



CCJS 451

Fall 2026

Format: Online

Time: Asynchronous

Prerequisites

CCJS105 and CCJS300

Professor: Dr. Tom Alexander

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Course Description

In this course we will examine the preventive efforts that have been aimed at the reduction of crime and delinquency. These efforts come from both formal and informal institutions such as the police and corrections as well as from family and the community (not all inclusive). Our discussions will take us into the relevant literature and we will also be looking at individual programs that have attempted to address crime and delinquency. It is also important that students see and understand the nexus that exists between the crime issues and policy.

The course Crime and Delinquency Prevention will look at the wide field of Crime Prevention. We will be looking at crime prevention in many different contexts. An emphasis will be placed on the empirical literature as well as on policy. It is important for students to have a solid understanding of each specific area we will be exploring as well as any policy implications for existing as well as suggested interventions. You will be responsible for all assigned readings during each week. During each week, you will also spend time on further exploring concepts as outlined in supplementary materials. From time to time, I may hold weekly discussions in ELMS of which you need to participate which will become an important part of the learning environment. There are numerous other sources that I will be using to supplement the lectures and class information. These sources play an important role throughout the semester. When needed, I will supply you with specific information taken from these sources.

Learning Outcomes

After successfully completing this course you will be able to:

-Demonstrate competency in written communication.

-Demonstrate competency in oral communication.

-Demonstrate competency in critical analysis.

-Demonstrate competency in critical reasoning.

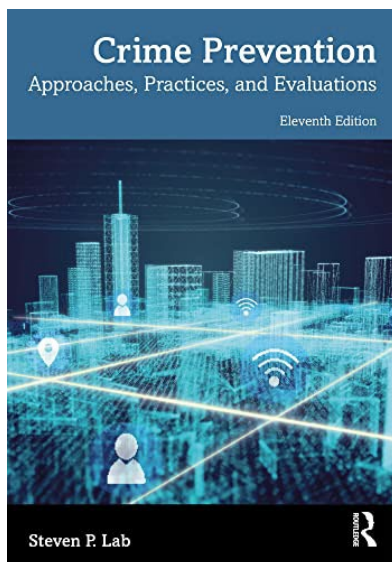
Students will demonstrate understanding of how crime and criminal justice are products of political, economic, and social structures and examine how they intersect with systems of oppression.

Learning Objectives

In the course of this class, students will: In this course, the overall Goal is to increase the student's overall understanding of Crime and Delinquency Prevention. In accomplishing this goal the Objectives are:

- 1- Understanding the theoretical foundations for crime prevention.
- 2- Understanding the various approaches to specific preventive efforts.
- 3- Describe the empirical evidence and program effectiveness.
- 4- Describe the theoretical underpinnings of specific evidence-based programs.

Required Textbook:



Crime Prevention: Approaches, Practices, and Evaluations

Lab, Steven P.

11th edition (2023)

ISBN-13: 9781032222042

Recommended Readings/Resources (Not Required)

Sherman, Lawrence C., Denise Gottfredson, and John Eck. (1998). Preventing Crime: What works, what doesn't what's promising. Washington, DC: National Institute of Justice.

[Preventing Crime: What Works, What Doesn't, What's Promising: A Report To the United States Congress | National Institute of Justice \(ojp.gov\)](#)[Links to an external site.](#)

[165366NCJRS.pdf](#)[Links to an external site.](#)

Research in Brief: <https://www.ncjrs.gov/pdffiles/171676.PDF>[Links to an external site.](#)

Another excellent resource is:



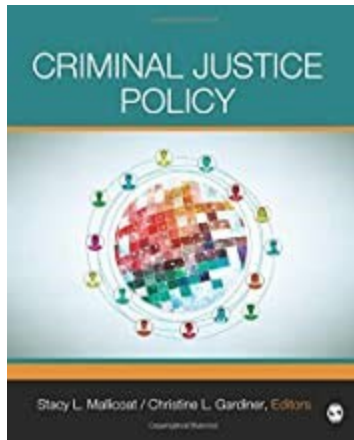
Paperback: 456 pages

Publisher: Routledge; 1 edition (May 12, 2002)

Language: English

ISBN-10: 041540102X

ISBN-13: 978-0415401029



Paperback: 448 pages

Publisher: SAGE Publications, Inc; 1 edition (November 7, 2013)

Language: English

ISBN-10: 1452242240

ISBN-13: 978-1452242248

Other readings will be discussed and provided throughout the course.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <https://www.ugst.umd.edu/courserelatedpolicies.html>

for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Activities, Learning Assessments, & Expectations for Students

ELMS/CANVAS

I will be using CANVAS to post the syllabus, grades, and some handouts. Go to <http://www.elms.umd.edu/> and log in with your Directory ID (logon ID) and password to use this feature. Please check ELMS regularly for updates and related course materials.

