

Graduate Course Change/Removal Proposal

Form Procedure

- **To share the form** with others prior to Submitting choose the **Save Progress** option at the bottom.
- **Create a PDF** of the saved form go to Print and choose **Save as PDF** copy rather than print.
- **To access the saved form** for editing or to finalize submission visit forms.fitchburgstate.edu to log in and view your Pending/Drafts under My Forms.

This proposal seeks to have the following effect on courses in the catalog. * Removal of course(s)
 Change to a course

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

* Kristine Artello

Members of the Graduate Curriculum Committee:

David Weiss, Program Chair
Richard Wiebe, Department Chair
Randall Grometstein
Eileen Kirk
Kristine Artello

Department / Unit Developing: * Behavioral Sciences

Department Chair: * Dr. Richard Wiebe * rwiebe@fitchburgstate.edu

Academic Dean : Dr. Sara Levine slevine@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.
* Yes
 No

Graduate Program * Master of Science in Criminal Justice

The above program would be responsible for scheduling, staffing & assessing this course.

Course Change Information

Course Title: * Advanced Policy Seminar

Existing Banner Abbreviation: * Adv Policy Seminar

Proposed Banner Abbreviation: * Justice In Action

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Extended Campus Course? * Yes
 No

Course Revision & Rationale

Nature of the Course Revision:

- Level
- Credits
- Prerequisites
- Additional Requirements
- Title
- Description
- Other (Please Specify):

Course Revision Details

Please provide current and proposed versions

* Existing Course title and description: CJ 8150 Advanced Policy Seminar --This course combines a seminar-style overview of

public policy theories and the policy-making process, including research, analysis, recommendation(s), implementation, and evaluation, along with a clinical approach to gaining experience working as a research team member.

Revised Course title and description: CJ 8150 Justice in Action: This course applies theoretical framework to understand how justice or injustice occurs through the implementation and exercise of power by the police, courts and corrections. In particular, this course explores what has worked well, what has not worked, and what might work in the three areas of the justice system.

Rationale and expected outcomes of course change.

*The students do not find policy as an exciting title to take. By focusing on the action, students can engage in a more focused policy discussion around philosophical issues of justice, mercy, and responsibility.

How does this change affect the departments Learning Outcomes for the program? List any changes that need to be made.

NA

Course Syllabus

A syllabus is required when there is a change that impacts 50% or more of the current course content and curriculum or there is a change to the format of the syllabus that is outside of the University guidelines for graduate syllabi.

New Course Syllabus Upload:

CJ 8150 Revised.docx

Signatures

...3631323537

Kristine Artello

Requester Signature

02/25/2025

Date

...3037343333

Richard Wiebe

Department Chair Approval

02/27/2025

Date

...3934373338

Sara Levine

Academic Dean Signature

02/28/2025

Date

...3032353339

Becky Copper Glenz

SGOCE Dean Signature

02/28/2025

Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President

Date

SGOCE Dean Initials

Date

Reviewed by the Registrar:

Date

Fitchburg State University
Master of Science in Criminal Justice Program
Professional Studies & Police Program Concentrations

CJ 8150
Justice in Action
Spring 2026
Credit Hours: 3.0

Dr. Kristine Artello, JD, MSW
kartello@fitchburgstate.edu
Text: (724) 980-8129
Class: Online
[Appointment Calendar](#)

Course Description

This course applies theoretical framework to understand how justice or injustice occurs through the implementation and exercise of power by the police, courts and corrections. In particular, this course explores what has worked well, what has not worked, and what might work in the three areas of the justice system.

Course Objectives

Upon completion of this course, the student should have the knowledge and an understanding to complete the following:

- Apply public policy theories as appropriate to policing, courts, and corrections.
- Identify data sources, research, analysis, recommendation, implementation, and evaluation related to criminal justice policies.
- Examine and articulate the myriad of policy challenges endemic to the CJ world, from broad questions faced by community leadership stakeholders to narrowly focused policies of the CJ system's bureaucrats.
- Demonstrate how to research, write, and complete a public policy research project/white paper and work through the typical problems encountered in conducting policy analysis within a limited timeframe and budget.
- Compare and contrast public policy theories applicable to the CJ system.
- Intelligently explicate what has happened in the world of CJ policy over the past 20+ years (from 9/11 to today).
- Efficaciously conduct CJ policy research in a "real-world" case study/scenario, and produce a written, professional policy report with recommendations.

Required Text

Criminal Justice Policy, by Mallicoat and Gardiner (eds.), Sage Publications, Inc., 2014. (See Blackboard for more information on the readings.)
Additional readings will be posted on BB.

