PART I - Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: CRJU2361

Texas Common Course Number (TCCN Matrix): 2361

Course Title: Introduction to the Criminal Justice System

Course Catalog Description (Copy and paste from online catalog for existing courses):
An introductory course designed to familiarize students with the facets of the criminal justice system, the sub-systems and how they interrelate, processing of offenders, punishment and its alternatives, and the future of the criminal justice system. Credit 3.

Course Prerequisites: None

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: 2013)
☐ No

Number of Sections to be Offered per Academic Year: 20

Estimated Enrollment per Section: 50-120

Course Level (freshman, sophomore): freshman

Designated Contact Person (for follow-up communication purposes): Holly A. Miller

E-Mail Address: hmiller@shsu.edu

Phone: 4-1686

Approvals

Department Chair: ___________________________ Signature ___________________________ Date 10/22/12

Academic Dean: ___________________________ Signature ___________________________ Date 10/22/12
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: VIII. Social and Behavioral Sciences

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: CRJU2361, Introduction to the Criminal Justice System, introduces students to the discipline and systems of the main areas and science of the criminal justice system. The course examines the main tenets of the justice system, the function and purpose of each area, as well as the methods of how science and theory influence how the justice system operates in the courts, law enforcement, and corrections. Research in criminal justice addresses individual, group, and systems, community, and global aspects of justice.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Understand appropriate scientific methods that have helped shape our criminal justice system.

How will the objective be addressed (including strategies and techniques)?
Early in the semester the topic of research methods and empirically supported practices will be introduced to form the basis of how our criminal justice system (as well as global criminal justice systems) has been shaped and continues to evolve. Students will be introduced to the scientific method, with emphasis on experimental and correlational methods. Scientific inquiry will continue throughout the semester as studies are presented and discussed that provide the basis of criminal justice policy. (e.g., Minnesota domestic violence arrest studies to inform arrest policy).

Describe how the objective will be assessed: Embedded in exams, including the final exam, a series of questions will assess the student’s understanding of the basic methods that social scientists utilize to investigate the human condition as it relates to the criminal justice system.

Objective/SLO 2: Understand and be able to critique the theories, explanations, and solutions related to the criminal justice system and crime in general.

How will the objective be addressed (including strategies and techniques)?
Along with scientific methods and empirical investigation, the course will cover theories, explanations, and solutions for historical and contemporary social issues within the field of criminal justice. Criminal justice as a discipline operates from several theoretical perspectives. These perspectives examine behavior and systems differently. Domestic, as well as global...
theories and systems, will be discussed and presented in different formats (e.g., lectures, videos, scenarios, research articles) that will allow the student to differentiate and analyze differing points of view and explanations of crime. Additionally, criminal justice theories represent the importance of interactions among individuals, groups, institutions, and society. For example, the social bond theory posits that the more an individual is connected with their community and society, the less likely they are to engage in criminal behavior. Elements of social bonding include attachment to families, commitment to social norms and institutions (school, employment), involvement in activities, and the belief that these things are important.

Describe how the objective will be assessed: Embedded in exams, including the final exam, a series of questions will assess the student’s understanding and critique of domestic and global theories of crime and criminal justice system policy.

**Objective/SLO 3:** Students will be able to identify the effects of social, cultural, and global forces on our criminal justice system as well as different cultures and systems.

How will the objective be addressed (including strategies and techniques)?
Readings from the text and/or supplemental articles and presentations will allow the students to identify the effects of social, cultural, and global forces on criminal justice systems under study. Students will learn about the history of our criminal justice system, how it developed from previous cultural influence of English Common Law, and how systems were created and influenced by Ancient China and Pre-Modern Europe.

Describe how the objective will be assessed: Common embedded questions on exams will assess knowledge and ability to apply course material on the effects of personal, social, cultural, and global forces on the criminal justice system.

**Objective/SLO 4:** Students will obtain an understanding of their input, responsibility, and impact towards criminal justice policy and effectiveness and how to accurately obtain information through data sources/methods/research about our criminal justice system.

How will the objective be addressed (including strategies and techniques)?
Through lectures and readings, the students will gain an understanding of their role and influence/responsibility for our criminal justice system (e.g., criminal legislation, jury duty). Students will also learn how to obtain accurate information about our justice system through media and research information sources.

Describe how the objective will be assessed: Common embedded questions on exams will assess understanding and knowledge of each individual’s role in our democratic system and how to obtain accurate knowledge about our system.
Objective/SLO 5:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

   How will the skill be addressed (including specific strategies, activities, and techniques)?
   Students will be required to demonstrate knowledge of the importance of inquiry and critical analysis of criminal justice and social research and theory. Students will begin to think critically as they examine/discuss research and theory as it relates to criminal justice understanding and policy development.