Course Communication

Primary Communications will be through email (ELMS). Please use the subject line “CCJS451” whenever you send an email, which will increase the probability of me not considering it junk mail. The professor will mainly rely on email in order to communicate with students. The student may also use Outlook if any difficulty arises with ELMS. Please check your email regularly.

I will primarily rely on ELMS for sending time-sensitive information to students (e.g., ELMS announcement). Here is a link with some helpful guidance on writing professional emails

ter.ps/email Links to an external site.

Course Requirements: There are multiple requirements for this course, described below. Exams and the Final Paper/Exam are considered to be Major Scheduled Graded Events and therefore the University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them.

Grading Schema:

Final Letter Grades are determined in the following manner:

Grades will be posted in ELMS as soon as possible after the exam or paper’s due date. Subjective work will be returned to the student as an attachment in ELMS after the paper is graded.

Keep in mind, that grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Learning Assessments

Exam 1 100 points

Exam 2 100 points

Discussion Questions (10 at 10 pts each) 100 points

Research Paper (writing assignments) 100 points

TOTAL: 400 points

Grading:

There will be two exams. These exams will be both objective (multiple choice, true/false, possibly fill-ins) and they address specific class topics. These questions will cover all assigned material presented from on-line lectures, readings, and any class discussion. The course syllabus will list the exam dates. There will also be a Research Paper due at the end of the semester. This paper will be due on the date that the University lists as the date for the Final Exam (post Dec 9th). More details will be placed on ELMS and discussed on-line in class throughout the semester. When you are working on any class assignment students **MUST** work alone.

Final Paper:

The final paper mentioned above is where the student will examine the extant literature and discuss the various topics of prevention that we discussed this semester. Further detailed instructions will be discussed during the semester.

Class Participation: Class participation is an important part of this class. This class is asynchronous so participation is measured by turning in your assignments on time and attending any Zoom meetings that are held throughout the semester.

Discussion Questions: There will be 10 Discussion Questions throughout the semester. These will be posted weekly and the questions are an assignment for all students. I will be attaching a rubric which I will be using for grading these weekly discussion. Familiarize yourself with the rubric so you know what your grade for the week is based on. Discussion responses are for the week they are posted in. It is important to post a response within 48 hrs. of week's end in order to give classmates time to respond. Your responses are due by 11:59 p.m. on the Sunday that ends our calendar week. For the purposes of our Discussions the first day is Monday and the last day of our week is Sunday.

Religious Observances: Please refer to the Online Catalog Policy on Religious Observance. Please remember that accommodations are not made for travel to and from the religious observance.

Disability Support

I will make every effort to accommodate students who are registered with the Disability Support Service (DSS) Office and who provide me with a University of Maryland DSS Accommodation form. Only written DSS documentation of the accommodation will be considered. This form must be presented to me no later than September 16, 2024. I am not able to accommodate

students who are not registered with DSS or who provide me with documentation which has not been reviewed and approved by UM's DSS Office.

Make-Up Policy

Opportunities to make-up missed in-class work will only be given in cases of excused absences and official documentation is required. **Exams and research projects are considered to be Major Scheduled Graded Events and therefore the new University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them.** Excused absences are: illness with a doctor's note, death in the immediate family, required school activities, and required court appearance. If a doctor will not write you a note, you will need to get a copy of your medical record from them to verify your illness. By law, you are entitled to get a copy of this and it is your responsibility to do so. I must be notified in person or by phone or email **PRIOR** to missing an **in-class assignment** for me to consider giving you a makeup. **If you know you will not be in class for in-class work or a date a project is due for an excused reason it is your responsibility to turn in the work PRIOR to the due date.**

Code of Conduct

Students are expected to treat each other with respect and this includes on-line. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another or me will be subject to referral to the Office of Student Conduct or to Campus Security. You are expected to adhere to the Code of Student Conduct.

Students must provide the instructor, in writing, a request for a make-up exam for an exam date on the syllabus you are unable to make due to a specific religious observance (specify). Please refer to the Online Catalog Policy on Religious Observance. Please remember that accommodations are not made for travel to and from the religious observance.

