

Syllabus

CRJ-526: Criminal Justice Policy

Course Description

This course examines the design, implementation, and evaluation of policies and programs intended to bring about improvements in the structure and functioning of the criminal justice system. In this course, students will explore how viable policies and programs are generated and put into practice, specifically in law enforcement, courts and corrections.

Credit Hours: 3

Prerequisite Courses: None

Prerequisite Skills and Knowledge: None

Course Outcomes

Upon completion of this course you should be able to:

1. Discuss the influence of public policy within the criminal justice system.
2. Analyze the major models and goals of the criminal justice system.
3. Formulate effective criminal justice policies.
4. Evaluate present court, correctional and juvenile justice systems in the U.S.
5. Integrate Biblical Principles as they relate to criminal justice policy.

Course Textbook

Gau, J. M. (2019). *Criminal justice policy: Origins and effectiveness* (1st ed.). New York, NY: Oxford University Press.

Course Technology

- Web-camera for VideoNote
 - For assistance in using the Video Note tool, watch/read the following:
 - [Using Video Note](#)
 - [How to Post a Video Note in a Discussion \(PDF\)](#)

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95% - 100%	950 - 1000
A-	3.7	92% - 94.9%	920 - 949
B+	3.3	89% - 91.9%	890 - 919
B	3.0	85% - 88.9%	850 - 889
B-	2.7	82% - 84.9%	820 - 849
C+	2.3	79% - 81.9%	790 - 819
C	2.0	75% - 78.9%	750 - 789
C-	1.7	72% - 74.9%	720 - 749
D+	1.3	69% - 71.9%	690 - 719
D	1.0	65% - 68.9%	650 - 689
F	.0	0% - 64.9%	0 - 649

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the IWU Catalog.
<http://www.indwes.edu/catalog/2307.htm>

Letter Grade Equivalencies

Grade	Description of Work
A	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
C	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
F	Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Course Summary

Workshop	Discussions	Assignments	Total Points
Workshop One	3/90	1/60	150
Workshop Two	3/90	1/60	150
Workshop Three	3/90	1/60	150
Workshop Four	3/90	1/60	150
Workshop Five	3/90	1/60	150
Workshop Six	2/50	1/200	250
Course Totals	17/500	6/500	1,000

Number of Activities/Sum Point Totals

Course Assignments

Workshop One	Due Dates	Time	Points
1.1 Discussion: Biblical Wisdom	Post your initial response by the end of the fourth day of the workshop and your one response by the end of the workshop.	1 hour	10
1.2 Discussion: Punishment Theories	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40

1.3 Discussion: Constraints	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
1.4 Assignment: Political Factors	Due by the end of the workshop.	6 hours	60
Totals		15 hours*	150

Workshop Two	Due Dates	Time	Points
2.1 Discussion: Biblical Wisdom	Post your initial response by the end of the fourth day of the workshop and your one response by the end of the workshop.	1 hour	10
2.2 Discussion: Drug Policies	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
2.3 Discussion: Deterrence	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
2.4 Assignment: Drug Courts	Due by the end of the workshop.	6 hours	60
Totals		15 hours*	150

Workshop Three	Due Dates	Time	Points
3.1 Discussion: Biblical Wisdom	Post your initial response by the end of the fourth day of the workshop and your one response by the end of the workshop.	1 hour	10
3.2 Discussion: Rationale for Sex Offender Policy	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
3.3 Discussion: Alternative Policies	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
3.4 Assignment: Sex Offender Registry and Notification	Due by the end of the workshop.	6 hours	60
Totals		15 hours*	150

Workshop Four	Due Dates	Time	Points
4.1 Discussion: Biblical Wisdom	Post your initial response by the end of the fourth day of the workshop and your one response by the end of the workshop.	1 hour	10
4.2 Discussion: Gangs	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
4.3 Discussion: G.R.E.A.T.	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
4.4 Assignment: Gun Policy Evaluation	Due by the end of the workshop.	6 hours	60

	Totals	15 hours*	150
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Workshop Five	Due Dates	Time	Points
5.1 Discussion: Biblical Wisdom	Post your initial response by the end of the fourth day of the workshop and your one response by the end of the workshop.	1 hour	10
5.2 Discussion: Juvenile Justice	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
5.3 Discussion: Data Driven Policing	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
5.4 Assignment: Death Penalty/Wrongful Convictions	Due by the end of the workshop.	6 hours	60
	Totals	15 hours*	150

Workshop Six	Due Dates	Time	Points
6.1 Discussion: Biblical Wisdom	Post your initial response by the end of the fourth day of the workshop and your one response by the end of the workshop.	1 hour	10
6.2 Discussion: Rehabilitation	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop.	4 hours	40
6.3 Assignment: Criminal Justice Policy Case Study	Due by the end of the workshop.	6 hours	200
Survey/Quiz: End of Course Survey	Due by the end of the workshop for extra credit.	30 minutes	10**
	Totals	11.5 hours*	250

*These timings are based on estimations of average times to complete each assignment. Actual assignment completion times will vary.

Course Development Resources

Berman, J. (2006). Working toward the future: Why and how to collaborate effectively. *Corrections Today*, 68(5), 44-48.

Carter, D. (2005). The law enforcement intelligence function. *Law Enforcement Bulletin*, 74(6), 1-9. Castle, A. (2008). Measuring the impact of law enforcement on organized crime. *Trends in Organized Crime*, 11(2), 135-56.

Cunradi, C. Caetano, R. & Schafer, J. (2002). Socioeconomic predictors of intimate partner violence among white, black, and Hispanic couples in the United States. *Journal of Family Violence*, 17(4), 377-389.

Farrington, D. (2007). Advancing knowledge about desistance. *Journal of Contemporary Criminal Justice*, 23(1), 125-134.

Levin, B. (2007). Trials for terrorists: The shifting legal landscape of the post-9/11 era. *Journal of Contemporary Criminal Justice*, 23(2), 195-218.

Miller, L. (2004). Rethinking bureaucrats in the policy process: Criminal justice agents and the national crime agenda. *Policy Studies Journal*, 32(4), 569-88.

Muhlhausen, S., & Stephen, D. (2005). North American transnational youth gangs: Breaking the chain of violence. *Trends in Organized Crime*, 9(1), 38-54.

O'Shea, T. (2006). Physical deterioration, disorder, and crime. *Criminal Justice Policy Review*, 17(2), 173-187.

Petrosino, A. (2000). Well-meaning programs can have harmful effects! Lessons from experiments of programs such as Scared Straight. *Crime & Delinquency*, 46(3), 354-79.

Steen, S. (2007). When the policy becomes the problem: Criminal justice in the new millennium. *Punishment & Society*, 9(1), 5-26.

Wong, K. (2006). The USA PATRIOT Act: Some unanswered questions. *International Journal of the Sociology of Law*, 34(1), 1-41.

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information