

# CRIM 512 Implementing Crime & Justice Policy

## Spring Semester 2024 Online Asynchronous

Jennifer B. Embrey, JD, Ph.D.  
Department of Criminology, Law and Society  
George Mason University

Office hours: by appointment  
[jbaile13@gmu.edu](mailto:jbaile13@gmu.edu)

## Course Information

### Course Description (from University Catalogue)

Introduces students to the art and science behind implementing policies in today's criminal justice organizations. While considering effective, best, and evidence-based practices, students will learn about both processes and outcomes related to adopting, adapting, implementing, and sustaining reform in justice agencies. Key concepts include technology transfer, transportability, uptake, diffusion, fidelity, and change.

### Course Objectives

By the end of this course, students will:

- Develop a comprehensive understanding of the art and science involved in implementing policies within contemporary criminal justice organizations.
- Critically examine the effective, best, and evidence-based practices associated with policy implementation in the field of criminal justice.
- Acquire knowledge about both the processes and outcomes linked to the adoption, adaptation, implementation, and sustainability of reforms within justice agencies.
- Master key concepts in policy implementation, including but not limited to technology transfer, transportability, uptake, diffusion, fidelity, and change.
- Engage in critical analysis to evaluate and understand the challenges and successes related to the reform processes within justice agencies.
- Integrate theoretical knowledge with practical applications, emphasizing the intersection between academic concepts and real-world implementation scenarios.
- Develop effective communication skills to articulate ideas, insights, and analyses related to policy implementation in criminal justice organizations.
- Consider ethical implications and considerations associated with policy implementation, fostering an understanding of the ethical dimensions within criminal justice reform.
- Cultivate problem-solving skills to address complex challenges and obstacles commonly encountered during policy implementation in criminal justice settings.
- Participate in collaborative learning experiences that encourage the exchange of ideas, perspectives, and experiences among students.
- Embrace a mindset of continuous improvement by reflecting on lessons learned, fostering a commitment to ongoing learning and adaptation in the field of policy implementation within criminal justice organizations.

### Course Format

This course will be conducted entirely through asynchronous delivery, offering a flexible and accessible online learning experience. All course materials, encompassing reading materials, videos, and assignments, will be conveniently organized in content folders labeled for each week. These resources will be readily available on our Blackboard course site at <http://mymasonportal.gmu.edu>,

facilitating seamless access and engagement for all students. Additionally, important announcements will be forwarded to your Mason email address. To ensure privacy, please use your Mason email address for correspondence with me.

To log in to the course:

1. Go to <http://mymason.gmu.edu>.
2. Login using your NETID and password.
3. Click on the 'Courses' tab.
4. Click on CRIM512-001 (Spring 2024)

## Technical Help & Expectations

Visit the IT Services Knowledge Base at <https://its.gmu.edu/article-categories/tl-s/> for help and FAQs about using Blackboard. Assistance is also available at the Collaborative Learning Hub (CLUB), 311 Johnson Center, from 9 am - 7 pm Monday through Thursday and 10 am - 4 pm Friday during the semester (hours differ during breaks). Reservations are strongly encouraged but walk-ins are accepted. Visit this link <https://its.gmu.edu/article-categories/tl-s/> for details.

## Course Policies

### Classroom Conduct

Students are encouraged to demonstrate respect for the instructor and their peers by actively participating in class discussions on time and being adequately prepared. The virtual classroom may delve into uncomfortable or controversial topics, eliciting diverse opinions among students. The instructor strives to create a safe space for open dialogue where students can comfortably share their ideas and opinions. This commitment to a safe environment does not entail avoidance of challenging subjects; instead, it promotes respectful debate and disagreement. Students are expected to exercise consideration for the viewpoints and privacy of their peers during discussions.

### Instructor Support

For general inquiries about the course, students are encouraged to utilize the "Q&A" forum on our Blackboard Discussion Board. This platform allows students to pose questions related to the course, fostering a collaborative environment where others might share similar concerns.

For direct communication, email is the preferred method. Responses will be provided within 48 hours on weekdays and by Monday morning for messages sent on Fridays or over the weekend. When emailing, please include "CRIM 512" in the subject line and your full name in the message. Office hours are available by appointment. To schedule a meeting, please email me, specifying your preference for a video conference or a phone discussion.

