



Course Syllabus

CJ583-02W: Criminal Justice Policy

Professor: David Marble, Ph.D.
Virtual Office Hours: I will check email regularly throughout the day during weekdays
Phone: 816-385-6717
University Email Address: david.marble@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 the DocSharing or weekly modules

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

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

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

Clear, T. R., & Frost, N. A. (2007). Informing public policy. *Criminology & Public Policy*, 6(4), 633-640.

Jones, P. R., & Wyant, B. R. (2007). Target juvenile needs to reduce delinquency. *Criminology & Public Policy*, 6(4), 763-772.

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

Walker, J. 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 CJ 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 a variety of discussions/comments, readings, and written assignments. Below is an explanation of each course requirement including assignment instructions and other requirements. The due dates can be found in the course schedule at the end of the syllabus.

Introduction: (1 Introduction post—counts up to 10 points)

Students are asked to introduce themselves to each other. This information will be entered as a threaded discussion that is due on Tuesday of the first week. 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
- 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 (each of the first 3 weeks of the course) posted by 11:59pm.**

Each of the first three weeks has 3 separate chapters assigned. You will need to answer each of the three chapter discussion questions assigned for the week in your discussion post.

Maximum points per chapter discussion question are fifteen (15) points (or a total of 45 points for each of the weekly discussion posts). Grading of this assignment will be based on how well the student answers the question(s) posed (there is no set length for the answer, however, please write a separate paragraph for each of the three questions posed that week).

Comments to Discussion Posts- 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 each week where there is a Chapter Discussion Assignment for making good comments to at least 5 other student postings.

Each week a student should post comments pertaining to other students' responses to the discussion questions associated with the chapters being read, discussed, and studied for that specific week. It will be necessary for the student to post the relevant comments between Thursday and Saturday, no later than **11:59pm of that Saturday** if you expect to earn any points for the posting during that week.

Comments should be relevant and demonstrate that the student has read the assigned chapters and can intelligently comment on other students' answers to the discussion questions assigned that week. Comments need not be of any particular length or number of words.

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. The research articles for all of the Policy Readings are all combined in to one pdf document that can be found in **DocSharing** in D2L.

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 Tuesday of each week, beginning with Week Two. Each assignment is due by **11:59pm on the due date each week.**

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 below and in the "A Policy Readings" assignment page for each week in D2L. 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.

Guidance for writing "A Policy Readings" assignment:

What exists in "A Policy Readings" is either a policy or practice put into action by an agency, most likely a criminal justice agency. The student's task after reading each particular assignment is to look critically at the practice and answer these inquisitive questions or make analytical statements based on what you read or have come to know about the practice that the reading covers. You should plan to answer **most** the following questions in writing your critique of the policy or practice:

1. Does the practice or policy make sense or is it fair?
2. Does the practice or policy accomplish a real goal or provide a much needed solution to a particular activity or circumstance?
3. Does the practice or policy have some theoretical grounding, is it based on some information or knowledge that is logical or appropriate?
4. Do you agree with the practice or policy, and if so why? If not then why not?
5. Do you have any comments about the practice or policy based on your professional knowledge or experience? Do not let this become an anecdotal writing though.

6. Is there legitimacy or not in terms of what an agency may be doing here as described by this writing?
7. Is this practice or policy acceptable to our society or community? Do our citizens know and understand the practice or goal of such activity?
8. In your march to understand Mears is there anything from his writing that you can employ that can assist you in establishing a position in reference to this topic covered by this reading? What is your position on this topic written in this assignment?

Please keep in mind that you do not have to answer every one of these questions, but you should answer **most** of them as you write your answer. I have created these questions to help guide your thoughts as you formulate your reply about this practice or policy. Use your creativity and ingenuity to write an appropriate reply to this assignment. A simple three to five sentence paragraph probably will not satisfy a proper response to this assignment; however, a book will not be necessary or appropriate either. If you employ reference material or information please properly cite the source.

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 (**and only one**) of these below policies on which to perform this assignment. All of the assigned articles in each of the 3 policy areas are combined in to one pdf document and can be found in either DocSharing or in the Week 4 module in D2L:

1. Deterrence and Executions

Donohue III, J. J. (2009). The impact of the death penalty on murder. *Criminology & Public Policy*, 8(4), 795-801.

Kovandzic, T. V., et al., (2009). Does the death penalty save lives? *Criminology & Policy*, 8, 803-843.

