

**Special Topics Course Descriptions**  
*Spring 2024*

**Undergraduate**

**CJ 340-EL ST: Critical Issues in Criminal Justice (with Penny Martin)**

This course will explore critical issues and controversies within the modern criminal justice system including law enforcement, juvenile justice, the courts and corrections. Several key topics will be addressed such as law enforcement challenges and innovations, alternative correctional systems, the death penalty, determinant sentencing, and due process/offender rights issues. (3 credits)

**CJ 340-EL ST: Introduction to Cybersecurity (with Mark Beaudry)**

The unauthorized access or loss of criminal justice data due to a cyberattack has serious operational and privacy implications. This course will focus on the importance of cybersecurity needs to be considered that may compromise a public agency's ability to protect life and maintain order. This could potentially affect the public's confidence in criminal justice agencies, thus eroding trust and credibility. (3 credits)

**CJ 340-EL ST: Crisis Intervention (with Aimee Delaney)**

This course focuses on crisis theory and methods of crisis intervention. The course will address specific crises that occur with individuals, families, and community. Topics may include crime and violence, victimization, interventions with children and adolescents, suicide, issues with mental health and drug/alcohol misuse, and death. (3 credits)

**CJ 340-EL4 ST: Serial Killers & Infamous Murders (with Mark Beaudry)**

This course provides an interdisciplinary approach to the study of multiple murders, using known cases. Its core aim is to answer the "Why" behind the actions of serial killers of the past, highlighting theoretical explanations grounded in the fields of anthropology, psychology, sociology and criminology, presenting a conceptual framework for explaining the violence serial murderers commit. And, to learn about serial killer stereotypes surrounding race, gender, religion and social status. (3 credits)

**SO 199-E1 ST: Yoga and Mindfulness (with Penelope Herideen)**

This course weaves social theory and contemplative mind-body practice. It involves critical inquiry into the historical and socio-cultural root causes of stress and dis-ease in our everyday lives. Students read classic and contemporary sociological works as well as engage in, learn and experience mindful-based practices, such as meditation and gentle yoga. (3 credits)

**Graduate**

**BI 980-E1 ST: Biostatistics & Experimental Design (with Steven Oliver)**

This course is concerned with understanding the underlying principles of how scientific investigations are conducted in order to maximize the validity of the results. This course will cover the philosophy of science as it pertains to experiments, methods of experimental design, statistical inference, analysis and presentation of data, and clear communication of scientific results. The course is meant as a primer for students who will continue in the graduate program and the foundation for the eventual master's research projects they will conduct. There are no prerequisites for the course. (4 credits)

**CD 987-E1 ST: Symbolic Play (with Susan Landess-Towne)**

This course will provide students with a functional understanding of the development of symbolic and pretend play skills and how it relates to cognitive, language, and literacy development. It will include a review of decontextualization of language, theory of mind, episodic memory, narrative practice hypothesis, and reciprocity as it relates to play. Students will learn to evaluate symbolic play development in terms of props, themes, organization, roles, and language using Westby's Play Scale. Disorders and delays associated with play development will be discussed. Play and language intervention strategies will be explored as well as discussion of adult involvement in play.. *(3 credits)*

**HI 990-E1 ST: American Environmental History (with Joshua Koenig)**

Please contact the department for more information on this course. *(3 credits)*

**ED 971-BL ST: Trauma Informed Teaching and Social Emotional Learning (with Sue Foo)**

This course addresses two topics: Trauma and teaching K-12, and Social Emotional Learning. The impact of trauma on learning and behaviors, and the prevalence and causes of trauma will be discussed. The effects of trauma on brain development will also be discussed. This course will also study the Social Emotional Learning Framework, to provide a high quality and equitable education for all. Neuropsychology and sociopsycholinguistic perspectives will also be discussed. Students from the universities in Ukraine and Poland will join several class discussions throughout the semester. *(3 credits)*