Course Structure

Each week (except midterm and finals), you will have lectures, readings, and an assignment due. Each week, you will have a task list to help you navigate the course. The lectures are captured using [ScreenPal](#). The recorded lectures are mp4 files. I will also have weekly office appointments available. You can make an appointment via [this calendar](#). Written assignments should be turned in using doc or docx files only. Discussion Board posts and replies must be posted directly on BB. Please do not upload a document with your posts and replies. The majority of the assignments are due on Thursdays by 11:59 pm ET. Replies for discussion board posts are due on Sundays by 11:59 pm ET.

Grading

The course grade will be based on various graded activities, from discussion boards, quizzes, journal entries, midterm, and final projects.

| Type of Assignments | Total Point Value | Weeks Due |
|---------------------|-------------------|------------------|
| Quizzes | 20 | 2, 12 |
| Discussion Boards | 30 | 3, 5, 11 |
| Journal Entries | 50 | 4, 6, 9, 10, 13, |
| Presentation | 30 | 14 |
| Midterm | 40 | 8 |
| Final | 50 | 15 |
| Total Points | 230 | |

Fitchburg State University Graduate Grading Scale:

| Fitchburg State Grade | Letter Grade Equivalency | 100% Point Equivalency | Point Values |
|-----------------------|--------------------------|------------------------|---------------|
| 4.0 | A | 95 - 100 | 218.50-230 |
| 3.7 | A- | 92 - 94 | 211.60-218.49 |
| 3.5 | A- / B+ | 89 - 91 | 204.70-211.59 |
| 3.3 | B+ | 86 - 88 | 197.80-204.69 |
| 3.0 | B | 83 - 85 | 190.90-197.79 |
| 2.7 | B- | 80 - 82 | 184.99-190.89 |
| 2.5 | B- / C+ | 77 - 79 | 177.10-184.98 |
| 2.3 | C+ | 74 - 76 | 170.20-177.09 |
| 2.0 | C | 71 - 73 | 163.30-170.19 |
| 0.0 | F | 0-70 | 0-163.29 |

ASSIGNMENTS

Assignments are mostly due on Thursdays by 11:59 pm ET. All assignments are available from the beginning of the course. You can work ahead if you know that you need to be away from the course. If you have any questions, please do not hesitate to email me or make an appointment to see me. These assignments are designed to have you practice your critical thinking, writing, and analysis skills while diving more deeply into the course materials.

Quizzes

Quizzes will be based on the course readings, BB information, and lectures. The quizzes consist of 10 objective questions each that you will have 15 minutes to answer. You may use your notes and readings. You may not search the internet or ask someone for answers. You will only have one opportunity to complete the quiz. Please ensure that you have a hardline connection to the internet. The timed nature of the quizzes will not allow one to find each answer. It is recommended that you read the chapters closely, watch the recorded lectures, and study the materials before taking the quizzes.

Discussion Boards:

For each discussion board, each response to each question should be about 400 words, for a total weekly response of a minimum of 1,200 words. (This works out to roughly a 3 pp. typed, double-spaced paper.) Your original post is due on Thursdays by 11:59 pm, and replies are due by Sundays at 11:59 pm. You are expected to lead the conversation on your thread—meaning that you will reply to others who respond to your post no later than 24 hours from their replies. The purpose of this assignment is to have student interactions to increase your learning. You will respond to 2 students' posts for acceptable work. For exemplary work, you will respond to at least 5 individuals.

Discussion Board Posts and Replies

As noted above, answers should have an approximate word response of 400 words per question, for a total weekly minimum word count of 1,200 words, with answers posted to Blackboard by the due date noted below. In addition to merely “answering” each question, you may:

- Build on something the author(s) said
- Explain why and how you see things differently from the text
- Pose your own probing or clarifying question(s) and/or point out the reading's lack of evidence
- Share an insight or validate an idea from your own personal experience
- Offer up a reaction or opinion but support it with evidence and not just “thoughts” or “feelings” (Example: “The evidence shows ABC; therefore, based on the evidence, I believe XYZ to be true.”)

Journal Entries

Journal entries are opportunities for you to reflect on and delve deeper into the how and why of policy making, evaluation, and your own reasoning. Research has shown that students who delve deeply into their own thinking have deeper learning. For each journal assignment, you choose a journal article from the chapters covered and will answer the question(s). The expectation is that they will range from 500 to 1200 words in total for each entry. The answers should focus on how the authors assess the impact of the policy/program/law and what factors they choose to measure.

Presentation

The presentation will be based on your final project. You will present the policy plan, implementation, and evaluation structure. You should record your presentation between 5 to 7 minutes. I recommend that you use [ScreenPal](#).