## Course Requirements and Grading

### Course Text and Materials

Welsh, W. N., & Harris, P. (2016). *Criminal Justice Policy and Planning: Planned Change* (5th ed.). Routledge. <https://doi.org/10.4324/9781315638614>.

Saunders, R. P. (2016). *Implementation Monitoring and Process Evaluation*. SAGE Publications, Inc.  
<https://doi.org/10.4135/9781071878736>

These books are available for free as a PDF from our library. Please let me know if you have any difficulties obtaining it. You may also purchase it if you want a hard copy (I have not, however, ordered it for the bookstore). Additional readings will be made available on Blackboard in the Content Folders.

### Assignments and Grading

Students will find all pertinent materials, detailed instructions, and grading rubrics for each assignment available on Blackboard, the designated online learning platform. Regular checking of Blackboard for updates, announcements, and additional assignment-related resources is advised.

Submission of all assignments must be done through the designated assignment submission tool on Blackboard. Adherence to specified deadlines for each assignment is essential, as late submissions may result in penalties, as outlined in the assignment rubrics.

Each assignment will undergo evaluation using clearly defined criteria. Students are encouraged to familiarize themselves with the grading rubric for each assignment to better understand the expectations and how their work will be assessed. In case of any questions or the need for clarification on an assignment, students are advised to utilize the course Q&A discussion board on Blackboard.

Feedback on assignments will be provided through Blackboard. Students should ensure prompt review of feedback to comprehend areas of improvement. Grades for each assignment will be accessible on Blackboard, enabling students to track their progress throughout the course.

### Weekly Discussion Board Assignments

Weekly discussion board assignments are designed to foster active engagement, critical thinking, and collaborative learning among students. Each week, the professor will either post thought-provoking questions for students to answer or provide assignment details related to the ongoing course topics. This interactive platform aims to encourage meaningful discussions, knowledge sharing, and the application of course content in a virtual classroom setting.

**Evaluation Criteria:** Your contributions to the weekly discussion board will be assessed based on the following criteria:

- Thoughtfulness and depth of responses.
- Application of course concepts and theories.
- Engagement with peers through meaningful interactions.
- Adherence to professional communication standards.

These weekly assignments are designed to enhance your understanding of course material, foster a sense of community, and provide a platform for collaborative learning. Your active participation is integral to the success of these discussions. If you have any questions or need clarification, feel free to reach out to the instructor. Enjoy the discussions and make the most of this learning opportunity!

## Implementation Analysis Paper

The Implementation Analysis Paper is crafted to enhance students' comprehension of policy implementation analysis and its practical implications. Their task involves evaluating the goals, design, implementation strategies, and outcomes of the policy under consideration. Additionally, students are expected to critically assess the policy and identify key lessons learned. The submission date for this assignment is by 11:59 pm EST on 3 May.

## Position Paper

This assignment necessitates students to participate in a critical analysis of one of the weekly assigned readings. Their task is to compose a brief position paper (minimum 300 words) articulating a well-reasoned stance on the topic addressed in the reading. The position should be substantiated by logical or theoretical support, showcasing the ability to conduct a theoretical evaluation of the policy under consideration. Each student will sign up to produce two position papers, both due by 11:59 pm EST on the Saturday of the respective weeks.

## Grade Components

Component	Percentage Total
Discussion Forum	30%
Implementation Analysis Paper	50%
Position Papers	20%
TOTAL	100%

## Grading Scale

Letter grades for this course will be based on the following points breakdown, according to the Graduate Regular scale:

A+ 97-100	A 93-96.9	A- 90-92.9
B+ 87-89.9	B 83-86.9	B- 80-82.9
C 70-79.9	F < 70	

## Course Schedule and Reading Assignments

The weekly schedule is subject to change depending on the progress of the class. Any changes will be posted in the Announcements on Blackboard and emailed to your GMU account. Please check regularly for course updates. All readings will be made available on Blackboard.

