



CJ 583-01W Criminal Justice Policy

Course Syllabus: Fall 2022
August 29, 2022 to September 30, 2022

INSTRUCTOR INFORMATION

Instructor: Dr. Ruby L. Shaw

Virtual Office Hours: I am available daily by Email.

University Email Address: Ruby.Shaw@tamuc.edu

Preferred Form of Communication: University email

Communication Response Time: 12 – 24 hours

COURSE INFORMATION

Textbook Required

Mears, D.P. (2010). American criminal justice policy: An evaluation approach to increasing accountability and effectiveness. New York: Cambridge University Press.
 ISBN

978-0-521-76246-5 Hardback and 978-0-521-74623-6 Paperback

Additional Required Readings

Acker, James R. (2007). "Impose an immediate moratorium on executions." *Criminology & Public Policy* 6(4):641-650.

Alpert, Geoffrey P. (2007). "Eliminate race as the only reason for police-citizen encounters." *Criminology & Public Policy* 6(4):671-678.

Clear, Todd R., & Natasha A. Frost. (2001). "Criminology & public policy: A new journal of the American Society of Criminology." *Criminology & Public Policy* 1(1):1-3.

Clear, Todd R., & Natasha A. Frost. (2007). "Informing public policy." *Criminology & Public Policy* 6(4):633-640.

Jones, Peter R., & Brian R. Wyant. (2007). "Target juvenile needs to reduce

delinquency.” *Criminology & Public Policy* 6(4):763-772.

Ostrom, Brian J., & Roger A. Hanson. (2007). “Implement and use court performance measures.” *Criminology & Public Policy* 6(4):799-806.

Walker, Jeffery T. (2007). “Eliminate residency restrictions for sex offenders.” *Criminology & Public Policy* 6(4):863-870.

Welsh, Wayne N. & Philip W. Harris (2016). “Criminal Justice Policy and Planning, 5th Ed. Routledge Publisher.

COURSE DESCRIPTION

Student Learning Outcomes

1. Describe the steps involved in implementing a criminal justice policy.
2. Identify the evaluation hierarchy of a criminal justice policy.
3. Evaluate a criminal justice policy.
4. Identify research literature that addresses criminal justice policies and evaluates those policies.
5. Demonstrate awareness of public policy issues as they relate to the development, implementation, and evaluation of criminal justice policies.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

Student Responsibilities and Tips for Success in the Course

This course is 100% ONLINE. Students are expected to read all assigned material. It is also expected that students will submit all assignments on time. If students experience any difficulties with the course content and/or face unexpected situations, PLEASE CONTACT ME AS SOON AS POSSIBLE at ruby.shaw@tamuc.edu.

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Initial Presentation	1	10	10
Chapter Assignment Questions	9	20	180
Policy Reading: A Critical Analysis	5	50	250
Critique of Current Policy	1	150	150
Design a NEW Criminal Justice Policy	1	250	250
TOTAL POINTS			840

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course.

Total points possible for the course = 840. Grades will not be rounded.

752 - 840 = A
668 - 751 = B
584 - 667 = C
500 - 583 = D
499 and below = F

Grades will be available in the Grade Book so that students can track their progress in the course on an ongoing basis.

This syllabus represents an agreement between the students and the instructor so that students will know exactly what is expected for successful completion of this course. The syllabus will be altered only in the event of circumstances that necessitate a change. In such situations, students will be notified by the instructor.

Final grades course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

ASSESSMENT

This course will provide a variety of activities and assessments to assist the student in achieving the outcomes/objectives for the course. Each week, the student will work toward achieving these outcomes through assignments/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Introduction:

Students are asked to introduce themselves to each other. This information will be entered as a threaded assignment. Each student's presentation should cover the following information:

- Name
- Occupation/career and length of time
- How this course is expected to help or aid your career, separate from the entire degree
- Indicate whether you have had a course in criminological theory (if so describe in brief terms what you recall from that class)
- Describe how you expect this degree to enhance your career
- Include a statement that you have read and agree to abide by the syllabus and follow the rules of academic integrity and netiquette

This post is due by **11:00 PM CST on Tuesday of Week #1** of the course.

CHAPTER ASSIGNMENT POSTS

The student must write an answer to each chapter question supplied by the instructor. There are 17 Assignment posts worth twenty (20) points each and due by **Tuesday or Wednesday of each week posted by 11:00pm CST**. Follow due dates posted in the syllabus.

