Course Syllabus

CJ583: Criminal Justice Policy

Professor:	Dr. Danny Pirtle
Virtual Office Hours:	I will check email regularly throughout the day during weekdays
Office Phone:	832-549-7878 (for fastest response please call/text)
University Email Address:	danny.pirtle@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Daniel P. Mears. 2010. American Criminal Justice Policy: An Evaluation Approach to Increasing Accountability and Effectiveness. New York: Cambridge University Press.
ISBN 978-0-521-76246-5

Additional Readings that will be provided in "Doc Sharing"

Acker, James R. 2007. "Impose an immediate moratorium on executions." *Criminology & Public Policy 6*(4):641-650.

Alpert, Geoffrey P. 2007. "Eliminate race as the only reason for police-citizen encounters." *Criminology & Public Policy* 6(4):671-678.

Clear, Todd R., & Natasha A. Frost. 2001. "Criminology & public policy: A new journal of the American Society of Criminology." *Criminology & Public Policy* 1(1):1-3.

Clear, Todd R., & Natasha A. Frost. 2007. "Informing public policy." *Criminology & Public Policy* 6(4):633-640.

Jones, Peter R., & Brian r. Wyant. 2007. "Target juvenile needs to reduce delinquency." *Criminology & Public Policy* 6(4):763-772.

Ostrom, Brian J., & Roger A. Hanson. 2007. "Implement and use court performance measures." *Criminology & Public Policy* 6(4):799-806.

Walker, Jeffery T. 2007. "Eliminate residency restrictions for sex offenders." *Criminology & Public Policy* 6(4):863-870.

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).

Prerequisites

Please note that prerequisites for this course include 501, 568, and 530. Students who are registered for this class and who do not meet the prerequisites should contact the Director and Advisor of the MS in Applied Criminology program.

Student Learning Outcomes

At the end of the course the student will be able to:

1. Demonstrate their understanding of the development of complex criminal justice policies by describing the steps involved in implementing a policy.
2. Identify the evaluation hierarchy of a criminal justice policy.
3. Participate in a practice process whereby evaluating a criminal justice policy
4. Identify research literature that addresses criminal justice policies and evaluation of those policies.
5. 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

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Introduction*:*

Students are asked to introduce themselves to each other. 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
- minimally include a statement that you have read and agree to abide by the syllabus and follow the rules of academic integrity and netiquette

This post is due by **11:59PM CST on Tuesday of Week #1** of the course**.**

Discussion Posts

Each student must write an answer to a chapter question proposed or supplied by the professor. There will be one question per chapter that pertains to that specific chapter that students must write an answer to by **Thursday of each week (posted by 11:59pm**. **See Course Calendar for specific due dates.**

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).

Assessment Method: Discussion posts will be graded by the instructor based on how well the student answers the question posed.

Comments - Student Communication

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 you expect 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.

A Policy Reading: A Critical Analysis

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 Course Calendar for specific date.**

To assist you in formulating your answer, the instructor has composed a number of questions that you should consider as you formulate your answer. These questions are found in the "A Policy Readings" assignment page for each week in e-college. The instructions state that you do not have to answer every question, but you should use most of them in your answer. The scoring for these assignments will be based on your clear answers to the questions you decide to use in your answer.

Critique of a Current Policy

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 policies 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.:

- Deterrence and Executions
    - Donohue III, John J. 2009. "The impact of the death penalty on murder." *Criminology & Public Policy* 8(4):795-801.
    - Kovandzic, Tomislav V. et al., 2009. "Does the death penalty save lives?" *Criminology & Policy* 8:803-843.
    - Berk, Richard. 2009. "Can't tell: Comments on 'Does the death penalty save lives?' *Criminology & Public Policy* 8:845-851.
    - Rubin, Paul H. 2009. "Don't scrap the death penalty." *Criminology & Public Policy* 8:853-859.

