

CRIM 101 Crime and Justice Systems CrsRvs-2019-09-09

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the bracketed text in the proposal name to match one of the following naming formats. **You should remove the brackets as you do so.**

- For a course revision proposal: **SWST 201 Sidewalk Construction and Planning-CrsRvs-2019-09-02**
- For a course deletion proposal, you may modify the page code: **SWST 217 Construction of Cobblestone Sidewalks-CrsDel-2019-09-02**
- For a course revision that includes a new request for distance education approval, you may modify the page code: **SWST 440 Computer-Aided Sidewalk Design-CR/DE-2019-09-02**

Note - you generally do not need to request DE approval again if the course is already on the approved list: [CLICK HERE TO SEE ALL APPROVED DE COURSES](#)

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (*not EDIT*) and start completing the template. When exiting or when done, click "**SAVE**" (*not Save Draft*) on bottom right

When ready to submit click on the **Page Status** link next to the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

| | | | |
|-----------------------------------|----------------------------------|------------------------|--------------|
| Proposer* | John Lewis | Proposer Email* | mfyj@iup.edu |
| Contact Person* | John Lewis | Contact Email* | mfyj@iup.edu |
| Proposing Department/Unit* | Criminology and Criminal Justice | Contact Phone* | 724 357 7740 |

| | |
|----------------------|---------------------|
| Course Level* | undergraduate-level |
|----------------------|---------------------|

| Course Revisions | |
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| (Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A) | |
| Category A: | Category B: |
| catalog_desc_change | <p>course_revision</p> <p>liberal-studies</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>Check the APPROVED DE Course List - ON THE I-WIKI DOCUMENTS PAGE <i>before</i> completing the Distance Education (DE) section. If the course is already approved for Distance Education, you DO NOT need to do another DE proposal.</p> |

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| Rationale for Proposed Changes (All Categories) |
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| <p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p> | <p>Course revised to align student learning outcomes to the Liberal Studies EUSLO and to include assessment. The catalog description is being updated to match the current catalog style.</p> |
| <p>(B) University Senate Summary of Rationale*</p> | <p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>Course revised to align student learning outcomes to the Liberal Studies EUSLO and to include assessment. The catalog description is being updated to match the current catalog style.</p> |
| <p>(C) Implications of the change on the program, other programs and the Students:*</p> | <p>None</p> |

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| Current Course Information* | |
| Category A | |
| (D) Current Prefix* | CRIM |
| Proposed Prefix | |
| (E) Current Number* | 101 |
| Proposed Number | |
| (F) Current Course Title* | Crime and Justice Systems |
| Proposed Course Title | |
| (G) Current Prerequisite(s) | None |
| Proposed Prerequisite(s) | <p><i>Note: if the current prerequisite is being dropped, you must state that clearly here: "Prerequisite is being changed to none." If it is being kept, you should repeat it here. <u>Please do not leave either prerequisite field blank.</u> If both the current and proposed rerequisites are 'none', please write 'none' in both boxes.</i></p> |
| (H) Current Catalog Description | <p>Introduces the eld of criminology through the examination of historical data, statistical information, theories of criminal causation, social control of behavior, development of laws, evaluation of criminal justice system policies, procedures, and trends. Students learn the terminology of the eld, gain an awareness of the methods of inquiry utilized in the eld, and have the opportunity to examine personal attitudes and values regarding crime and responses to crime.</p> |
| Proposed Catalog Description | <p>Introduces the eld of criminology through the examination of historical data, statistical information, theories of criminal causation, social control of behavior, development of laws, evaluation of criminal justice system policies, procedures, and trends. Emphasizes terminology of the field, an awareness of the methods of inquiry utilized in the eld, and examination of personal attitudes and values regarding crime and responses to crime.</p> |
| <i>If changing Category A, no further action required.</i> | |
| Category B (if no change, leave blank) | |
| <p>(I) Repeatable Course</p> <p>This is only required for a course that can be repeated multiple times, such as an Independent Study or Internship. It does <u>not</u> refer to the D /F repeat process.</p> | <p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p> |
| Proposed Repeatable Course | <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p> |

