COURSE SYLLABUS
CJ 583.01W – Criminal Justice Policy
Spring 2013

Professor: David Marble, Ph.D.
Office Phone: 903-886-5332 or 972-516-5051
Virtual Office Hours: Tuesday through Thursday: 9:45 to 11:45 am
University Email Address: david.marble@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required Reading:

Additional Readings:

Course Description:
This course will introduce, examine, and provide students the skills with which to analyze criminal justice policies. This course will emphasize a conceptual approach rather than a statistical focus to studying the creation, implementation, and evaluation of criminal justice policies. Although this will focus more on the steps involved in the evaluation of criminal justice policies it will also address the existence of criminal justice policies and their relevance to the success of the social institution known as the criminal justice system (acknowledging the operations of each criminal justice component - law enforcement, courts, and corrections).

Course Design:
This is a completely online course. Our interaction will basically be by way of the computer. The computer will be our classroom. With that stated, it is understandable that everyone must have access to a working computer. Students should also be willing to commit the appropriate time necessary to be
successful in this class.

There will be a large amount of reading, of the textbook, research articles or professional material associated with criminal justice policies, and of criminal justice policies themselves. Students will also do some writings, such as developing a graduate quality paper that will represent or portray a criminal justice police. Students will writing on various steps of policy evaluations. In fact, we will most likely perform a policy evaluation.

Students will also have an opportunity to communicate with each other, using the computer, in the form of "comments" about information found in the chapters of the textbook. Students may also employ "virtual office," and "student lounge" that exist in ecollege.

The design of the course is to expose each student to as much information as possible about criminal justice policies; to assist students in learning the importance of criminal justice policies; and to cultivate skills that will help them to create, implement, and evaluate criminal justice policies.

**Student Learning Outcomes (Core Competencies):**
1. Students will be able to demonstrate critical thinking in reference to the creation, implementation, and evaluation of criminal justice policies.

2. Students will properly employ either American Psychological Association (APA), American Sociological Association (ASA), or Modern Language Association (MLA) style of citation and research writing, as appropriately used in the field of criminal justice practically or academically.

3. Students will display familiarity and understanding of criminal justice policy and evaluation information, and techniques.

**Student Learning Outcomes (Course Particular):**
1. Students will be able to demonstrate their understanding of the development of complex criminal justice policies by describing the steps involved in implementing a policy.

2. Students will be able to identify the evaluation hierarchy of a criminal justice policy.

3. Students will participate in a practice process whereby evaluating a criminal justice policy.

4. Students will become familiar with the research literature that addresses criminal justice policies and evaluation of those policies.

5. Students will demonstrate their awareness of public policy issues as they relate to the development, implementation, and evaluation of criminal justice policies.

**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**

(1) **Initial Presentation (10 pts., extra credit)**

Every student must introduce him- or herself by the second day (no later than 11:59pm, April 9, 2013) of class during Week One. This information will be entered as a threaded discussion. Each student should follow the example provided in ecollege at the site of the assignment in Week One. Each student’s presentation should cover the following information:

- Name
Occupation/career and length of time
How this course is expected to help or aid your career, separate from the entire degree
Indicate whether you have had a course in criminological theory (if so describe in brief terms what you recall from that class)
Describe how you expect this degree to enhance your career

(2) Chapter Discussion Questions (9 @ 20 pts. each, 180 pts. possible)
Each student must write an answer to a chapter question proposed or supplied by the professor. There will be one question per chapter, per week that pertains to that specific chapter that students must write an answer to by Thursday of each week (posted by 11:59pm). Where there are two chapters then students will be responsible for answering each question per chapter. There will be a separate dropbox for each chapter question and numbered appropriately.

Maximum points per chapter discussion question are twenty (20) points. Grading of this assignment will be based on the following (there is no set length for the answer, however, understand the professor will not give maximum points for 2 or 3 sentences).