- After-School Delinquency Prevention Programs
    - Krohn, Marvin. 2009. "The folk 'wisdom' on after-school delinquency prevention programs." *Criminology & Public Policy* 8(2): 387-389.
    - Cross, Amanda B., et al., 2009. "The impact of after-school programs on the routine activities of middle-school students: Results from a randomized, controlled trial." *Criminology & Public Policy* 8:391-412.
    - Capaldi, Deborah M. 2009. "Youth after-school programs: Time to involve the parents and community." *Criminology & Public Policy* 8:413-422.
    - Bilchik, Shay. 2009. "The impact of after-school programs on middle-school students – Policy implications." *Criminology & Public Policy* 8:423-429.

- Problem-Oriented Policing
    - Scott, Michael S. 2010. "Evaluating the effectiveness of problem-oriented policing." *Criminology & Public Policy* 9(1):135-137.
    - Weisburd, David et al., 2010. "Is problem-oriented policing effective in reducing crime and disorder?" *Criminology & Public Policy* 9:139-172.
    - Braga, Anthony A. 2010. "Setting a higher standard for the evaluation of problem-oriented policing initiatives." *Criminology & Public Policy* 9:173-182.
    - Tilley, Nick. 2010. "Whither problem-oriented policy." *Criminology & Public Policy* 9:183-195.

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 will 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. 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?

3. 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.

4. Do you think the policy satisfies a goal and to what extent (adequately, inadequately) is that goal accomplished?

5. Can you identify or detect that any of the evaluation steps or hierarchy have been performed while reviewing the selected policy? Are any of these steps (needs, theoretical, implementation, outcome & impact, and cost-efficiency) noticeable or lack thereof in the policy?

6. Can you determine if this policy has been formally evaluated, and if so, what was the result of the evaluation? If you had to perform an evaluation on this policy, how would you do it? What would you look for or consider in your evaluation process?

As it will be necessary to use additional resources/references, please make sure to properly cite your sources.

Design/Write a Criminal Justice Policy

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 you will need to download it and print it off to use it.

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 included and fully developed in the policy paper. These items will also serve as a rubric for grading the policy paper.

1. Identify the name or title of the policy as well as the agency that would be responsible for implementing the policy/program (remember that policies are rules, principles, or guidelines that govern actions, while programs are social structures created to meet client needs; programs often come out of policies).
2. Identify the target population of the policy; explain how the target population is selected including any eligibility requirements.
3. Identify and explain the decision authority, or who has the authority to carry out the policy.
4. Identify and describe the provisions and procedures of the policy (make sure they are clear, specific, and consistent with the intent of the policymaker).
5. Be sure to identify and explain the goal of the policy.
6. Identify and explain the various evaluation hierarchy employed in the development of the policy (be specific and describe the various levels of evaluation hierarchy so that the reader may easily determine which one it is; all parts of the evaluation hierarchy should be used, or if not used, a rationale must be provided as to why it was not used).
7. Use references/resources where appropriate and make sure to provide proper citation.

Course Pre/Post-test (not graded and only if available)

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of a list of questions that will assess course outcomes. You will be asked to complete the pre-test by Friday of Week #1 and the post-test by Friday of Week #5. These tests will not be graded (they are used for assessment purposes only).

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Initial Presentation	1	75	75
Chapter Discussion Questions	9	20	180
Comments-Student Communication	5	20	100
Policy Reading	4	25	100
Critique of Current Policy	1	100	100
Design/Write a Criminal Justice Policy	1	145	145

			700

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course. Total points possible for the term = 700.

700-630 = A
629-560 = B
559-420 = C
419-351 = D
350 and below = F

Grades will be available in the grade book so that students can track their progress in the course on an ongoing basis.

This syllabus represents an agreement between you, as the student, and me, as the professor for this course so that you know exactly what is expected of you. The syllabus will be altered only in the event of circumstances that necessitate a change. In such situations, I will notify you.

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client 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 must 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.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
    - Adobe Reader
    - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. 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

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to the following link: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to long in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or go to the following link: helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to ECollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Course Navigation

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege.