| <p>(J) Number of Credits</p> | <p>Class Hours per week:3 Lab Hours:0 Credits:3</p> | | | | | | | | | | | | | | |
|---|--|---|--|-------|---------|-------------------------|---|---|-----------------------------------|---|--|---|---|---|-----------------------------------|
| <p>Proposed Number of Credits</p> | <p>Class Hours:Lab Hours:Credits:</p> | | | | | | | | | | | | | | |
| <p>(K) Current Course Student Learning Outcomes (SLOs)</p> | <p>1) Recognize the origin, development, and maintenance of the U.S. Criminal Justice System (CJS). 2) Assess the trends in crime in the United States. 3) Identify the tension between public safety and civil liberties and the role that the criminal justice system plays in these opposing and important goals. 4) Explain major ethical issues related to the administration of justice in the United States for example, plea-bargaining, police misconduct, and punishment of offenders. 5) Assess various models of criminal justice and consider the impact that each has on those employed in the criminal justice system and the individuals who are processed through the system.</p> | | | | | | | | | | | | | | |
| <p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p> | <p>Note that the text box in the table expands</p> <table border="1" data-bbox="488 705 1487 1031"> <thead> <tr> <th data-bbox="488 705 578 779">SLO #</th> <th data-bbox="578 705 1297 779">Outcome</th> <th data-bbox="1297 705 1487 779">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 779 578 852">1</td> <td data-bbox="578 779 1297 852">Recognize the origin, development, and maintenance of the U.S. Criminal Justice System (CJS).</td> <td data-bbox="1297 779 1487 852">Class activities and examinations</td> </tr> <tr> <td data-bbox="488 852 578 940">2</td> <td data-bbox="578 852 1297 940">Assess the trends in crime in the United States.</td> <td data-bbox="1297 852 1487 940">Class activities and out of class assignments</td> </tr> <tr> <td data-bbox="488 940 578 1031">3</td> <td data-bbox="578 940 1297 1031">Identify the tension between public safety and civil liberties and the role that the criminal justice system plays in these opposing and important goals to include major ethical issues.</td> <td data-bbox="1297 940 1487 1031">Class activities and examinations</td> </tr> </tbody> </table> | | | SLO # | Outcome | How outcome is assessed | 1 | Recognize the origin, development, and maintenance of the U.S. Criminal Justice System (CJS). | Class activities and examinations | 2 | Assess the trends in crime in the United States. | Class activities and out of class assignments | 3 | Identify the tension between public safety and civil liberties and the role that the criminal justice system plays in these opposing and important goals to include major ethical issues. | Class activities and examinations |
| SLO # | Outcome | How outcome is assessed | | | | | | | | | | | | | |
| 1 | Recognize the origin, development, and maintenance of the U.S. Criminal Justice System (CJS). | Class activities and examinations | | | | | | | | | | | | | |
| 2 | Assess the trends in crime in the United States. | Class activities and out of class assignments | | | | | | | | | | | | | |
| 3 | Identify the tension between public safety and civil liberties and the role that the criminal justice system plays in these opposing and important goals to include major ethical issues. | Class activities and examinations | | | | | | | | | | | | | |

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| <p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p> | <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>1. Criminal Justice System Overview</p> <ul style="list-style-type: none"> • What is Criminal Justice? • The Crime Picture • Criminal Law – Social Contract – Deterrence Theory <p>Exam 1</p> <p>2. Policing</p> <ul style="list-style-type: none"> • Purpose & Organizations • Policing: Legal Aspects • Policing: Issues & Challenges <p>Exam 2</p> <p>3. The Courts</p> <ul style="list-style-type: none"> • US Bifurcated Court System • Criminal/Civil • Federal/State • Adult/Juvenile • Specialty Courts (drug, DUI, female, etc.) • The Courtroom/Trial • Sentencing <p>Exam 3</p> <p>4. Corrections</p> <ul style="list-style-type: none"> • Probation • Parole • Community Corrections • Prison & Jails • Prison Life <p>5. Juvenile Justice</p> <ul style="list-style-type: none"> • Chicago Courts • Legal Issues and Select Court Decisions • Transfer – Juvenile to Adult <p>Exam 4</p> |
| <p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p> | <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> |