Berk, R. (2009). Can't tell: Comments on 'Does the death penalty save lives?' *Criminology & Public Policy*, 8, 845-851.

Rubin, P. H. (2009). Don't scrap the death penalty. *Criminology & Public Policy*, 8, 853-859.

2. After-School Delinquency Prevention Programs

Krohn, M. (2009). The folk 'wisdom' on after-school delinquency prevention programs. *Criminology & Public Policy*, 8(2), 387-389.

Cross, A. 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, D. M. (2009). Youth after-school programs: Time to involve the parents and community. *Criminology & Public Policy*, 8, 413-422.

Bilchik, S. (2009). The impact of after-school programs on middle-school students – Policy implications. *Criminology & Public Policy*, 8, 423-429.

3. Problem-Oriented Policing

Scott, M. S. (2010). Evaluating the effectiveness of problem-oriented policing. *Criminology & Public Policy*, 9(1), 135-137.

Weisburd, D., et al., (2010). Is problem-oriented policing effective in reducing crime and disorder? *Criminology & Public Policy*, 9, 139-172.

Braga, A. A. (2010). Setting a higher standard for the evaluation of problem-oriented policing initiatives. *Criminology & Public Policy*, 9, 173-182.

Tilley, N. (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 is strongly recommended 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 cite your sources according to proper APA formatting standards.

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 "DocSharing" 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 Welsh & 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). The Pre/Post-tests may not be available in D2L, so if they are not there, do not worry about completing them.

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
Student Introduction	1	10	10
Chapter Discussion Questions	3	45	135
Comments-Chapter Discussion Questions	15	3	45
A Policy Reading	4	15	60
Critique of Current Policy	1	100	100
Design/Write a Criminal Justice Policy	1	150	150
			500

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 = 500. The grading book in D2L shows grades as percentage points, so I also show final grade assignment by percentage points. For the purposes of assigning final letter grades, all numeric grades are rounded to the nearest whole number.

90 to 100% or 500-448 = A
80 to 89% or 447-398 = B
70 to 79% or 397-348 = C
60 to 69% or 347-298 = D
Below 60% or 297 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 (e.g., acts of nature) that necessitate a change. In such situations, I will notify you.

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
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 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](https://get.adobe.com/flashplayer/) (version 17 or later) <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 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

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. It will be your responsibility to check your University Email regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 and from a document I have placed in the DocSharing section of the course in D2L.

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

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. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies **ONLY** to your Critical Analysis Policy Readings Assignments, Critique of a Current Policy Assignment, weekly discussions and comments, and **not** your Design/Write a Criminal Justice Policy Assignment.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late with a possible deduction of points. Assignments turned in more than one day late **will not be** accepted/graded.

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 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

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.

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 Email and in Announcements. The professor reserves 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.

Please note that all discussions/comments/assignments are due by 11:59PM CST in D2L on the day they are due as outlined in the syllabus. Please note that this course runs on a Monday-Sunday schedule.

Week #1: February 25 through March 3, 2019

Monday	<p>Read</p> <p>Chapter 1 – Introduction</p> <p>Chapter 2 – Irrational Criminal Justice Policy</p> <p>Chapter 3 – A Solution for Improving Criminal Justice Policy: Evaluation Research</p> <p>A Critical Analysis Policy Reading # 1 (no writing assignment for this reading):</p> <p>Clear, T. R. (2001). Criminology & public policy: A new journal of the American Society of Criminology. <i>Criminology & Public Policy</i>,</p>
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	<p>1(1), 1-3.</p> <p>Clear, T. R. (2007). Informing public policy. <i>Criminology & Public Policy</i>, 6(4), 633-641.</p>
Tuesday	Student Introduction due by 11:59pm
Thursday	<p>Chapter Discussion Questions # 1, # 2, and # 3, due by 11:59pm</p> <p>1. Elaborate on <u>one</u> of the goals of the book identified in Chapter One.</p> <p>2. What factors influence the creation of criminal justice policies, and which ones matter the most?</p> <p>3. How can evaluation research contribute to increased government accountability and evidence-based policies and practices?</p>
Saturday	Comments on Chapter Discussions # 1, # 2, # 3, due by 11:59pm