After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Student should access course materials by clicking on the proper weekly/unit content area. Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students should then click on the weekly content items links and take the time to read/view any material/presentations/assignments that are posted. The lecture/presentation is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that are considered important to your understanding of the subject.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

My primary form of communication with the class will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in

this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University e-mail as I plan to send you important messages regularly. Students who e-mail me outside of regular office hours can generally expect a reply within 48 hours. Students who Email me during holidays or over the weekend should expect a reply by within 48 hours of the next regularly scheduled business day. I also post regularly to the Virtual Office area. You should be checking this area regularly as well.

Virtual Office

Welcome to my office. This space is set aside for students to ask me course related questions. I will also post messages here regarding the course on a regular basis. You may place any general questions you have of me here and I will respond regularly during the weekdays. If you post on a weekend, I will respond during the upcoming weekdays.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link: http://www.tamuc.edu/library not from within eCollege.

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 the following link https://leo.tamuc.edu

Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at

2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

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.

Learner Support

Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Academic Honesty

I take plagiarism and other forms of cheating very seriously. *All the work you do in this course is to be your own*. I encourage you to study and discuss with classmates, but be sure that everything you turn in is your own, original work. Regarding references, anytime you use someone else's work and do not accompany it with a proper citation to the author, you have committed plagiarism regardless of whether or not you intended to do so. It is also inappropriate to use your own work for multiple classes and any such actions will be treated just like plagiarism. Do not copy anything off the internet, out of books/articles, from friends, or from any other source or person. This includes direct cutting-and-pasting, summarizing or quoting without citing, and changing the original wording just enough so that you think you can pass it off as your own. **If I find that you have engaged in plagiarism, you may receive an F in the entire course and I reserve the right to take further disciplinary action(s) at the university level. Do Not Do It!**

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 of 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 Criminal Justice web site for more information.

Attendance Policy

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

APA 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) format. 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 and the sources listed below. Go to the following links below:

APA Style

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

Late Work

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner.
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.

University Specific Procedures

ADA Statement

Students with Disabilities

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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).*Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum, go to the following link: http://www.albion.com/netiquette/corerules.html.

COURSE OUTLINE/CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University e-mail and in Announcements. I reserve the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below VERY CAREFULLY so that you are sure to complete readings as assigned and turn your assignments in on time.

Week #1:

Monday	Read Chapter 1 – Introduction Chapter 2 – Irrational Criminal Justice Policy A Policy Reading # 1 (no writing assignment for this reading): Clear, Todd R. 2001. "Criminology & public policy: A new journal of the American Society of Criminology." *Criminology & Public Policy* 1(1):1-3. Clear, Todd R. 2007. "Informing Public Policy." *Criminology & Public Policy* 6(4):633-641.
Tuesday	Initial Presentation due by 11:59pm
Wednesday	Comment – Student Communication (threaded discussion) due by 11:59pm
Thursday	Chapter One-Two Discussion Question # 1 and #2, due by 11:59pm 1. Elaborate on <u>one</u> of the goals of the book identified in Chapter One. 2. What factors influence the creation of criminal justice policies, and which ones matter the most?

WEEK #2:

Monday	Read Chapter 3 – A Solution for Improving Criminal Justice Policy: Evaluation Research Chapter 4 – Needs Evaluations
Wednesday	Comment – Student Communication (threaded discussion) due by 11:59pm
Thursday	Chapter Three-Four Discussion Question # 3 and #4, due by 11:59pm CST 3. How can evaluation research contribute to increased government

	accountability and evidence-based policies and practices? 4. How do you conduct a need evaluation?
Saturday	A Policy Reading # 2 by 11:59pm: Alpert, Geoffrey P. 2007. "Eliminate race as the only reason for police-citizen encounters." *Criminology & Public Policy* 6(4):671-678.

