

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
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 CONFIRMED _____
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 CATALOG _____

DEPARTMENT: CRIMINOLOGY AND CRIMINAL JUSTICE	COLLEGE: DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: CCJ 6485	CURRENT COURSE TITLE: PUBLIC POLICY MODELS
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2013	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: APPLYING CRIMINAL JUSTICE THEORY, RESEARCH, AND POLICY CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: APPLICATION OF KNOWLEDGE AND BEST PRACTICES BY FORMULATING, IMPLEMENTING, ANALYZING, AND EVALUATING A PROGRAM OR POLICY WITHIN A CRIMINAL JUSTICE AGENCY.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.

Faculty contact, email and complete phone number: Dr. Rachel Santos, rboba@fau.edu, 561-297-3240

Approved by: Department Chair: <u><i>John V. Mai</i></u> College Curriculum Chair: <u><i>E. Hume</i></u> College Dean: <u><i>Robert S. ...</i></u> UGPC Chair: _____ Graduate College Dean: _____	Date: <u>9/24/2012</u> <u>9/28/2012</u> <u>9/27/12</u> _____ _____	ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦Written consent from all departments affected by changes
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

APPLYING CRIMINAL JUSTICE THEORY, POLICY, AND RESEARCH
CCJ 6485: Spring 2013 (3 credits)
Florida Atlantic University, Criminology and Criminal Justice
Boca Raton Campus, SOC 385
Mondays 7:00 PM - 9:50 PM

Instructor: Dr. Mara Schiff
Office: Department of Criminology and Criminal Justice
Social Science Building, Second Floor
Phone/FAX: (954) 762-5638//cell: 954-599-5529 // FAX (954) 762-5673 or 5693
E-mail: MSCHIFF@FAU.EDU
Office Hours: Mondays and Tuesdays 4:00pm to 5:30pm or by appointment

COURSE DESCRIPTION

This course will entail the application of knowledge and best practices by formulating, implementing, analyzing, and evaluating a program or policy within a criminal justice agency. This course is an advanced examination of how and why reform occurs in justice systems. We will examine changes in the criminal justice system over time and in the context of environmental influences such as social movements, organizational and political forces, and community-based strategies. In addition, we will consider the impact of developments in technology, management and theory on criminal justice system reform. Case studies of successful and unsuccessful reform efforts will illustrate the effectiveness of different approaches, serving as a partial basis by which we can assess “what works” and why and how it does (or doesn’t). We will also examine the effectiveness and impact of different implementation strategies. The object of the course will be to identify common characteristics of reform that are instrumental in promoting or limiting systemic change. Most importantly, the goal of the course is to move your learning from the conceptual to the practical – you will take on a project that requires you assume a leadership position in effectuating justice system reform in your own area of specialization.

COURSE OBJECTIVES

The Capstone seminar will center around required readings and a potential student project dealing with a reform issue in one agency or subsystem. Readings will acquaint students with the history of reform efforts in the justice system, prospects for the system’s future, as well as with inter-organizational planning, coordination, and collaboration among justice agencies. Case studies of reform will be used to provide a critical understanding of both successful and unsuccessful reform efforts drawing on theoretical and policy knowledge from previous courses. In addition, those students who choose to engage in this course in a more dynamic and challenging way will conceive, develop, strategize and implement a reform effort in a criminal justice agency (this will be discussed further at the first class). In other words, you will have a choice of taking this course in either of two ways: in your head, *or* in your *experience*. For those who choose to have this course be experiential, we will work together on how to make that happen (and you’ll get a lot of guidance from me). In addition to knowledge of current and past reform efforts, students completing this course should be able to:

1. Identify common elements of successful and unsuccessful reform efforts using theory and research from the policy implementation, organization theory, and other literatures;
2. Critically analyze past and current reform efforts in criminal justice systems;

3. Describe various ways in which criminal justice functions as a "system," ways in which justice agencies function independently and discuss inter-organizational obstacles to system-wide planning and rational reform;
4. Develop skills and tools to analyze and implement reform within justice system agencies.

