Peter's College

Criminal Justice – Responsibilities include teaching undergraduate courses in Criminal Justice, Law Enforcement, Police Administration, Patrol Theory, Community Policing, and Corruption Control. The area of specialty sought is State and Local Law Enforcement. State or local law enforcement experience with a metropolitan police department

(supervisory or command-level) is preferred. (A J.D. degree is not a terminal degree in this area of specialization.)

Applications (including *curriculum vitae*, cover letter, the names of three references and transcripts) should be submitted to The Office of the Provost, Saint Peter's College, 2641 Kennedy Boulevard, Jersey City, NJ 07306. Review of applications begins immediately and will continue until position is filled.

Saint Peter's College is an Equal Opportunity/Affirmative Action Employer and complies with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973.

<http://staging.spc.edu/pages/1196.asp>

State University of New York College at Buffalo

State University of New York College at Buffalo (Buffalo State): The Department of Criminal Justice invites applications for a tenure track position at the Assistant level beginning fall 2007. Salary is competitive and the benefit package excellent. The College is the largest of the SUNY Colleges of Arts and Sciences. The Department currently has seven full-time faculty members and has well-regarded undergraduate and master's programs. The College and the Department specifically invite and encourage applications from women and minorities. Position Announcement: http://www.buffalostate.edu/offices/hr/vacancy_fac.asp?page=8

University of Colorado at Colorado Springs

The Graduate School of Public Affairs (GSPA) at the University of Colorado is currently recruiting applicants for an associate professor position for the school's Master of Criminal Justice (MCJ) and Bachelor of Arts in Criminal Justice (BA-CJ) programs on the Colorado Springs campus. The person in this position will direct the school's new Bachelor of Arts in Criminal Justice

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program and could teach courses in the school's Master of Public Administration program.

Position Announcement: <http://web.uccs.edu/affirm/job%20announce/430308-GSPA-CJ.htm>

University of Missouri-St. Louis

The Departments of Criminology and Criminal Justice and the Institute for Women's and Gender Studies invite applications for a joint appointment at the Assistant Professor level, to begin August 15, 2007.

Candidates from all substantive areas will be considered, but they must have a record of contributions in gender studies. The successful candidate must have the Ph.D. at the time of appointment, outstanding promise as a research scholar, and demonstrated teaching effectiveness.

Applicants should submit a letter of interest, vita, and three letters of reference. Review of applicants will begin on December 1, 2006 and continue until the position is filled.

The University of Missouri-St. Louis is an affirmative-action equal opportunity employer committed to excellence through diversity. Please send application materials to:

Jody Miller
Search Committee Chair
Department of Criminology and Criminal Justice University of Missouri-St. Louis One University Boulevard
St. Louis, MO 63121-4499

University of North Carolina Wilmington

Department of Sociology and Criminal Justice invites applications for two full-time tenure track assistant professor positions beginning August,

2007. Please visit website for more information:

<http://www.uncw.edu/hr/employment-epa.html>

University of Wisconsin-Parkside

The Criminal Justice Department at University of Wisconsin-Parkside invites applications for two (2) full-time tenure track assistant professor of Criminal Justice positions beginning August 2007.

Position #1: <http://www.uwp.edu/departments/human.resources/unclassified.positions/crmj.cfm>

Position #2: <http://www.uwp.edu/departments/human.resources/unclassified.positions/crmj2.cfm>

Applications received by December 4, 2006 will receive full consideration; the position will remain open until filled.

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 pertinent 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, 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.

Criminal Justice Studies: A Critical Journal of Crime, Law and Society

Special Issue: Criminal Justice Program Assessment

Criminal Justice Studies: A Critical Journal of Crime, Law and Society invites contributions for a special issue on criminal justice program assessment. Submissions on a broad range of topics under the general heading of criminal justice program assessment of student learning outcomes are encouraged. The Journal regularly accepts, and will also consider for this special issue, literature reviews, research notes, resource lists, assessment management systems, book reviews, and summary reports of innovative research pro-

jects. All submissions will be peer-reviewed. *Criminal Justice Studies* is published by Taylor and Francis Group. The length of articles will vary based on the type of submission. The length of most articles is 30 pages double-spaced, including tables, figures, and references. Book reviews and research notes should be approximately half this length. APA style should be used. Submission instructions to authors are posted on the journal's website. Submissions are to be sent to either of the special guest editors: Barbara Peat, Indiana University South Bend, School of Public and Environmental Affairs, 1800 Mishawaka Ave., P. O. Box 7111, South Bend, IN 46634-7111 or Laura Moriarty, Virginia Commonwealth University, Office of the Provost, 901 W. Franklin Street, Ginter House, 100, P. O. Box 842527, Richmond, VA 23284-2527. Deadline for submission is August 15, 2006.