Assignment posts will be graded based on how well the student answers the questions posed. **Each post must be at least 1 full typed page and at least one (1) research source must be cited in the answer, using APA format.**

A POLICY READING: A CRITICAL ANALYSIS

This assignment involves reading the identified Policy Essay for each particular week then writing a brief position paper that reflects the student's position on that specific topic. This exercise is to be performed on the readings placed in Week One (1) through Week Five (5). These assignments are due by 11:00 pm CST of each due date posted in the syllabus.

These five (5) papers are worth fifty (50) points each, should be at least 300 words. It should not be anecdotal, but contain a position that has some logical or theoretical backing. Remember that one of the steps in creating a policy is that a theoretical evaluation is conducted. Students may want to recall the information that is being learned in this course to assist formulating this brief/short position paper. If necessary and it will be appropriate, students may include references or resource information to support your position. This does not have to be a book, but the purpose of this assignment is to allow the student an opportunity to comment on several criminal justice policies that exist, and to demonstrate knowledge about how to question and build an argument for or against an existing policy. The instructor has composed a number of questions that the student may consider in formulating a response.

CRITIQUE OF A CURRENT POLICY

Since students are studying what is involved in developing and evaluating a criminal justice policy, students should cultivate experience examining and evaluating a current criminal justice policy. Select one of the two current, actual criminal justice policies, listed below, and critique it based on what has been learned from Mears and other authors.

Deterrence and Executions

- ○ Donohue III, John J. (2009). "The impact of the death penalty on murder." *Criminology & Public Policy* 8(4):795-801.
- Kovandzic, Tomislav V. et al. (2009). "Does the death penalty save lives?" *Criminology & Policy* 8(4):803-843.
- Berk, Richard. (2009). "Can't tell: Comments on 'Does the death penalty save lives?'" *Criminology & Public Policy* 8(4):845-851.
- Rubin, Paul H. (2009). "Don't scrap the death penalty." *Criminology & Public Policy* 8(4):853-859. **OR**

After-School Delinquency Prevention Programs

- Capaldi, Deborah M. (2009). "Youth after-school programs: Time to involve the parents and community." *Criminology & Public Policy* 8(2):413-422.
- Bilchik, Shay. (2009). "The impact of after-school programs on middle-school students – Policy implications." *Criminology & Public Policy* 8(2):423- 429.

The instructor has developed questions or is presenting ideas here based on the material covered in our textbook or other information presented in this class to serve as a guide for students evaluating a specific and current criminal justice policy. This assignment should be written in essay form and must be a minimum of 2 full typed pages and is worth 150 points. It may be easier in terms of formatting the paper to

develop subheadings based on the questions presented below. Make the presentation of the paper easy for the reader to identify the various parts or areas while concentrating on key information that has been learned from this class.

1. Does the policy have a title? If so, what is the title?
2. What agency created the policy? What agency has the responsibility to carry out the policy or perform whatever task is being described by the policy?
3. How long has this policy been in existence? Present its original date and describe any information that indicates whether it has been re-written or changed in any manner since it was commissioned or brought into effect.
4. What is the goal of the policy? Do you think the policy satisfies its goal? If yes, how has the goal been satisfied? If no, how has the goal not been accomplished?
5. Can you determine if this policy has been formally evaluated, and if so, what was the result of the evaluation? If you had to perform an evaluation on this policy, how would you do it? What would you look for or consider in your evaluation process?

As it will be necessary to use additional resources/references, please make sure to properly **cite your sources using American Psychological Association (APA) format.**

DESIGN A NEW CRIMINAL JUSTICE POLICY

Each student will be required to **design/create/write a new, original criminal justice policy** pertaining to an area, condition, or problem associated with the incident at Robb Elementary School in Uvalde, Texas on May 24, 2002 that resulted in the deaths of 19 students and 2 teachers and the wounding of 17 others. Since this course teaches criminal justice evaluation the new, original designed policy must identify which type of evaluation is necessary and the steps necessary to evaluate the new policy.

The student may select one evaluation procedure studied in this course: needs, theory, implementation/process, outcome and impact or cost efficiency. Each student will be expected to employ the knowledge gained from reading the class textbook and other material. The **NEW/ORIGINAL** policy should be a minimum of 3 typed pages and is worth 250 points. Please use a cover page that is not included in the 3 required pages.

Students are encouraged to read and employ any helpful information gained from reading "Designing A Policy" taken from Wayne N. Welsh and Phillip W. Harris, *Criminal Justice Policy and Planning*, 5th edition. Students are urged to follow the steps and present the information deemed essential in a policy as identified by Mears and Welsh and Harris.