COURSE REQUIREMENTS AND GRADING SYSTEM

This course will be conducted in a seminar format. Thus, **first**, each student *must* complete readings prior to class and be prepared to *discuss and debate* the various issues addressed in each reading. **Second**, you will be required to complete three short papers (no more than seven pages each, double-spaced, not including references); the first will be on the theory and practice that has informed the reform project on which you have elected to focus this semester (i.e., a literature review); the second will be on the history of a specific reform effort (or the history of how it has occurred in your agency) and the how it has/has not been influenced by findings from prevailing literature in the field. This paper will also identify trends in technology, management or theory that have affected the reform effort you are studying. These two papers will involve synthesizing the literature and then applying it to the specific reform effort in which you are interested and will focus on this semester. The third paper will focus on identifying key stakeholders, issues, obstacles, relationships, successes etc. that are central to the project. Together, these papers will form the basis of your final paper and presentation; by the end of the semester you will add information about your specific project. This will enable you to be completing your paper throughout the semester, rather than cramming at the very end. It will also allow me to give you continual feedback throughout the semester.

Third, you will design a project on which your final paper and presentation will be based. Ideally, you will select an area of reform in the agency in which you currently work (for those of you not currently working, you may pair up with someone in an agency, or you may identify some organization in which you are or would like to become involved -- a community-based organization, a faith-based organization, a volunteer agency, or perhaps a graduate program in justice studies!); again, this will be further explored at the first class. The project will be informed by an extensive review of the literature in that area (which will inform your first short paper), emphasizing existing theory and practice in the area you have selected, and identifying how what you study matches what you see in practice, and how these might be reconciled where they don't seem to match. You should examine interorganizational implications (e.g., how reform in this area affects other criminal justice system agencies). You will be required to do some detailed analysis of how, why, why now, to what end, and for what purpose this reform is taking/should take place.

An important aspect of this course will be a "hands-on" experiential component which may take several forms. The goal of this project is to get out of the books and into practice. This experiential component will consist of *either*: 1) identifying a reform in your agency in which you either are already or could be involved; 2) identifying the history of the reform and the degree to which it has/has not been implemented consistent with prevailing theory and/or practice in the field (Papers 1 & 2); 3) identifying key stakeholders, issues, obstacles, successes, leaders, relationships, technological, managerial, structural and theoretical components (where relevant) (Paper 3); 3) identifying where and how you might be able to impact the future of this reform in your agency; 4) setting specific and measurable goals that you can accomplish to further this reform in your agency; 5) identifying and taking specific actions to further that goal.

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If you are not currently working in a justice agency, you have several options: you may choose another organization in which you are involved to implement a project; 2) you may do some volunteer work at a justice agency; 3) you may undertake an examination of a reform project that is currently occurring here in Broward or Palm Beach County and do an extensive study of that reform, including research, interviews and other "hands-on" practices. Don't panic – this will all occur with some very close coaching from me. We will also allow a fair amount of regular class time to discuss and explore and get feedback on these projects both from me and from one another.

The final paper *and presentation* will be comprised of your first three papers in addition to a detailed account of your experience with the reform effort you undertook. In addition, your conclusion should examine how this project fits into an overall blueprint for criminal justice system reform. You should be sure to address what was/was not successful about this project and why. What do you think worked? What did not? Why? What would you do differently in the future? What elements from your academic training and experience can you apply to this initiative? What would someone taking over this project now need to know? This is your opportunity to create a final product worthy of presentation and dissemination to justice system agencies. Final papers and presentations should take advantage of graphics displays, multimedia tools, and other creative display mechanisms. If you do not know how to do Power Point presentations and use other relatively sophisticated presentation materials, you should learn. You will present your project during the last two classes. Specifically, you will be evaluated as follows:

1. Short Papers- 45% (15% each)
 2. Extent of involvement in project (did you actual *do* the project?) - 10%
 2. Final Project Paper and Presentation - 25%
 3. Participation- 20%
- Total: 100%

REQUIRED READINGS

See course schedule for specific readings. In addition, you will be responsible for identifying further readings for your topic.