Points to consider for maximum grade achievement:
• Student must demonstrate he/she has read the chapter by employing appropriate concepts and information
• Student must demonstrate an understanding of the information by addressing it in detail fashion; superficial discussion will not receive maximum grade available
• Discussion must be of graduate quality
• If sources other than the textbook are used they must be cited in a bibliography

Chapter One Discussion Question # 1 (due Thursday, April 11, 2013 by 11:59pm)
1. Elaborate on one of the goals of the book identified in Chapter One.

Chapter Two Discussion Question # 2 (due Thursday, April 11, 2013 by 11:59pm)
2. What factors influence the creation of criminal justice policies, and which ones matter the most?

Chapter Three Discussion Question # 3(due Thursday, April 18, 2013 by 11:59pm)
3. How can evaluation research contribute to increased government accountability and evidence-based policies and practices?

Chapter Four Discussion Question # 4 (due Thursday, April 18, 2013 by 11:59pm)
4. How do you conduct a need evaluation?

Chapter Five Discussion Question # 5 (due Thursday, April 25, 2013 by 11:59pm)
5. Why do you think criminal justice policies frequently lack clear or defensible theoretical foundations?

Chapter Six Discussion Question # 6 (due Thursday, April 25, 2013 by 11:59pm)
6. What steps can be taken to increase the number and quality of implementation evaluations of criminal justice policies?
Chapter Seven Discussion Question # 7 (due Thursday, May 2, 2013 by 11:59pm)
7. How is an outcome evaluation different from an impact evaluation?

Chapter Eight Discussion Question # 8 (due Thursday, May 9, 2013 by 11:59pm)
8. What are the benefits of evaluating the cost efficiency of a criminal justice policy?

Chapter Nine Discussion Question # 9 (due Thursday, May 9, 2013 by 11:59pm)
9. How would you increase the use of evaluation research in the development, implementation, monitoring, and assessment of criminal justice policy?

(3) Comments - Student Communication (5 @ 3 pts. each, 15 pts. possible)
In an online class it is not easy or effortless for students to communicate with each other. In fact, students may have to go out of their way to communicate with one another. Usually the communication is between the student and professor. I want to encourage student-to-student communication. Therefore, a student will be able to earn up to 15 points during the entire course when he/she participates in Student Communication.

Each week a student should post a comment pertaining to some ideas associated with the chapter being read, discussed, and studied for that specific week by posting a comment under the heading of Comment. It will be necessary for the student to post the relevant comment between Sunday and Wednesday, no later than 11:59pm of that Wednesday if he/she expects to earn any points for the posting during that week.

Comments should be relevant and demonstrate that the student is reading or has read the chapter and appear to be familiar with the information in that specific chapter on which he/she is commenting. Comments need not be of any particular length or number of words. Comments should be thought provoking. Comments could be a question of a thought or idea presented in the chapter, a challenge of ideas as presented by the author.

Please be careful not to present or employ the same information used to answer the Chapter Discussion Questions. Try to obtain more than one idea from the chapter(s) covered for each week.

(4) A Policy Reading: A Critical Analysis (4 @ 15 pts. each, 60 pts. possible)
This assignment involves students reading the identified Policy Essay for that particular week then writing a brief position paper that reflects the student’s position on that specific topic. This brief position paper should be at least 300 words. It should not be anecdotal, but contain a position that has some logical or theoretical backing. Remember that one of the steps in creating a policy is that a theoretical evaluation is conducted. You may want to recall the information that you are learning in this course to assist you as you formulate this brief/short position paper. If necessary and it will be appropriate, you may include references or resource information to support your position. This does not have to be a book, but the purpose of this assignment is to allow the student an opportunity to comment on several criminal justice policies that exist, and to demonstrate his or her knowledge about how to question and build an argument for or against an existing policy.