The following areas or items are expected to be included and fully developed in the policy paper. These items will also serve as a rubric for grading the policy paper.

1. Identify the name or title of the policy as well as the agency that would be responsible for implementing the policy/program (remember that policies are rules, principles, or guidelines that govern actions, while programs are social structures created to meet client needs; programs often come out of policies).
2. Identify the target population of the policy; explain how the target population is selected including any eligibility requirements.
3. Identify and explain the decision authority, or who has the authority to carry out the policy.
4. Identify and describe the provisions and procedures of the policy (make sure they are clear, specific, and consistent with the intent of the policymaker).
5. Identify and explain the policy goals.
6. Identify and explain the evaluation approach employed in the development of your policy.
- 7. The student must use references/resources where appropriate and make sure to provide proper citation using APA format.**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Virtual Classroom Requirements:

<https://support://.zoom.us/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I am available by university email, ruby.shaw@tamuc.edu. Please allow me 12-24 hours to return email communication. When communicating by email, please identify yourself by name.....Hello Dr. Shaw, I am Jane Doe and I am a student in your CJ 583 Policy course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies Late Work

LATE WORK MAY BE ACCEPTED ON A CASE BY CASE BASIS A VALID EXCUSE IS REQUIRED

Remember this course is internet based (online), and since the student will have limited contact with the instructor, students are encouraged to be mindful of all assignment deadlines and due dates. If an assignment is missed or submitted after the due date, the instructor reserves the right not to accept the assignment. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments. Contact the instructor immediately if the assignment will be late.

Personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).

<http://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<http://www.britannicaalbion.com/topic/netiquette>

TAMUC ATTENDANCE

For more information about the attendance policy please visit the webpages below.

Attendance.

<http://inside.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://inside.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Undergraduate Student Academic Dishonesty Form](#)

<http://inside.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty](#)

<http://inside.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

Students With Disabilities - ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among

other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of any disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University Commerce

Velma K. Waters Library - Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityservices@tamuc.edu

Website: <http://www.tamuc.edu/student-disability-services/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill-11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M- Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M- Commerce campuses. Report violations to the University Police Department at 903- 886-5868 or 9-1-1.

A&M-Commerce Support Student's Mental Health

Counseling Center Services

The Counseling Center at A&M-Commerce is located in the Halladay Building, Room 203, offers counseling services, educational programming and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

Department Or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University e-mail and in Announcements. The instructor reserves the right to change the schedule if necessary and depending on the progress of the class. Students should follow the schedule outlined below VERY CAREFULLY to insure readings are completed as assigned and assignments are turned in on time.

Week #1:

Monday	<p>Read Chapter 1, Introduction and Chapter 2, Irrational Criminal Justice Policy</p> <p>Personal Introduction due by 11:00 PM, CST</p> <p>Chapter 1, Assignment Question, due 11:00 PM, CST. 1. What are the 3 goals of the textbook? Explain each.</p>
Tuesday	<p>Chapter 2, Assignment Question, due by 11:00 PM, CST. 2. What factors influence the creation of criminal justice policies and which ones matter the most? Why?</p>
Wednesday	<p>Begin research on your NEW, ORIGINAL Criminal Justice Policy focusing on the incident in Uvalde, Texas. The outline is due by 11:00 PM, CST, Thursday of week 1.</p>

Thursday	Work on the outline of your NEW, ORIGINAL Criminal Justice Policy focusing on the incident in Uvalde, Texas is due by 11:00 PM, CST, for instructor approval.
Friday	Policy Reading #1, answer due by 11:00 PM CST Clear, Todd R. (2001). "Criminology & public policy: A new journal of the American Society of Criminology." <i>Criminology & Public Policy</i> 1(1):1-3. Clear, Todd R. (2007). "Informing Public Policy." <i>Criminology & Public Policy</i> 6(4):633-641. What and why is the gap between policy and relevant research findings according to Dr. Clear?

WEEK #2:

Monday	Read Chapter 3, A Solution for Improving Criminal Justice Policy: Evaluation Research and Chapter 4, Needs Evaluations
Tuesday	Chapter 3 Assignment Question, due 11:00 PM, CST 3. What are the 5 types of research evaluation?
Wednesday	Chapter 4 Assignment Question, due by 11:00 PM, CST 4. How do you conduct a needs evaluation?
Thursday	Continue to work on the NEW, ORIGINAL Criminal Justice Policy, and research evaluation approach due by 11:00 PM, CST, Friday of week 5.
Friday	Policy Reading # 2. Answers due by 11:00 PM, CST. Alpert, Geoffrey P. (2007). "Eliminate race as the only reason for police-citizen encounters." <i>Criminology & Public Policy</i> 6(4):671- 678. Does the "Race of Places" influence police officer decision making? Does racial profiling lead to effective and efficient policing?