   Students will be required to answer specific questions on exams that address their critical critique of research and theory as well as develop a research paper or presentation/argument outlining the empirical support (or lack thereof) for a contemporary criminal justice policy or practice (e.g., hot spot policing in reducing crime, the death penalty as a deterrent for violence, racial profiling) and their opinion of effectiveness.

2. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

   How will the skill be addressed (including specific strategies, activities, and techniques)?
   Students will be able to effectively communicate criminal justice research and policy via written, oral, and visual methods by choosing, discussing, writing a review, and presenting their findings and opinions to the class. Each student individually, or in groups, will decide upon a contemporary criminal justice policy or practice (e.g., death penalty, racial profiling, jury selection) research and discuss the findings, and prepare a brief to provide both written, oral, and visual presentation of their findings, analyses, and opinions. Depending on the size and format of the class, students may complete this work individually, in groups, or online.

3. **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

   How will the skill be addressed (including specific strategies, activities, and techniques)?
   Students will be introduced to research methods and data in the course. They will develop a basic understanding of empirical skills and the use of data to inform policy and procedures.
within the criminal justice system. Through both lecture, readings, and their own critical review of a contemporary criminal justice policy or procedure, each student will develop basic skills of analysis and empirical study to inform their own opinions and decisions within the field of criminal justice.

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?
5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?

Students will be introduced to and develop social responsibility through lectures, readings, and discussion pertaining to domestic and global criminal justice systems. The student will develop intercultural knowledge as it pertains to both historical and contemporary criminal justice systems and the differential effect on cultures within our own criminal justice system.

Students will develop knowledge and understanding of their individual influence and civic responsibility to effectively engage in our criminal justice system. This will be addressed through lectures, readings, discussions, and their critical review research paper, presentation, or group work.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. **Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to course and criminal justice</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Criminal Justice perspectives</td>
</tr>
<tr>
<td>Week 3</td>
<td>Types of crime; consequences of crime; measuring crime</td>
</tr>
<tr>
<td>Week 4</td>
<td>Criminal justice and social scientific methods</td>
</tr>
<tr>
<td>Week 5</td>
<td>Theory and causes of crime</td>
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<tr>
<td>Week 6</td>
<td>Criminal law, domestic and global</td>
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<tr>
<td>Week 7</td>
<td>Introduction to policing</td>
</tr>
<tr>
<td>Week 8</td>
<td>Contemporary policing issues</td>
</tr>
<tr>
<td>Week 9</td>
<td>Introduction to the court systems</td>
</tr>
<tr>
<td>Week 10</td>
<td>Contemporary court issues</td>
</tr>
<tr>
<td>Week 11</td>
<td>Introduction to corrections</td>
</tr>
<tr>
<td>Week 12</td>
<td>Contemporary corrections issues</td>
</tr>
<tr>
<td>Week 13</td>
<td>Global criminal justice systems</td>
</tr>
<tr>
<td>Week 14</td>
<td>Understanding and helping victims</td>
</tr>
<tr>
<td>Week 15</td>
<td>Juvenile Justice</td>
</tr>
</tbody>
</table>

2. **Attachments (Syllabus Required)**

Syllabus Attached? ☒ Yes ☐ No
I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
<th>Skill Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Component Areas</strong></td>
<td><strong>Critical Thinking</strong></td>
</tr>
<tr>
<td>Communication</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>✓</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
<td>✓</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>✓</td>
</tr>
<tr>
<td>American History</td>
<td>✓</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>✓</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>✓</td>
</tr>
</tbody>
</table>
Other Attached?  ☐ Yes  ☐ No  If yes, specify:
CRIJ 2361 -- Introduction to the Criminal Justice System

Instructor:
Office:
Phone:
E-mail:
Office hours:

Course Description
This course introduces the three main components of the criminal justice system—the police, courts, and corrections. Students are provided with necessary background information on crime causation and victimization, justice perspectives, and criminal law. This course focuses on: a) police organization, roles, responsibilities, and functions, b) court organization, processes, and outcomes, and c) forms of criminal punishment, including probation, intermediate sanctions, and incarceration.

Learning Objectives
College courses often have a variety of objectives for students to achieve and at times these learning objectives can become a bit overwhelming. Rather than focusing on an entire array of classroom objectives (which is nearly impossible to accomplish during a single semester), in this course we will focus more narrowly on a few specific (and very achievable) learning objectives:

1. *Gaining factual knowledge about various aspects of the criminal justice system.* After taking this course you should have a good understanding of important criminal justice terminology, classifications of crime types, trends in crime, and a general knowledge of the functioning of the system itself, and how research/theory inform justice system policy and procedure.