This exercise is to be performed on the readings placed within Week Two through Week Five. It is not to be performed on the “A Policy Readings” for Week One.
These assignments will be due on Saturday of each week, beginning with Week Two. Each assignment has its own dropbox, and must be placed in the appropriate dropbox by 11:59pm on the due date. See the due dates below:

A Policy Reading # 2 (assignment due to be placed in appropriate dropbox by Saturday, April 20, 2013 by 11:59pm):

A Policy Reading # 3 (assignment due to be placed in appropriate dropbox by Saturday, April 27, 2013 by 11:59pm):

A Policy Reading # 4 (assignment due to be placed in appropriate dropbox by Saturday, May 4, 2013 by 11:59pm):

A Policy Reading # 5 (assignment due to be placed in appropriate dropbox by Saturday, May 11, 2013 by 11:59pm):

This assignment is similar yet different from assignments Five (Critique of Current Policy) and Six (Design A Policy). You will use some of the same information presented by Mears and others, yet you need not use all of it for this assignment. The professor will provide additional questions or ideas here that should guide you in completing this assignment.

(5) **Critique of a Current Policy (exercise worth 100 pts.)**
Since we are learning what is involved in developing and evaluating a criminal justice policy I think we should cultivate experience examining and evaluating a current criminal justice policy. Your task is to select one of the three current, actual (real) criminal justice policy and prepare to critique it based on what we have learned from Mears and other authors.

Select one of these below policies on which to perform this assignment. All three are placed in Doc Sharing plus they have been sent to you by email attachment:

1. **Deterrence and Executions**

2. **After-School Delinquency Prevention Programs**

Capaldi, Deborah M. 2009. “Youth after-school programs: Time to involve the parents and community.” *Criminology & Public Policy* 8:413-422.


(3) Problem-Oriented Policing


The professor has developed questions or is presenting ideas here based on the material covered in our textbook or other information presented in this class to serve as a guide for students evaluating a specific and current criminal justice policy.

This assignment should be written in essay form and should address the following areas or questions. In fact, it may be easier in terms of formatting the paper to develop subheadings in the paper based on these questions or areas. In other words make the presentation of the paper easy for the professor to identify the various parts or areas concentrating on key information that we have learned from this class.

1. Does the policy have a title? If so what is the title?
2. Describe the focus, purpose or concentration of the policy. After reading Mears I believe the goals of a policy may differ from the focus or purpose of a policy. I see the goals as more of the outcome, at least this is what the policy is meant or suppose to accomplish. I believe the needs will reflect or identify what should be the goals/outcome. Now, we have learned that this may not always happen or be accomplished, but at least every policy should have focus, purpose and goals - hopefully they are identifiable if not readily stated (obvious).
3. What agency created the policy and what agency’s responsibility is it to carry out the policy or perform whatever task is being described by the policy?
4. How long has this policy been in existence? Present its original date and describe any information that indicates whether it has been re-written or changed in any manner since it was commissioned or brought into effect.

Direction for this assignment will continue to be developed, so student should expect this assignment to be presented in more detail in the near future.

(6) Design/Write a Criminal Justice Policy (assignment worth 145 pts.)

Every student will be required to write a criminal justice policy pertaining to an area, condition, or problem associated with some aspect of criminal justice. The policy can be for a hypothetical condition, other words the condition does not necessarily have to really exist in our society. Each student will be expected to employ the knowledge gained from reading of the class textbook and other material. Students are also encouraged to read and employ
any helpful information gained from reading the class handout titled "Designing A Policy" taken from Wayne Welsh and Phillip Harris, *Criminal Justice Policy and Planning*, 4th edition. This reference is placed in "Doc Sharing" and is sent to individual students by email attachment.

Students are encouraged to follow the steps and present (or build into) the information deemed essential in a policy as identified by Mears’ textbook and/or from the handout of Wayne & Harris’ book – Criminal Justice Policy & Planning.

The following areas or items are expected to be address, identified and included in the policy paper. These items will also serve as a rubric for grading the policy paper.