WEEK #2: March 4 through March 10, 2019

Monday	<p>Read</p> <p>Chapter 4 – Needs Evaluations</p> <p>Chapter 5 – Theory Evaluations</p> <p>Chapter 6 – Implementation Evaluations</p> <p>A Critical Analysis Policy Reading # 2:</p> <p>Alpert, G. P. (2007). Eliminate race as the only reason for police-citizen encounters. <i>Criminology & Public Policy</i>, 6(4), 671-678.</p>
Tuesday	Student Analysis of A Policy Reading # 2 by 11:59pm
Thursday	<p>Chapter Discussion Questions # 4, # 5, and # 6, due by 11:59pm</p> <p>4. How do you conduct a need evaluation?</p> <p>5. Why do you think criminal justice policies frequently lack clear or defensible theoretical foundations?</p> <p>6. What steps can be taken to increase the number and quality of implementation evaluations of criminal justice policies?</p>
Saturday	Comments on Chapter Discussions # 4, # 5, # 6, due by 11:59pm

WEEK #3: March 11 through March 17, 2019

Monday	Read
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	<p>Chapter 7 – Outcome Evaluations and Impact Evaluations</p> <p>Chapter 8 – Cost-Efficiency Evaluations</p> <p>Chapter 9 – Conclusion</p> <p>A Critical Analysis Policy Reading # 3:</p> <p>Jones, P. R., & Wyant, B. R. (2007). Target juvenile needs to reduce delinquency. <i>Criminology & Public Policy</i>, 6(4), 763-772.</p>
Tuesday	Student Analysis of A Policy Reading # 3 by 11:59pm
Thursday	<p>Chapter Discussion Questions # 7, # 8, and # 9, due by 11:59PM</p> <p>7. How is an outcome evaluation different from an impact evaluation?</p> <p>8. What are the benefits of evaluating the cost efficiency of a criminal justice policy?</p> <p>9. How would you increase the use of evaluation research in the development, implementation, monitoring, and assessment of criminal justice policy?</p>
Saturday	Comments on Chapter Discussions # 7, # 8, # 9, due by 11:59pm

WEEK #4: March 18 through March 24, 2019

Monday	<p>Read:</p> <p>A Critical Analysis Policy Reading # 4:</p> <p>Ostrom, B. J., & Hanson, R. A. (2007). Implement and use court performance measures. <i>Criminology & Public Policy</i>, 6(4), 799-806.</p> <p>One of the collection of articles for a Critique of a Current Policy assignment listed below</p>
Tuesday	Student Analysis of A Policy Reading # 4 by 11:59pm
Thursday	<p>Critique of a Current Policy Essay, Due by 11:59pm</p> <p>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 for each policy are found together in one pdf document)</p> <p>(1) Deterrence and Executions</p>

Donohue III, J. J. (2009). The impact of the death penalty on murder. *Criminology & Public Policy*, 8(4), 795-801.

Kovandzic, T. V., et al., (2009). Does the death penalty save lives? *Criminology & Policy*, 8, 803-843.

Berk, R. (2009). Can't tell: Comments on 'Does the death penalty save lives?' *Criminology & Public Policy*, 8, 845-851.

Rubin, P. H. (2009). Don't scrap the death penalty. *Criminology & Public Policy*, 8, 853-859.

(2) After-School Delinquency Prevention Programs

Krohn, M. (2009). The folk 'wisdom' on after-school delinquency prevention programs. *Criminology & Public Policy*, 8(2), 387-389.

Cross, A. 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, D. M. (2009). Youth after-school programs: Time to involve the parents and community. *Criminology & Public Policy*, 8, 413-422.

Bilchik, S. (2009). The impact of after-school programs on middle-school students – Policy implications. *Criminology & Public Policy*, 8, 423-429.

(3) Problem-Oriented Policing

Scott, M. S. (2010). Evaluating the effectiveness of problem-oriented policing. *Criminology & Public Policy*, 9(1), 135-137.

Weisburd, D., et al., (2010). Is problem-oriented policing effective in reducing crime and disorder? *Criminology & Public Policy*, 9, 139-172.

Braga, A. A. (2010). Setting a higher standard for the evaluation of problem-oriented policing initiatives. *Criminology & Public Policy*, 9, 173-182.

Tilley, N. (2010). Whither problem-oriented policy. *Criminology & Public Policy*, 9, 183-195.

WEEK #5: March 25 through March 29, 2019

Monday	Read A Critical Analysis Policy Reading # 5: Walker, J. T. (2007). Eliminate residency restrictions for sex offenders. <i>Criminology & Public Policy</i> , 6(4), 863-870.
Tuesday	Student Analysis of A Policy Reading # 5 by 11:59pm
Thursday	Design/Write a Criminal Justice Policy, due by 11:59pm