Midterm

In 5 pages, you will identify a failed or flawed criminal justice program/policy and answer the following questions:

- 1) What are the program/policy goals?
- 2) How did the program/policy fail?
- 3) How did the evaluation show the failure?

Final Policy Proposal

In 6-8 pages, you will set out the policy/program initiative. To do so, you will address the following:

- 1) What are the program/policy goals?
- 2) How will they be achieved?
- 3) How will you measure to see if they were attained? (Program/Policy evaluation

Grading Rubrics

| <i>Discussion Board and Journal Questions Grading Rubric</i> | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exemplary (10 Points) | Acceptable (8-9 Points) | Unsatisfactory (7 and less Points) |
| Response is original, thought-provoking, and stimulates inquiry and investigation; it demonstrates a critical and thoughtful understanding of the topic and brings the discussion to a higher level of inquiry and investigation | Response is acceptable but does not consistently demonstrate higher order thinking; it demonstrates a basic understanding of the topic and brings the discussion to a higher level of inquiry | Response is vague, incomplete, or demonstrates a low level of thinking: it demonstrates a lack of understanding of the topic, is superficial, or does not demonstrate critical understanding |

Midterm and Final Grading Rubric

| Criteria Midterm/Final | Exceeds Expectations (40/50 points) | Meets Expectations (32/40 points) | Needs Work (28/35 points) | Not Yet Competent (24/30 or less points) |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Program/Policy Identification* (20%) | Demonstrates exceptional knowledge of relevant programs or policies and differentiates from other areas, e.g., political movements, rhetoric, etc. | Demonstrates advanced knowledge of relevant programs and policies and differentiates between program and policy. | Demonstrates some knowledge of relevant programs and policies and differentiates between program and policy. | Demonstrates minimal/basic knowledge of relevant programs and policies and differentiates between program and policy. |

| Criteria Midterm/Final | Exceeds Expectations (40/50 points) | Meets Expectations (32/40 points) | Needs Work (28/35 points) | Not Yet Competent (24/30 or less points) |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analysis* (50 %) | Paper goes beyond the assignment to address all questions asked and provides evidence in new contexts or in particularly thoughtful, insightful, and/or original ways Paper shows a nuanced grasp of planning for policy and programs and the ability to integrate the course materials seamlessly into the analysis. | Paper fully meets the parameters of the assignment but does not exceed them (or...) Paper demonstrates a good grasp of differences between policies and programs and applies materials from the course. | Paper does not address some aspects of the assignment (or...) Paper demonstrates a somewhat shaky grasp of differences between policies and programs. Paper uses the course materials minimally and does not integrate them into the analysis. | Paper does not address the assignment (or...) Paper does not appear to understand the differences between policies and programs and does not use any course materials. |
| Structure Organization (15%) | The organization of paper as a whole is logical and quickly apparent (and) Connections among paragraphs are clearly articulated (and) Transitions between paragraphs are smooth (and) Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and persuasively, and internal transitions are smooth | Organization of paper as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively In all but a few cases, the paragraph's point is expressed in a clear topic sentence | Organization of the paper as a whole can only be discerned with effort (or...) Not all parts of the paper fit the organizational structure (or...) Not all the parts of the paper are effectively integrated. In a number of paragraphs, there is not a distinct or coherent point (or) Topic sentences are missing or unclear in a number of paragraphs | Organization of the paper as a whole is not logical or discernable (or...) The paragraphs were not used well to organize the paper. |
| Citation (8%) | Paper is clean and appropriately formatted (and) Writer uses no quotes and instead properly paraphrases the course materials and other materials while providing proper citations | Writer uses paraphrased and quoted materials Materials are all properly attributed and cited | In a few places, quotes are used, and all quotes are properly attributed with page numbers. Not all paraphrased materials though not attributed in proper APA 7 th edition format | Quotes are frequent, or not attributed or paraphrased materials improperly cited or not cited at all |
| Clarity Grammar (7%) | There are no incomplete or run-on sentences (and) There are virtually no spelling or grammatical errors. | There are a few minor spelling or grammatical errors. | There are a number of spelling and grammatical errors | Paper is unacceptably sloppy |

*You must identify a program or policy for the analysis to be graded.

You must answer the questions asked in the midterm and final clearly and concisely.