WEEK #3:

Monday	Read Chapter 5, Theory Evaluations and Chapter 6, Implementation Evaluations
Tuesday	Chapter 5, Assignment Question, due by 11:00 PM, CST. 5. What are the benefits of evaluating the theory of a criminal justice policy?
Wednesday	Chapter 6, Assignment Question, due by 11:00 PM, CST 6. How do you conduct an implementation evaluation?

Thursday	Continue to work on the NEW, ORIGINAL Criminal Justice Policy, and research evaluation approach due by 11:00 PM, CST, Friday of week 5.
Friday	Policy Reading # 3. Answers due by 11:00 PM, CST. Jones, Peter R., & Brian R. Wyant. (2007). "Target juvenile needs to reduce delinquency." <i>Criminology & Public Policy</i> 6(4):763-772. What are the 7 major domains that characterize child well-being? What is the impact of parental incarceration on juvenile offending? Do mentoring programs work? What issues confront juveniles coming home from incarceration?

WEEK #4:

Monday	Read Chapter 7 – Outcome Evaluations and Impact Evaluations
Tuesday	Chapter 7, Assignment Question, due by 11:00 PM, CST 7A. Explain outcome evaluations and impact evaluations and give 2 examples of each.
Wednesday	Continue to work on the NEW, ORIGINAL Criminal Justice Policy, and research evaluation approach due by 11:00 PM, CST, Friday of week 5.
Thursday	Continue to work on the NEW, ORIGINAL Criminal Justice Policy, and research evaluation approach due by 11:00 PM, CST, Friday of week 5.
Friday	Policy Reading # 4. Answers due by 11:00 PM, CST Ostrom, Brian J., & Roger A. Hanson. (2007). "Implement and use court performance measures." <i>Criminology & Public Policy</i> 6(4):799-806. What are different court management styles? What about the uniqueness of judges? Post program recidivism? Accountability? Indigent defendants? Sentencing guidelines?
Saturday	Critique Essay, Due by 11:00 PM, CST Choose only 1 of the 2 policies below to critique. What factors should be considered in evaluating the policy? You must cite the references and use APA format. <u>(1) Deterrence and Executions</u> Donohue III, John J. (2009). "The impact of the death penalty on murder." <i>Criminology & Public Policy</i> 8(4):795-801. Kovandzic, Tomislav V. et al. (2009).

	<p>Berk, Richard (2009). "Can't tell: Comments on 'Does the death penalty save lives?' <i>Criminology & Public Policy</i> 8(4):845-851.</p> <p>Rubin, Paul H. (2009) "Don't scrap the death penalty. <i>Criminology & Public Policy</i> 8(4):853-859. OR</p> <p><u>(2) After-School Delinquency Prevention Programs</u></p> <p>Capaldi, Deborah M. (2009). "Youth after-school programs: Time to involve the parents and community." <i>Criminology & Public Policy</i> 8(2):413-422.</p> <p>Bilchik, Shay. (2009). "The impact of after-school programs on middle-school students – policy implications." <i>Criminology & Public Policy</i> 8(2):423-429.</p>
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WEEK #5:

Monday	Read Chapter 8, Cost-Efficiency Evaluations and Chapter 9, Conclusion
Tuesday	Chapter 8 Assignment Question, due by 11:00 PM, CST 8. How is a cost-efficiency analysis conducted?
Wednesday	Chapter 9 Assignment Question, due by 11:00 PM, CST. 9. What do you believe are at least 3 primary problems in criminal justice today? How can the problems be solved?
Thursday	Policy Reading # 5. Answers due by 11:00 PM, CST. Walker, Jeffery T. (2007). "Eliminate residency restrictions for sex offenders." <i>Criminology & Public Policy</i> 6(4):863-870. Which states do not have registration requirements? What is Megan's Law? Are there unintended consequences to registration? If so, what?
Friday	NEW, ORIGINAL Criminal Justice Policy design and research evaluation approach focusing on the incident in Uvalde, Texas due by 11:00 PM, CST.

Note: Instructor intends to follow syllabus but reserves the right to make revisions as deemed necessary and appropriate and will notify students by email.