### Grading Information

<table>
<thead>
<tr>
<th>Course Possible Points:</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Initial Presentation (extra points)</td>
<td>10pts</td>
</tr>
<tr>
<td>Chapter Discussion Questions (9 @ 20pt. each)</td>
<td>180pts</td>
</tr>
<tr>
<td>Comments - Student Communication (5 @ 3pts. each)</td>
<td>15pts</td>
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<tr>
<td>A Policy Reading (4@ 15 pts. each)</td>
<td>60pts</td>
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<tr>
<td>Critique of Current Policy</td>
<td>100pts</td>
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<tr>
<td>Design/Write a Criminal Justice Policy</td>
<td>145pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>510pts</strong></td>
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**Grading Scale:**

- A  =  500 - 450 pts
- B  =  449 - 400 pts
- C  =  399 - 350 pts
- D  =  349 - 300 pts
- F  =  299 and below

### TECHNOLOGY REQUIREMENTS

1. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
   - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
   - 512 MB of RAM, 1 GB or more preferred
   - Broadband connection required – courses are heavily video intensive
   - Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
   - A sound card and speakers or headphones
   - Current anti-virus software ought be installed and kept up to date

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

2. At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff.
Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

**ACCESS AND NAVIGATION**

This course will be facilitated using eCollege, the Learning Management System. To log in to eCollege/the course start out with the home page (university web site – www.tamuc.edu) or with https://leo.tamuc.edu.

First time users of eCollege students are encouraged to go through the tutorial program identified as eCollege on the myLeo main page.

**COMMUNICATION AND SUPPORT**

**eCollege Student Technical Support:**
It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

**myLeo Support:**
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

**Course Technical Support:**

**Student Support Services:**

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.-5:00 p.m., Monday through Friday.

**Internet Access:**
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

**Interaction with Instructor Statement:**
You should make it a habit to check for emails using your University Email address available through MyLeo. If it becomes necessary to communicate with you either as a class or individually, I will use your University Email address. You may likewise contact me through my email. I will admit that I will not be on my computer twenty-four hours a day or seven days a week. I will reply to your email or communication within a reasonable time.

I will particularly be close to my computer and telephone during what I have posted as my Office Hours – 9:45am – 11:45am Tuesday – Thursday.

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**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

*Academic Honesty*

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:
- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:
- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:
- Collaborating with another, without authorization, when preparing an assignment
  If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information. [http://web.tamuc.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx](http://web.tamuc.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx)
Policy for Reporting Problems with eCollege
Students who encounter eCollege-based problems with submitting assignments/exams, etc., are required to do the following: contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course.

Your call will be logged. In addition to this process you should send me an email describing your problem. Once I have confirmed your call, I will contact you regarding the issue (depending on the date and time of issue it may not be an immediate return or action on your message).

Attendance Policy
While this is an online course, students are expected to actively participate by meeting all deadlines. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course.

APA or ASA Citation Format Policy
It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association), and ASA (American Sociological Association) formats. As a rule of thumb, one cites whenever they are paraphrasing other people’s words or when they quote other’s words directly. You may learn to cite from a variety of different sources including the APA Tutorial or ASA website.

The sources listed may be helpful:
www.apastyle.org
http://owl.english.purdue.edu/owl/resource/560/02/
www.library.cornell.edu/resrch/citmanage/apa
http://www.asanet.org/cs/root/topnav/sociology_depts/quick_style_guide

I have to admit that I am not a fan of electronic citation. I prefer original books, and journal articles as my sources. Therefore, I caution students to make sure if they employ electronic citation that it be properly done. There are a number of sources available for guidance, however, I have placed as a document in document sharing a copy of several pages that address electronic sources.

It is the student’s responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work
This may be an ideal time to remind the student that since this course is internet based (online), and since the student will have limited contact with the professor, I encourage each of you to take your time, class work and the deadlines or due dates very seriously.

If an assignment is missed or late the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.

I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the tutorial program. You want to be familiar with any limitations you or your computer may have. If your
internet access is frequently interrupted then you will want to have a backup or alternative plan so that you can make all deadlines.

Drop Course Policy
Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

After clicking on the eCollege page, under Student Support Services there is information on Student Online Course Drop Procedure, click on indicator for information on how to drop a class.

