

**CRM 701**  
**Criminal Justice Policy**  
**Fall 2018**  
**Course Syllabus**

**Professor:** Brett Garland  
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**Office Hrs:** I am currently serving as Department Head so I will be available roughly from 9a.m. to 5p.m. on most university business days. I should be very easy to contact and will make myself available if you need evening assistance as long as advance notice is given. You should always feel free to email me with any questions or concerns. If desired, you are welcome to set up an appointment to call me or meet with me in person.

**Course Description:**

This course takes a critical look at the construction, implementation, evaluation, and justification of criminal justice policy. Significant attention is given to methodological processes in determining policy and program effectiveness. The knowledge and skills gained from this course will provide students with an academically-rooted platform for developing and judging the appropriateness and effectiveness of criminal justice policies.

**Student Learning Goals:**

**Goal 1:** Learn and apply a multi-step evaluation approach for policy assessment and improvement, which will include considerations of policy need, theory, design, implementation, outcome, impact, and cost.

**Goal 2:** Perform an in-depth analysis of a criminal justice policy.

**Goal 3:** Engage in a collaborative, active-learning environment to enhance critical-thinking and problem-solving skills.

**Assessment:** Students will be assessed on their mastery of these goals through policy entries on discussion board (DB), peer review posts and reflections, and a final exam.

**Required Readings:**

Mears, Daniel P. (2010). *American Criminal Justice Policy*. New York: Cambridge University Press.

Additional class readings will be posted on the Blackboard site--most, but not all, of these will be optional readings. At various times, students will be required to view supplementary instructional tapings created by the instructor. During Week 14, an online training will be required on policies, procedures and guidelines established by the Institutional Review Board for effective and ethical research practice.

## **Course Requirements:**

**Policy Entries:** On multiple weeks, I will ask students to consider how various design and evaluation concepts relate to a specific criminal justice policy. During the first week of class, each student will identify a criminal justice policy or program that he or she would like to investigate and analyze throughout the course.

Specific instructions will be provided to guide students in the development of policy entries that will be posted on discussion board (DB). Each student will receive their own personal DB forum on the class Blackboard (BB) site for making policy entries titled by the relevant week (e.g., “Week 1 Entry”). As discussed below, other students will be able to comment on these posts. Each weekly entry must be written in a formal style similar to what you’d expect in an actual paper or journal article. This means the posts must be well-organized and free from grammatical and structural errors. Additional guidelines are posted on the class BB site.

**Peer Review Discussion:** On designated weeks, students will be required to respond to four of their classmates’ policy entries. Here students are critiquing the substance of another person’s post with an eye toward enhancing the evaluative capability of the policy analysis process. Comments should offer constructive and concrete feedback and help classmates refine and expand their entries. See the BB site for more specific details.

**Student Reflections on Peer Reviews:** During the peer discussion weeks, students are expected to genuinely reflect on their classmates’ perspectives and suggestions as provided through peer reviews. To demonstrate the depth of this reflection, students will submit summary reports on DB of how their classmates’ feedback has (or has not) motivated them to reconsider approaches and techniques expressed in their original policy entries.

**Final Exam:** Students will submit open-ended responses to questions that ask about the relevance, importance, and application of key components within the evaluation hierarchy described in Mears’ book. To prepare for this “take-home” final exam, I strongly recommend that you carefully review (and answer) the discussion questions at the end of each book chapter as you progress through the semester. Students will receive the instructions and questions for the final exam on December 4th and must submit their responses as a Word Document to my email address (BrettGarland@MissouriState.edu) by **11 P.M. on Wednesday, December 12**. Please note that I cannot extend this deadline given that final grades are due that following Monday.

**Course Grade:**

Your final grade will be calculated as follows:

<u>Evaluation Component</u>	<u>Total Possible</u>
Policy Entries (8 entries X 10 points each):	80
Peer Reviews (7 rounds X 5 points each):	35
Reflections (7 rounds X 5 points each):	35
Final Exam:	50

**Grading Scale:**

A	180-200
B	160-179
C	140-159
F	139 or below

**Schedule of Topics**

**WK 1: (8/20) Introduction to Course and Identify Policy Topics**

**WK 2: (8/27) Challenges of Constructing Criminal Justice Policy- Part 1**

**WK 3: (9/4) Challenges of Constructing Criminal Justice Policy - Part 2**

**Wk 4: (9/10) The Question of Need - Part 1**

**WK 5: (9/17) The Question of Need - Part 2**

**WK 6: (9/24) The Guiding Light of Theory - Part 1**

**WK 7: (10/1) The Guiding Light of Theory - Part 2**

**WK 8: (10/8) Creating the Right Design - Part 1**

**WK 9: (10/15) Creating the Right Design - Part 2**

**WK 10: (10/22) Putting Policy in Place - Part 1**

**WK 11: (10/29) Putting Policy in Place - Part 2**

**WK 12: (11/5) Does the Policy Work - Part 1**

**WK 13: (11/12) Does the Policy Work - Part 2**

**WK 14: (11/19) Institutional Review Board Online Training**

**WK 15: (11/26) Affordability and Practicality - Part 1**

**WK 16: (12/3) Affordability and Practicality - Part 2**

**WK 17: (12/10) Final Exam – Due on December 12**

**Course Jurisdiction:**

The course instructor has original jurisdiction over this class and may deny a student who is unduly disruptive the right to participate in this class. A disruption is defined here as anything that distracts the instructor or other students from the online learning experience. Class disruptions can involve (but are not limited to) making rude, insensitive, or threatening comments or using unprofessional language on discussion board. The course instructor may have a student administratively withdrawn from a course upon showing of good cause and with the concurrence of the department head. The appeals process in case of such administrative withdrawal shall be as stated in the academic regulations under “Grade Re-evaluation Based on Performance.”

**Academic Dishonesty:**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University’s academic integrity policy plus additional more-specific policies for each class. The University policy, formally known as the “Student Academic Integrity Policies and Procedures” is available online at [www.missouristate.edu/policy/Op3\\_01\\_AcademicIntegrityStudents.htm](http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm) and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

**Dropping a Class:**

It is your responsibility to understand the University’s procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the [Office of the Registrar](#) at 836-5520.

**Nondiscrimination Policy:**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office of Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor’s Department Head.

### **Disability Accommodation:**

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) ([www.missouristate.edu/disability](http://www.missouristate.edu/disability)), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

### **Cell Phone Policy (For Seated Courses)**

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

### **Emergency Response Statement (For Seated Courses)**

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.