2. *Learning fundamental principles, perspectives, and theories related to the functioning of the criminal justice system.* After completing this course you should be aware of various perspectives that shape and influence the criminal justice system, including basic theories of crime causation, dominant perspectives about punishment, and many other perspectives regarding the function of the criminal justice system.

3. *Learning to apply course material to improve thinking, problem solving, and decision making.* This course will provide you with substantial information that will be applicable to understanding criminal justice in the real world, and in turn, will aid your thinking, problem solving, and decision making with regard to criminal justice issues and practice.
Required Text

Additional research articles will be required – but you will be provided the electronic reference or it will be placed online for downloading.

Student Responsibilities
Students are required to attend all classes, to read all assignments before they are due to be discussed in class, and to be prepared to discuss the reading assignments. I will be taking attendance every day in accordance with Academic Policy Statement 800401. Requirements for this course include taking all of the scheduled exams, participating in discussions, and completing a criminal justice policy/procedure brief and presentation.

Exams
There will be three exams in this course. They will consist of multiple-choice items and will cover lectures, readings, discussion, and video clips. Each exam will be worth 50 points.

Criminal Justice Policy/Procedure Brief and Presentation
Over the course of the semester you will select a criminal justice policy or procedure to research and review. This may be a United States criminal justice policy or a policy from another country. You will write a two page brief summarizing the evidence for and against this policy/procedure, what your opinion is, and present your findings in a power point presentation to the class. The brief is worth 40 points and the presentation 10 points.

Grading
Your final course grade will be based on a point system (breakdown below). Letter grades will be assigned to your appropriate percentage:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Exams are worth 50 points each X 3 = 150 points
Paper/Brief and presentation = 50 points
Total = 200 points

Lectures
Lectures will serve to elaborate upon and explain some of the more significant and/or difficult topics in the readings. Lectures will also supplement the readings by covering additional topics and by providing more in-depth extensions of topics. The lectures will often contain information that is not found in the readings, but you will be responsible for knowing on the exams. The power point slides will be placed on blackboard prior to the lecture for your convenience.
Student Absences on Religious Holy Days Policy
University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent him/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Disabled Student Policy
It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.
Services for disabled students: http://www.shsu.edu/~counsel/sswd.html

Academic Honesty
The Faculty of the College of Criminal Justice expects students to conduct their academic work with extra integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion – the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college. Academic dishonesty also includes directing another class member to sign your name on the roster when you do not attend class, as well as, signing the name of a classmate who did not attend class.

The University’s policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by Division of Student Services.
(Reference Section 5.3 of the SHSU Student Guidelines)

Food, Tobacco, and Apparel
Feel free to eat and drink in class. Don’t use tobacco. Please wear clothes.

Cellular Phones and Pagers
Both cellular phones and pagers must be turned OFF during class. If your job requires you to be on-call during class time, please see me for approval. If I see you texting in class I reserve the right to take your phone and read all of your messages. ☹ If I see you using your phone during an exam I’ll assume you are cheating and remove you from the exam. Here is the link for the University’s policy on electronic use in classrooms:
# Schedule and Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Summary</th>
</tr>
</thead>
</table>
| 1     | Introduction to the course  
|       | Introduction to the criminal justice and the science of criminal justice |
| 2     | Criminal justice perspectives  
|       | History of the criminal justice system from a global perspective |
| 3     | Types of crime  
|       | Measuring crime  
|       | Consequences of crime |
| 4     | Criminal justice and social scientific methods  
|       | Experimentation, correlation/causation, and policy implications |
| 5     | Theory and causes of crime  
|       | National and global influence of theory and perspective |
| 6     | Criminal law  
|       | Domestic criminal law  
|       | Global criminal law examples |
| 7     | Introduction to policing  
|       | Police investigations  
|       | Civic accountability |
| 8     | Contemporary policing issues  
|       | Civilian review boards/Civil liability |
| 9     | Introduction to the court system  
|       | European influence of American courts  
|       | Structure and function of the courts |
| 10    | Contemporary court issues |
| 11    | Introduction to corrections  
|       | Punishment and sentencing  
|       | Development of corrections |
| 12    | Contemporary corrections issues  
|       | Private prisons  
|       | Constitutional rights of prisoners  
|       | Rentry of prisoners |
| 13    | Global criminal justice systems |
| 14    | Understanding and helping victims  
|       | The impact of crime  
|       | The role of victims in crime |
| 15    | Juvenile justice  
|       | The development of juvenile justice  
|       | Youth crime in the United States |