University Specific Procedures:
Withdrawal from Class:
It is the student’s responsibility to be aware of the rules or policies relating to withdrawal or “X.” You are encouraged to follow the appropriate procedures of the university as they relate to this matter. I will be as helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

ADA Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
COURSE OUTLINE / CALENDAR

Week One – April 8, 2013 – April 14, 2013

Chapter 1 – Introduction
Chapter 2 – Irrational Criminal Justice Policy

Initial Presentation due by April 9, 2013 by 11:59pm

Comment – Student Communication (threaded discussion) due by April 10, 2013 by 11:59pm

Chapter One Discussion Question # 1 (due Thursday, April 11, 2013 by 11:59pm)
1. Elaborate on one of the goals of the book identified in Chapter One.

Chapter Two Discussion Question # 2 (due Thursday, April 11, 2013 by 11:59pm)
2. What factors influence the creation of criminal justice policies, and which ones matter the most?

A Policy Reading # 1 (no writing assignment for this reading):

Week Two – April 15, 2013 – April 21, 2013

Chapter 3 – A Solution for Improving Criminal Justice Policy: Evaluation Research
Chapter 4 – Needs Evaluations

Comment – Student Communication (threaded discussion) due by April 17, 2013 by 11:59pm

Chapter Three Discussion Question # 3 (due Thursday, April 18, 2013 by 11:59pm)
3. How can evaluation research contribute to increased government accountability and evidence-based policies and practices?

Chapter Four Discussion Question # 4 (due Thursday, April 18, 2013 by 11:59pm)
4. How do you conduct a need evaluation?

A Policy Reading # 2 (assignment due to be placed in appropriate dropbox by Saturday, April 20, 2013 by 11:59pm):
Week Three – April 22, 2013 – April 28, 2013

Chapter 5 – Theory Evaluations
Chapter 6 – Implementation Evaluations

Comment – Student Communication (threaded discussion) due by April 24, 2013 by 11:59pm

Chapter Five Discussion Question # 5 (due Thursday, April 25, 2013 by 11:59pm)
5. Why do you think criminal justice policies frequently lack clear or defensible theoretical foundations?

Chapter Six Discussion Question # 6 (due Thursday, April 25, 2013 by 11:59pm)
6. What steps can be taken to increase the number and quality of implementation evaluations of criminal justice policies?

A Policy Reading # 3 (assignment due to be placed in appropriate dropbox by Saturday, April 27, 2013 by 11:59pm):

Week Four – April 29, 2013 – May 5, 2013

Chapter 7 – Outcome Evaluations and Impact Evaluations

Comment – Student Communication (threaded discussion) due by May 1, 2013 by 11:59pm

Chapter Seven Discussion Question # 7 (due Thursday, May 2, 2013 by 11:59pm)
7. How is an outcome evaluation different from an impact evaluation?

A Policy Reading # 4 (assignment due to be placed in appropriate dropbox by Saturday, May 4, 2013 by 11:59pm):

Critique Essay Due – May 5, 2013 by 11:59pm (only one of the below policies to be read for this assignment)
(1) Deterrence and Executions
(2) After-School Delinquency Prevention Programs
Capaldi, Deborah M. 2009. “Youth after-school programs: Time to involve the parents and community.” *Criminology & Public Policy* 8:413-422.

(3) Problem-Oriented Policing

### Week Five – May 6, 2013 – May 12, 2013

Chapter 8 – Cost-Efficiency Evaluations
Chapter 9 – Conclusion

Comment – Student Communication (threaded discussion) due by May 8, 2013 by 11:59pm

Chapter Eight Discussion Question # 8 (due Thursday, May 9, 2013 by 11:59pm)
8. What are the benefits of evaluating the cost efficiency of a criminal justice policy?

Chapter Nine Discussion Question # 9 (due Thursday, May 9, 2013 by 11:59pm)
9. How would you increase the use of evaluation research in the development, implementation, monitoring, and assessment of criminal justice policy?

A Policy Reading # 5 (assignment due to be placed in appropriate dropbox by Saturday, May 11, 2013 by 11:59pm):

Design/Write a Criminal Justice Policy (assignment due to be placed in appropriate dropbox by Sunday, May 12, 2013)