WEEK #3:

Monday	Read Chapter 5 – Theory Evaluations Chapter 6 – Implementation Evaluations
Wednesday	Comment – Student Communication (threaded discussion) due by 11:59pm CST
Thursday	Chapter Five – Six Discussion Question # 5 and # 6, due by 11:59PM CST 5. Why do you think criminal justice policies frequently lack clear or defensible theoretical foundations? 6. What steps can be taken to increase the number and quality of implementation evaluations of criminal justice policies?
Saturday	A Policy Reading # 3, due to the dropbox by 11:59pm Jones, Peter R., & Brian R. Wyant. 2007. "Target juvenile needs to reduce delinquency." *Criminology & Public Policy* 6(4):763-772.

WEEK #4:

Monday	Read Chapter 7 – Outcome Evaluations and Impact Evaluations
Wednesday	Comment – Student Communication (threaded discussion) due by 11:59pm
Thursday	Chapter Seven Discussion Question # 7, due by 11:59pm 7. How is an outcome evaluation different from an impact evaluation?
Saturday	A Policy Reading # 4, due by 11:59PM CST Ostrom, Brian J., & Roger A. Hanson. 2007. "Implement and use court

	performance measures." C*riminology & Public Policy* 6(4):799-806.
Sunday	Critique Essay, Due by 11:59pm ***Choose only one*** of the below policies to be read for this assignment (However, make sure to use all of the articles for the policy in your essay. All of the articles are found in doc-sharing) (1) Deterrence and Executions Donohue III, John J. 2009. "The impact of the death penalty on murder." *Criminology & Public Policy* 8(4):795-801. Kovandzic, Tomislav V. et al., 2009. "Does the death penalty save lives?" *Criminology & Policy* 8:803-843. Berk, Richard. 2009. "Can't tell: Comments on 'Does the death penalty save lives?' *Criminology & Public Policy* 8:845-851. Rubin, Paul H. 2009. "Don't scrap the death penalty." *Criminology & Public Policy* 8:853-859. (2) After-School Delinquency Prevention Programs Krohn, Marvin. 2009. "The folk 'wisdom' on after-school delinquency prevention programs." *Criminology & Public Policy* 8(2): 387-389. Cross, Amanda B., et al., 2009. "The impact of after-school programs on the routine activities of middle-school students: Results from a randomized, controlled trial." *Criminology & Public Policy* 8:391-412. Capaldi, Deborah M. 2009. "Youth after-school programs: Time to involve the parents and community." *Criminology & Public Policy* 8:413-422. Bilchik, Shay. 2009. "The impact of after-school programs on middle-school students – Policy implications." *Criminology & Public Policy* 8:423-429. (3) Problem-Oriented Policing Scott, Michael S. 2010. "Evaluating the effectiveness of problem-oriented policing." *Criminology & Public Policy* 9(1):135-137. Weisburd, David et al., 2010. "Is problem-oriented policing effective in reducing crime and disorder?" *Criminology & Public Policy* 9:139-172.

	Braga, Anthony A. 2010. "Setting a higher standard for the evaluation of problem-oriented policing initiatives." *Criminology & Public Policy* 9:173-182. Tilley, Nick. 2010. "Whither problem-oriented policy." *Criminology & Public Policy* 9:183-195.

WEEK #5:

Monday	**Read** Chapter 8 – Cost-Efficiency Evaluations Chapter 9 – Conclusion
Wednesday	Comment – Student Communication (threaded discussion) due by 11:59pm
Thursday	Chapter Eight-Nine Discussion Question # 8 & #9, due by 11:59pm 8. What are the benefits of evaluating the cost efficiency of a criminal justice policy? 9. How would you increase the use of evaluation research in the development, implementation, monitoring, and assessment of criminal justice policy?
Saturday	A Policy Reading # 5, Due by 11:59pm Walker, Jeffery T. 2007. "Eliminate residency restrictions for sex offenders." *Criminology & Public Policy* 6(4):863-870.
Sunday	Design/Write a Criminal Justice Policy, due by 11:59pm