Calls for Papers

CORRECTIONS COMPENDIUM

ACA Seeks Article Submissions for Peer-Reviewed Research Journal

Have you just completed a research study or scholarly essay that you think would be of interest to those in corrections? 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 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.

ICONS OF CRIME FIGHTING

Dr. Jeff Bumgarner of Texas Christian University is looking for chapter authors for *Icons of Crime Fighting* to be published by Greenwood Press in 2007. The publication will be a 2-book set comprised of 24 chapters in total, with each chapter approximately 10,000-12,000 words in length. Every chapter will present a balanced examination of an iconic individual or group of individuals in American crime fighting.

The list of chapter topics is pre-set and covers a period of time from the 19th Century to the present day. Most of those profiled in the publication are from the later half of the 20th Century. The idea for the publication originated with the publisher; as such, Greenwood Press is firmly committed to bringing this project to completion.

Anyone interested in learning more about the opportunity to publish in this edited work should contact Dr. Bumgarner at 817-257-6420 or j.bumgarner@tcu.edu

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.

JOURNAL OF SECURITY EDUCATION

New Directions in Education, Training, and Accreditation

The Journal will report on the development, implementation, and operation of security education and training programs. The Journal will provide essential information of the highest standards on recent developments in security academic programs, security research, the theory and practice of security, management and technology, distance learning, training, and assessment. The Journal will contain web site and book reviews alongside its peer-reviewed articles.

Prospective authors are invited to request an "Instructions for Authors" brochure. Inquiries may be directed to:

Editor, John I. Kostanoski, Chair and Professor, Department of Security Systems, Farmingdale State University of New York, 2350 Broadhollow Road Farmingdale, NY 11735, Phone: 631-420-2538, Fax: 631-420-2582.

john.kostanoski@farmingdale.edu.

Conferences for 2007

New Jersey Association of Criminal Justice Educators—Annual Conference at Georgian Court on March 1, 2007. For more information contact: Bob Louden, loudenr@georgian.edu.

American Correctional Association 2007 Winter Conference will be held in Tampa, Florida, January 19-24, 2007.

<http://www.aca.org/conferences/winter07/>

Academy of Criminal Justice Sciences – Annual Conference in Seattle, WA on March 13 – 17, 2007. For more information contact: Craig Hemmens, chemmens@boisestate.edu.

American Society of Criminology – Annual Conference in November 14-17, 2007 in Atlanta, Georgia at the Atlanta Marriott Marquis. www.asc41.com

Northeastern Association of Criminal Justice Sciences – Annual Conference on June 6-9, 2007 at Roger Williams University Bristol, Rhode Island. www.neacjs.org/

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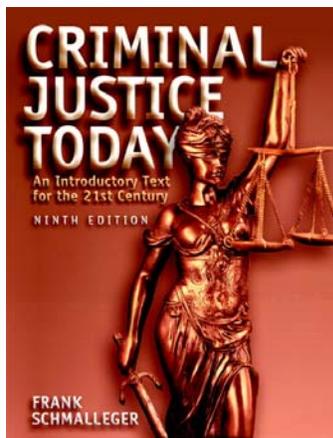
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1 INTRO CJ book on the market

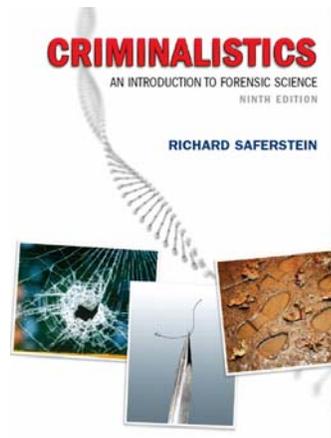
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Frank Schmalleger

Criminal Justice Today, 9/e

0-13-171950-5



Richard Saferstein

Criminalistics: Intro to Forensic Science, 9/e

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