COURSE SCHEDULE

Week

Topic

Week 1

Introduction and Course Overview

ASSIGNMENT: Begin thinking about where and how reform is occurring in your agency or other organization in which you are involved; be looking for possible project options.

Week 2

History of Justice System Reform: Walker, Samuel. 1998. *Popular*

Justice: A History of American Criminal Justice. New York: Oxford University Press. Pp. 1- 111

- Week 3** **History of Justice System Reform:** Walker, Samuel. 1998. *Popular Justice: A History of American Criminal Justice*. New York: Oxford University Press. Pp. 112-179
ASSIGNMENT: Brief Description of Reform Project Topic Due
- Week 4** **a) History of Justice System Reform:** Walker, Samuel. 1998. *Popular Justice: A History of American Criminal Justice*. New York: Oxford University Press. Pp. 180-end
- Week 5** **PROJECT SESSION**
ASSIGNMENT: First Paper Due
- Week 6** **A Framework for Understanding Justice System Reform: Changes in Theory and Technology:**
Part I - THEORY
Tittle, C. 2000. "Theoretical Developments in Criminology." *Crime and Justice 2000 The Nature of Crime: Continuity and Change*. Washington, D.C.: National Institute of Justice.
http://www.ncjrs.org/criminal_justice2000/vol_1/02b.pdf
- Week 7** **A Framework for Understanding Justice System Reform: Changes in Technology, Infrastructure, Management and Theory**
Part II - MANAGEMENT
Bayley, David and Clifford Shearing. *The New Structure of Policing*
<http://www.ncjrs.org/pdffiles1/nij/187083.pdf>
- Week 8** **A Framework for Understanding Justice System Reform: Changes in Technology, Infrastructure, Management and Theory**
Part III: TECHNOLOGY
Brown, Maureen. 1999. "Criminal Justice Discovers Information Technology." *Criminal Justice 2000 The Nature of Crime: Continuity and Change*. Washington, D.C.: National Institute of Justice.
http://www.ncjrs.org/criminal_justice2000/vol_1/02e.pdf
Hart, Sarah. 2003. Making Prisons Safer Through Technology.
http://www.ojp.usdoj.gov/nij/sciencetech/aca/04_03.pdf
- Week 9** **PROJECT SESSION**
- Week 10** **What Drives Justice System Reform: Crime Prevention** Rosenbaum, D, A. Lurigio and R. Davis. 1998. *THE PREVENTION OF CRIME: Social and Situational Strategies*. Wadsworth. Pp. 1-122
ASSIGNMENT: Second short paper DUE
- Week 11** **What Drives Justice System Reform: Crime Prevention** Rosenbaum, D, A. Lurigio and R. Davis. 1998. *THE PREVENTION OF CRIME: Social*

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and Situational Strategies. Wadsworth. Pp.123-end

Week 12 Case Studies in Programmatic Reform: Juveniles Facing Criminal Sanctions: Three States That Changed the Rules. 1999. Office of Juvenile Justice and Delinquency Prevention Report. Located at: URL - <http://www.ncjrs.org/pdffiles1/ojdp/181203.pdf>

Week 13 Systemic Reform: Looking into the Future
Restorative Justice - Way of the Future or Misguided Idealism?
See www.restorativejustice.org and go through What is Restorative Justice, including the introduction, slideshow, tutorial, briefing paper. Explore all links on introduction page.
Find some literature that criticizes restorative justice and come to class prepared to discuss those criticisms and the pros/cons of a restorative strategy.