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

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| If Completing this Section, Check the Box to the Right: | NOTE: you must check this box if the Course has previously been approved for Distance Education |
| Course Prefix/Number | |
| Course Title | |
| Type of Proposal | <i>See CBA, Art. 42.D.1 for Definition</i> |
| Brief Course Outline | <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> |
| Rationale for Proposal (Required Questions from CBA) | |
| How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline? | |
| For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies. | |
| How will the instructor-student and student-student interaction take place? (if applicable) | |
| How will student achievement be evaluated? | |
| How will academic honesty for tests and assignments be addressed? | |

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

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| If Completing this Section, Check the Box to the Right: | NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies |
| | liberal-studies |

Liberal Studies Course Designations (Check all that apply)

Learning Skills:

Knowledge Area:

social_science

Liberal Studies Elective

Please mark the designation(s) that apply - must meet at least one

Expected Undergraduate Student

Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

Learning Outcomes

(EUSLOs)

Map the Course Outcome to the

EUSLO's

| Informed Learners demonstrate: | Course SLO # |
|--|---------------------|
| <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds | |
| <ul style="list-style-type: none"> The aesthetic facets of human experience | |
| <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives | 1 |
| <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures | |
| <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities | |
| <ul style="list-style-type: none"> the interrelationships within and across disciplines | 2 |
| Empowered Learners demonstrate: | Course SLO # |
| <ul style="list-style-type: none"> effective oral and written communication abilities | |
| <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies | |
| <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools | |
| <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources | |
| <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action | |
| <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups | 3 |
| <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation | |

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| | <ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas | |
| | Responsible Learners demonstrate: | Course SLO # |
| | <ul style="list-style-type: none"> intellectual honesty | |
| | <ul style="list-style-type: none"> concern for social justice | 3 |
| | <ul style="list-style-type: none"> civic engagement | |
| | <ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world | 3 |
| | <ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others | |

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| <p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p> | <i>Narrative on how the course will address the Selected Category Content</i> | |
| | Course SLO # | Assessment Tool to be used to measure the outcome |
| | 1 | Class activities and examinations |
| | 2 | Class activities and out of class assignments |
| | 3 | Class activities and examinations |

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.


Please answer the following questions.

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| <p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p> | <p>All sections offered under the rubric of the proposed CRIM 101 will include perspectives, experiences, and contributions of women (i.e., Adler, Chesney-Lind, Glueck, Homey, McCord, Millett, Moffitt, Naffine, Petersilia, Rafter, Zahn, etc.) as well as racial and ethnic minorities (i.e., Brown, Du Bois, Gabbidon, Frazier, Georges-Abeyie, Hawkins, Mann, Wells-Barnett Wilson, Work, and Young) [See course outcomes 1-3]. Methods of study such as statistical analysis, cohort studies, self-report surveys, victimization reports, individual case studies, participant observations, etc., will be introduced. Examples of research that have influenced crime control policies will be employed to demonstrate the impact of and necessity for research; often these examples will be drawn from comparative perspectives such as race, gender, culture, age, and economic status differences.</p> |
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| <p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p> | <p>The reading and use by students of a least one or more substantial works of fiction and nonfiction in addition to a text is a requirement for this course (see Syllabus, Roman Numeral VII for required course material — the non-text reader will be selected by individual course instructors).</p> <p>VII. Required Course Material</p> <p>(Text) Schmallegger, F. (2017). Criminal justice: A brief introduction (12th ed.). Boston: Pearson, Prentice-Hall.</p> <p>(Non-Text) Beccaria, C. (1986). On crimes and punishments. (D. Young, Trans.), Indianapolis, IN: Hackett Publishing Company. (Original work published 1764).</p> <p>Supplemental articles will be assigned throughout the semester and distributed in class or made available on-line.</p> |
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

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| <p>If Completing this Section, Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p> |
| <p>Course Designations:</p> | |
| <p>Key Assessments</p> | |
| <p>Narrative Description of the Required Content</p> | <p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  <p><i>How the proposal relates to the Education Major</i></p> |

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>