Digital Presentation Grading Rubric

| Criteria | Exceed Expectations | Meets Expectation | Needs Work | Not Yet Competent |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------|
| Point Value | 30 | 24 | 21 | 19 |
| Program/Policy | Program/Policy articulated in a sophisticated and nuanced manner | Program/Policy explanation is present and good | Program/Policy is present but needs clarification | Program/Policy is unclear |
| Evidence & Evaluation Plan | Evidence and evaluation plan well-used and explained | Evidence and evaluation plan were used to support | Some evidence and plan were presented but needed more | Evidence or plan were unclear or missing |
| Organization and Visuals | Well done, explicit, and easy to follow for the audience | Presentation had three-part structure as expected and the audience followed along well | Introduction and conclusion are clear but confusion in between | Unclear |
| Application and language choice | Excellent and nuanced application of course materials to the case study and used correct terminology and language | Professional and appropriate terminology | Professional but lacks grasp on terminology | Poor vocabulary |

Pedagogy

This is a graduate-level course with a heavy emphasis on weekly readings and writing.

Academic Coaching and Tutoring Center

The Academic Coaching and Tutoring Center offers individualized, workshop-based, or in-class support for key student success skills, such as time management, motivation, and concentration. The Academic Coaches are available to support you in your pursuit of academic success. To access services, please visit their website at <https://www.fitchburgstate.edu/offices-services-directory/tutor-center/academic-coach/> or contact the Center's director, Dr. Kat McClelland at (978) 665-3499 or at kmclella@fitchburgstate.edu.

Fitchburg State's Academic Integrity Policy (from the University's Code of Conduct and Discipline Process Handbook)

Every member of the university community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty. A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.) or in association with an oral

presentation declares that the work results from that student's own thought and study. Any work that the student declares as his or her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when using other sources. Talking during an examination or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also violates the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution. A student who perceives the possibility of overlapping assignments in their courses should consult with the appropriate faculty members before presuming that a single effort will fulfill the requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity.

Disability Services

Fitchburg State University encourages students with disabilities to participate fully in all academic programs and student activities. Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The objective of Disability Services is to promote independence, build skills, and facilitate the achievement of educational goals for individuals with disabilities. Several services are available through the office. For comprehensive information about obtaining services, please contact the office's administrative professional at (978) 665-4020, or visit the Web site at www.fitchburgstate.edu/disability.

Email/Text

It is *imperative* that students check their FSU email accounts regularly! I communicate predominately via email, and any updates, important information, additional readings, etc., will most likely be sent out via FSU email. For immediate notification of emergencies or any other matters, students can text me at (724) 980-8129. Texting is the quickest way of getting ahold of me for emergencies. I turn off my phone at night from 8:30 pm to 8 am.

Blackboard Software

Blackboard will be the sole portal from which this online course will be administered. I will have all grades posted within one week and before the next set of assignments is due. This will allow students to carefully monitor their ongoing grades via Blackboard's Grade Center.

Extra Credit

"Extra credit" will not be made available in any of my graduate-level courses.

Disclaimer

This syllabus is not a contract between the student and professor and is subject to change at any time throughout the semester; the student alone is responsible for being aware of such changes.

Course Outline: Weekly Readings, Assignments, and Due Dates

| Weeks Due Dates | Readings and Topic | Assignments |
|------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1 Jan 23 | Orientation | Introduction Discussion Board Introduction quiz |
| 2 Jan 30 | What is policy? Ch 1 | Quiz 1 |
| 3 Feb 6 | Research and Evidence-based approach—Ch 2 | Discussion Board 1 Replies due on Feb 9 |
| 4 Feb 13 | Street-Level Bureaucracy. From Policy to Practice Ch 3 | Journal Entry 1 |
| 5 Feb 20 | Policing Policies—Ch 4 and Ch 7 | Discussion Board 2 Replies due on Feb 23 |
| 6 Feb 27 | Homeland Security Policies—Ch 5 & 6 | Journal Entry 2 |
| 7 Mar 6 | Neighborhood Concerns— Drugs & Gangs Ch 8 & 11 | Final paper topic due |
| Spring Break | | |
| 8 Mar 20 | Midterm | Midterm |
| 9 Mar 27 | Prosecution of At Risk Populations— Ch 12 & 13 | Journal Entry 3 |
| 10 April 3 | Sentencing—Ch 16 & 18 | Journal Entry 4 |
| 11 April 10 | Rehab and Re-entry—Ch 19 | Discussion Board 3 Replies due on April 11 |
| 12 April 17 | Sex offender Policies-Ch 9 | Quiz 2 |
| 13 April 24 | White Collar Crimes—Ch 10 | Journal Entry 5 |
| 14 May 1 | Presentations | Presentation Discussion Board Posts and replies to due on May 8 by 11:59 pm ET |
| 15 May 8 | Final | Final paper |

Dates to Remember:

- Jan 15 Classes officially begin
- Jan 21 Last day to drop
- Spring Break March 7-16
- March 31—Last day to withdraw
- May 10—Last day to turn in work

Items in red are assignments counted toward your grade.

Items in blue are assignments used for feedback and increasing your learning.