Academic dishonesty of any form will absolutely NOT be tolerated. Academic dishonesty encompasses the traditional behavior such as cheating on exams and assignments, giving false statements, etc., but also includes activities such as possessing and/or reviewing previous semester's exams and computer assignments. Additionally, students will be asked to write the University approved Honor Pledge on each exam and project. The University of Maryland, College Park has a nationally Recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit: <http://www.studenthonorcouncil.umd.edu/whatis.html> **Links to an external site.**

Grade Disputes

If you have questions or concerns about your grade(s) and believe the professor should review them, you must submit a written request over email to the professor that describes your concern in detail. This request must be submitted within one week of the day that grades for the relevant assignment are disseminated.

Copyright

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of my lectures and to use course materials for your use in this course. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes (i.e. Terpnotes), or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k)

Course Evaluation

I take your course evaluation very seriously. Each semester, I revise my syllabus, course assignments and exam questions based on the feedback I receive on the course evaluation. I am not only interested in the scores that you give this class but I am also very interested in the specific comments you have about this course. I want to encourage each student in this class to evaluate not only my class but all of your classes. One important campus-wide evaluation is the online evaluation at the end of the semester. I will announce the dates the evaluations are available during our semester. Students can go directly to the website www.courseevalum.umd.edu to complete their evaluations.

Academic Dates and Deadlines

[Standard Registration Dates & Deadlines | Office of the University Registrar](#)

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting the USG Center for Academic Success (<http://shadygrove.umd.edu/student-services/center-for-academic-success> [Links to an external site.](#) when needed.

Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom and online environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

This class is virtual and asynchronous. We will be meeting if necessary. Zooms can be held to clarify issues students have brought up to the instructor. I will also be holding Zooms through the semester to field questions and make sure students are covering key points. There will be a Zoom on the first week of the semester to go over classroom materials and explain the course. There is no scheduled time for the class since it is asynchronous. Asynchronous classes allow you to learn on your own schedule, within a certain timeframe. You can access and complete lectures, readings, homework and other learning materials at any time.

The syllabus for our class is below. Please review the course schedule.

Date of Week	Topic	Activity
Week 1 Week of August 31st 2026	Introduction Overview Policy and its Role Research Importance Scientific Method Scale Crime and the Fear of Crime	S- Chapter 2 L- Chapter 1
Week 2 Week of September 7 th 2026	Crime Prevention History	L- Chapter 2 Discussion Question 1

Labor Day- September 7th		
Week 3 Week of September 14 th 2026	The Maryland Report Evaluation	S- Chapter 2 L- Chapter 3 Discussion Question 2
Week 4 Week of September 21st 2026	Physical Environment Neighborhood Crime Prevention Communities and Crime Prevention	L- Chapters 4 & 5 S- Chapter 3 Discussion Question 3
Week 5 Week of September 28th 2026	Displacement	L- Chapter 11 Discussion Question 4
Week 6 Week of October 5 th 2026	General Deterrence	L- Chapter 8 Discussion Question 5
Week 7 Week of October 12 th 2026 Fall break Oct 12-13	Exam 1	L- Chapters 1-2-3-4-5 Several Questions from Chapter 11. S- Chapter 8
Week 8 Week of October 19 th 2026	Situational Crime Prevention	L- Chapter 10 Discussion Question 6
Week 9 Week of October 26 th 2026	Rehabilitation	L- Chapter 16 S- Chapter 9 Discussion Question 7
Week 10 Week of November 2 nd 2026	Partnerships for Crime Prevention	L- Chapter 12 Discussion Question 8
Week 11 Week of November 9 th 2026	School and Crime Prevention	L- Chapter 14 S- Chapter 5 Discussion Question 9

Week 12 Week of November 16 th 2026	Catch Up Day	
Week 13 Week of November 23 rd 2026	The Police and their Roles	S- Chapters 7 & 8 Discussion Question 10
	Nov 25 th -Nov 29 th THANKSGIVING	
Week 14 Week of November 30 th 2026	Exam 2	L- Chapters 8, 11, 12, 14, and 16 S- Chapters 5, 7, and 8 Relevant class notes
Week 15 Week of December 7 th 2026 Last day of classes Dec 11 th	Final Paper Due	

The Research Paper will be due on a designated date by the University for our Final Exam.

*L- Lab Crime Prevention: Approaches, Practices, and Evaluations 11th edition

**S- Sherman et al. (1998). Preventing Crime: What works, what doesn't, what's promising. [https://www.ncjrs.gov/works/Links to an external site.](https://www.ncjrs.gov/works/Links%20to%20an%20external%20site.)

*** Additional readings will be placed on ELMS when applicable.