Week 14 Systemic Reform: Looking into the Future
Hermann, Susan. 2001. *Parallel Justice*. National Victim's Center.
Find and download from <http://www.ncvc.org/ncvc/main.aspx?dbName=DocumentViewer&DocumentID=32525> (linked on Bb site)
Executive Summary of the 9/11 Final Commission Report <http://www.9-11commission.gov/report/911ReportExec.pdf>
ASSIGNMENT: Third Short Paper Due

Week 15 PROJECT SESSION OR FINAL PRESENTATIONS

Week 16 FINAL PRESENTATIONS and final papers due

Grading: The grading scale is as follows:

93 – 100	A	73 – 76	C
90 – 92	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	59 – 0	F

Syllabus subject to change.

Regulation 4.001 Code of Academic Integrity. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of

these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

Continuation in the program requires satisfactory progress toward degree completion. Evidence of such progress includes maintenance of an overall 3.0 cumulative GPA. For each course, no grade lower than "C-" is acceptable to fulfill program requirements. Students who do not maintain the required 3.0 cumulative GPA are placed on academic probation during the semester immediately following the one in which their cumulative GPA dropped below 3.0. Failure to regain a 3.0 cumulative GPA within two successive semesters thereafter will result in dismissal from the program. Students may also be dismissed at any time that they are not making satisfactory progress toward completion of the degree.

The grade of "Incomplete" will be given only in the case of a serious, unanticipated, and documented emergency that prevents the student from finishing a small part of the course. If a majority of the course cannot be completed, the incomplete will not be given. The student must be passing the course in order to receive an incomplete. The work must be made up within the next semester or it will automatically convert to the grade received without credit for the incomplete work. "Incompletes" do not erase any grades already earned.

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); or in Jupiter, SR 110 (561-799-8010)– and follow all OSD procedures.

Recording of classes will not be allowed without permission from the professor or as part of disabilities requirements.



Approved by:	Date:
School Director: <u>William V. Khai</u>	<u>9/24/2012</u>
College Curriculum Chair: <u>[Signature]</u>	<u>9/28/2012</u>
College Dean: <u>[Signature]</u>	<u>9/27/12</u>
UGPC Chair: _____	_____
Graduate College Dean: _____	_____

To: Graduate Programs Committee University

From: Dr. Khi Thai, Director, School of Criminology and Criminal Justice
Contact Person: Dr. Rachel Santos, Graduate Coordinator

RE: Forms and Syllabi for Course Name and Course Description Changes

Date: September 20, 2012

In Spring 2012, the School of Criminology and Criminal Justice revised its Masters of Science in Criminology and Criminal Justice (MSCCJ) program with full approval from all levels of the university. However, due to time constraints, syllabi were not prepared for seven of the courses for which changes were necessary to only their names and/or their course descriptions.

Thus, this packet contains the forms and the required syllabi for only those seven courses that still require their names and/or descriptions to be changed to match the rest of the program changes that have already been approved. Note that the course descriptions have been changed primarily to match the new course name and adhere to the required three line maximum for the university catalog. The substance of the courses has not been changed.

The following are a list of the courses with their original course numbers that have not been changed and their NEW names that are being proposed for change. A note in [brackets] highlights the necessary changes for a particular course.

1. CCJ 6056 Understanding Criminal Behavior [Name and Course Description Change]
2. CCJ 6902 Criminal Justice Research and Policy Foundations [Name and Course Description Change]
3. CJC 6021 Correction Research, Policy, and Practice [Name Change Only]
4. CJJ 6046 Juvenile Justice Research, Policy, and Practice [Name Change Only]
5. CCJ 6142 Restorative Justice Research, Policy, and Practice [Name and Course Description Change]
6. CCJ 6456 Leadership in Criminal Justice Agencies [Name and Course Description Change]
7. CCJ 6485 Applying Criminal Justice Theory, Research, and Policy [Name and Course Description Change]