



Dr. Stephen W. Verrill

CJ 583-01W Criminal Justice Policy Course Syllabus: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Dr. Stephen Verrill

Virtual Office Hours: I am available daily during weekdays by Email.

University Email Address: Stephen.Verrill@tamuc.edu

Personal Cell Phone:

I may be contacted by telephone on Mondays, 1:00 pm-6:00 pm Eastern time zone at (580) 230-8981. That is my cell phone. Please do not call at other times without an appointment. I do not respond to text messages.

COURSE INFORMATION

Textbook(s) Required

Mears, D.P. (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 Required Readings

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 syllabus/schedule are subject to change.

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. Describe the steps involved in implementing a policy.
2. Identify the evaluation hierarchy of a criminal justice policy.
3. Evaluate 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.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

This course is 100% ONLINE.

Student Responsibilities or Tips for Success in the Course

Students are expected to read all assigned material. It is also expected that students will submit all assignments on time. If students experience any difficulties with the course content and/or face unexpected situations, PLEASE CONTACT ME AS QUICKLY AS POSSIBLE (215) 681-7893.

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. LATE SUBMISSIONS WILL NOT BE ACCEPTED.

Total points possible for the term = 700. Grades will not be rounded.

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

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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.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Grades will not be rounded.

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'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

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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.

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

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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.

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. 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

- 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.

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□ 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.

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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.

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.

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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).

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L

Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A

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Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Device	Operating System	Browser	Supported Browser Version(s)
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 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

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higher resolution

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is
enabled. Cookies
are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\)https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 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

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the
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requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

I am available by email and cell phone. Please allow me 24-48 hours to return email communication. Please allow me at least 24 hours to respond to phone calls/text messages. When communicating by email and/or by phone, please identify yourself by name.....Hello Dr. Pirtle I am Jane Doe and I am a student in your CJ 583 Policy course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work

(LATE WORK WILL NOT BE ACCEPTED) (THERE WILL BE NO EXTRA CREDIT)

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

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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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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
162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@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.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M- Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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." <i>Criminology & Public Policy</i> 1(1):1-3. Clear, Todd R. 2007. "Informing Public Policy." <i>Criminology & Public Policy</i> 6(4):633-641.
Tuesday	Initial Presentation due by 11:59pm

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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." <i>Criminology & Public Policy</i> 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." <i>Criminology & Public Policy</i> 6(4):763-772.

WEEK #4:

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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." <i>Criminology & Public Policy</i> 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." <i>Criminology & Public Policy</i> 8(4):795-801. Kovandzic, Tomislav V. et al., 2009. "Does the death

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	<p>penalty save lives?" <i>Criminology & Policy</i> 8:803-843.</p> <p>Berk, Richard. 2009. "Can't tell: Comments on 'Does the death penalty save lives?' <i>Criminology & Public Policy</i> 8:845-851.</p> <p>Rubin, Paul H. 2009. "Don't scrap the death penalty." <i>Criminology & Public Policy</i> 8:853-859.</p> <p>(2) After-School Delinquency Prevention Programs</p> <p>Krohn, Marvin. 2009. "The folk 'wisdom' on after-school delinquency prevention programs." <i>Criminology & Public Policy</i> 8(2): 387-389.</p> <p>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." <i>Criminology & Public Policy</i> 8:391-412.</p> <p>Capaldi, Deborah M. 2009. "Youth after-school programs: Time to involve the parents and community." <i>Criminology & Public Policy</i> 8:413-422.</p> <p>Bilchik, Shay. 2009. "The impact of after-school programs on middle-school students – Policy implications." <i>Criminology & Public Policy</i> 8:423-429.</p> <p>(3) Problem-Oriented Policing</p> <p>Scott, Michael S. 2010. "Evaluating the effectiveness of problem-oriented policing." <i>Criminology & Public Policy</i> 9(1):135-137.</p> <p>Weisburd, David et al., 2010. "Is problem-oriented policing effective in reducing crime and disorder?" <i>Criminology & Public Policy</i> 9:139-172.</p> <p>Braga, Anthony A. 2010. "Setting a higher standard for the evaluation of problem-oriented policing initiatives." <i>Criminology & Public Policy</i> 9:173-182.</p> <p>Tilley, Nick. 2010. "Whither problem-oriented policy." <i>Criminology & Public Policy</i> 9:183-195.</p>
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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?

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	9. How would you increase the use of evaluation research in the development, implementation, monitoring, and assessment of criminal justice policy?
Thursday	A Policy Reading # 5, Due by 11:59pm Walker, Jeffery T. 2007. "Eliminate residency restrictions for sex offenders." <i>Criminology & Public Policy</i> 6(4):863-870.
Friday	Design/Write a Criminal Justice Policy, due by 11:59pm

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