



Department of Social Sciences
Topics in CJ: Vulnerable Populations CRIJ 5310
Summer 2026
Online

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Office Availability: Monday through Friday AND by appointment.

COURSE INFORMATION

Required Materials:

No books are required. Additional readings are provided on Canvas.

COURSE DESCRIPTION

This course is designed to explore criminal justice populations that require a unique approach for management and treatment. Specifically, students will be introduced to policing and corrections evidence-based practices to better serve individuals of different age groups, genders, sexual identities, and disabilities. Further, students will explore evidence-based approaches to manage individuals responsible for committing unique crime types, such as sexual offenses and intimate partner violence.

LEARNING OBJECTIVES

After successfully completing this course, students should be able to complete the following:

1. State the duties and responsibilities of law enforcement and correctional officers towards the population they serve;
2. Recognize the needs of vulnerable populations;
3. Identify effective programs and policies based on empirical evidence;
4. Develop strategies to better serve vulnerable populations and protect the public.

COURSE REQUIREMENTS AND GRADING POLICY

Course Requirements:

- I. **Weekly Quiz** (10 points each, 50 points total): To demonstrate you have fully understood the importance of evidence-based practices to police and supervise different groups of individuals, you must complete assessment checks comprised of multiple choice and true/false questions.
- II. Discussion Boards:
 1. **Strategy** (10 points each, 40 points total): This course covers the uniqueness of populations that come into contact with the Criminal Justice System. Consequently, professionals in the area should be aware of existing programs and policies targeting such populations. After learning about a vulnerable population, you will be required to find an existing program or policy that aids law enforcement or correctional authorities in better policing or supervising this population. You will post a video on Canvas providing a brief overview of the program/policy of your choice, and your thoughts on whether they are based on scientific evidence. Your submission should contain all the necessary information for the entire class to understand the program/policy without having to do more research themselves.
 2. **Critique** (10 points each, 40 points total): You are required to submit your thoughts on one of the programs/policies presented by one of your colleagues in this class each week. Your answer to their post should be at least one paragraph long (3-4 sentences) and should express your *educated opinion* about the program/policy. This is not the time to share political or personal views, rather this is an opportunity to connect theory to practice and critique the program/policy presented by another student.
- III. **Final Paper** (70 points): The goal of the final paper is to put into practice what we learned this semester. You should choose a vulnerable population within the criminal justice system, highlight their needs for specialized policing or supervising approaches, and design an evidence-based program targeting this population. Do **not** copy an existing program; this is an activity designed to help you bridge the gap between academic

learning and practical skills. Your paper should be at least 5 pages long, double-spaced, and you should use Times New Roman 12pt font. You should also include a reference page with the APA 7th edition citations for all your sources.

<i>Assignment</i>	<i>Possible Points</i>	<i>Actual Points</i>	<i>Grading Scale</i>
Weekly Quiz #1	10		Points A = 180 - 200 B = 160 - 179 C = 140 - 159 D = 120 - 139 F = Below 120
Weekly Quiz #2	10		
Weekly Quiz #3	10		
Weekly Quiz #4	10		
Weekly Quiz #5	10		
Strategy #1	10		
Strategy #2	10		
Strategy #3	10		
Strategy #4	10		
Critique #1	10		
Critique #2	10		
Critique #3	10		
Critique #4	10		
Final Paper	70		
Total Points	200		

LATE WORK AND MAKE-UP POLICY

This course will have no make-up exams, unless in specific extenuating circumstances. It is the student's responsibility to communicate with the instructor ahead of time so that the proper arrangements can be made.

CONTACT POLICY

The best way to contact me is via my university email (bwronski@uttlyer.edu). If you have **any** questions, feel free to contact me. You can expect a response within 24 hours on a weekday or within 48 hours on the weekend.

COURSE SPECIFIC POLICIES

Week	Topic(s)	Assignment(s)	Readings
1	The Responsibilities of the CJ System Evidence-Based Practices in Policing & Corrections	Introduction Weekly Quiz#1	Lum & Koper (2013) [OPTIONAL] Bonta & Andrews (2007)
2	Policing and supervising different age groups	Weekly Quiz#2 Strategy#1 Thought#1	Mallet (2016) Westrick (2011)
3	Policing and supervising different genders and sexual identities	Weekly Quiz#3 Strategy#2 Thought#2	Goldberg et al., (2019) Smith et al., (2009)
4	Policing and supervising different racial and ethnic groups	Weekly Quiz#4 Strategy#3 Thought#3	-
5	Policing and supervising different (dis)abilities	Weekly Quiz#5 Strategy#4 Thought#4 Final Paper	Pare & Logan (2011)

*This is a **tentative** schedule. I reserve the right to make changes at any point. All changes will be communicated to students as soon as possible.*

Required Readings

Bonta, J., & Andrews, D. A. (2007). Risk-need-responsivity model for offender assessment and rehabilitation. *Rehabilitation*, 6(1), 1-22.

Goldberg, N. G., Mallory, C., Hasenbush, A., Stemple, L., & Meyer, I. H. (2019). *Police and the Criminalization of LGBT People* (pp. 374-391). Cambridge Univ. Press, New York.

Lum, C., & Koper, C. S. (2024). Evidence-based policing. *The Oxford handbook of evidence-based crime and justice policy*, 245-264.

Mallett, C. A. (2016). The school-to-prison pipeline: A critical review of the punitive paradigm shift. *Child and Adolescent Social Work Journal*, 33, 15-24.

Pare, P. P., & Logan, M. W. (2011). Risks of minor and serious violent victimization in prison: The impact of inmates' mental disorders, physical disabilities, and physical size. *Society and Mental Health*, 1(2), 106-123.

Smith, P., Cullen, F. T., & Latessa, E. J. (2009). Can 14,737 women be wrong? A meta-analysis of the LSI-R and recidivism for female offenders. *Criminology & Public Policy*, 8(1), 183-208.

Westrick, A. (2011). Reasonable Force: An Examination of Police Force Measures and the Elderly. In Jurkanin, T. (Ed.) *Illinois Law Enforcement Executive Forum: Managing Diverse Populations*.

REQUIRED POLICIES

UNIVERSITY POLICIES

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the

guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. **For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.** This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and

completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.

- Online course: Only one online course can count toward your full-time enrollment. Students are
- expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