Week	Topics	Key Dates
<b>1</b> 16 – 21 Jan	Introduction to Crime and Justice Policy	Post an introduction in the Personal Introductions forum on our course Blackboard Discussion Forum
<b>2</b> 22 – 28 Jan	Theoretical Foundations of Policy Implementation	Discussion Board Assignments
<b>3</b> 29 Jan – 4 Feb	Stakeholders and Framing Justice Problems	Discussion Board Assignments

<b>4</b> 5 – 11 Feb	Policy Development and Analysis	Discussion Board Assignments
<b>5</b> 12 – 18 Feb	The Role of Implementation	Discussion Board Assignments
<b>6</b> 19 – 25 Feb	Implementation	24 Feb – Position Papers Due NLT 11:59 pm EST
<b>7</b> 26 Feb – 3 Mar	Monitoring and Evaluation	Discussion Board Assignments
<b>8</b> 4 – 10 Mar	<b>Spring Break</b>	
<b>9</b> 11 – 17 Mar	Adaptive Implementation Strategies	16 Mar – Position Papers Due NLT 11:59 pm EST
<b>10</b> 18 – 24 Mar	Completion and Sustainability	23 Mar – Position Papers Due NLT 11:59 pm EST
<b>11</b> 25 – 31 Mar	Evidence-Based Research and Policy Implementation	30 Mar – Position Papers Due NLT 11:59 pm EST
<b>12</b> 1 – 7 Apr	Legal and Ethical Considerations in Implementation	6 Apr – Position Papers Due NLT 11:59 pm EST
<b>13</b> 8 – 14 Apr	Case Studies and Practical Applications	Discussion Board Assignments
<b>14</b> 15 – 21 Apr	Case Studies and Practical Applications	Discussion Board Assignments
<b>15</b> 22 – 28 Apr	Case Studies and Practical Applications	Discussion Board Assignments
1 – 8 May	<b>Exam Week</b>	3 May - Implementation Analysis Paper Due

## University Policies

### Enrollment

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Academic Calendar. The last day to add this class is Tuesday, January 23. The last day to drop without a tuition penalty is Tuesday, January 30 (see the Academic Calendar for later drop dates and associated penalties). The final drop deadline is February 20. After the final deadline, withdrawing from this class requires the approval of the Dean and is only allowed for nonacademic reasons.

## Students with Disabilities

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you seek accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474.

## Honor Code and Academic Integrity

George Mason University has an Honor Code that requires all members of this community to maintain the highest standards of academic honesty and integrity. This Honor Code prohibits cheating, plagiarism, lying, stealing, and research misconduct. I must report all violations of the Honor Code to the Honor Committee. See <http://oai.gmu.edu/the-mason-honor-code/> for more detailed information.

In this course, academic integrity means that you will properly cite the words, work, and ideas of others in all written work and presentations and submit your work for graded assignments. To help you comply with the Honor Code, I will include detailed information about my expectations in the instructions for each assignment. If you have any doubt as to whether you comply with the Honor Code, always ask me.

**Note Regarding Generative AI (e.g., ChatGPT):** The course involves multiple writing assignments. In the interest of enhancing learning, students are advised to complete tasks independently, avoiding reliance on artificial intelligence (AI) tools. Engaging in the process of composing responses in one's own words is essential for personal development, professional growth, and success in career goals. It is crucial to recognize that AI text generation tools may present inaccuracies, biased responses, and incomplete analyses, rendering them unsuitable for producing text meeting the course standards.

Acknowledging the potential significance of these tools in students' future careers, the instructor is open to experimentation for idea generation, among other purposes. Should students choose to utilize such tools, it is mandatory to disclose their usage, giving proper credit for any text or ideas generated by AI. Failure to appropriately attribute AI-generated text or ideas is considered a violation of academic integrity.

Note: The AI statement is based on language developed by the Stearns Center for Teaching and Learning.

## University Resources

- Mason's Office of Learning Services offers tips on how to be a successful remote learner at <https://learningservices.gmu.edu/keeplearning/>
- Counseling and Psychological Services (CAPS) remains available to provide services to Mason students. Please see CAPS' website for a list of hours and resources. CAPS also offers [virtual workshops](#) focused on healthy coping skills. Contact CAPS at 703-993-2380.

- The Writing Center offers free writing support to Mason students. They offer virtual assistance and tutorials. See <https://writingcenter.gmu.edu/> for more information or to schedule a session.

If you are struggling, in crisis, or just need information and resources, the Offices of University Life provide support and assistance for many areas of your personal and academic life, including academic integrity, counseling and psychological services, disability services, diversity and inclusion, health and wellness, LGBTQ resources, and support for international students. See <http://ulife.gmu.edu/home/offices-of-university-life/> for a full listing of service areas and contact information.