COURSE INFORMATION
Instructor: Haley Zettler, Ph.D.
Class Meeting: T 2:00-4:50
Classroom Location: ART 226

Instructor Contact Information
Email: Haley.Zettler@unt.edu
Phone: 940-565-4338
Office Location: Chilton 273G
Office Hours: By appointment via Zoom

Email Expectations: When sending an email, please put the COURSE NUMBER (CJUS 5050) in the subject line. I can only respond to emails if they are sent through your UNT email account. You can expect to receive a response within 48 hours during the week and 72 hours on the weekend. If you have not received a response within that time, please email me back.

Course Materials
- Required materials:

4. Various journal articles posted on Canvas and listed on the course schedule.

Note: In addition to the required text, handouts, documentaries, and other sources of reference may be used to further enhance student's learning.

Course Description
This course covers the investigation, analysis, and discussion of the relationships between substance abuse and criminal and juvenile offenders.

Course Objectives
The objective of this course is to expose the student to the history and consequences of various drug policies and programs in the United States. Upon successful completion of the course the student will:

1) Demonstrate an understanding of the different theories of substance abuse.
2) Describe the patterns of illegal and legal drug use.
3) Evaluate the effectiveness of drug treatment.
4) Discuss the impact of drug policies in the United States.
5) Identify emerging issues surrounding substance abuse.

Course Notes and Recommendations

Please make sure to have your official UNT email forwarded to your preferred email address (if different) to receive important updates, changes, announcements, class cancellations (if applicable), and generally, so I can reach you if necessary.

Before you send email with a question, make sure to review the syllabus. Most questions can be answered in this document.

The announcement board in Canvas, and email, will be used primarily used for communication to the class as a whole.

Important: it is your responsibility to utilize a computer system that works and is compatible with the UNT online system/Canvas.

Course Requirements and Grading

Your final grade will be determined based on your performance on four article critiques, one term paper, and class participation. There is a total of 400 points that can be earned in this course.

Article Summaries: 3 @ 60 points each
Term Paper: 1 @ 100 points
Class Participation: 120 points total

Grading Scale:

360-400: A
320-359: B
280-319: C
240-279: D
239 or Less: F

Article Summaries: Students will complete three (3) article summaries over the course of the semester worth 60 points each. Students may select any three of the assigned journal articles
posted on Canvas to summarize. Students are not allowed to summarize fact sheets or other articles that are not listed as required readings. Article summaries should: 1) summarize the purpose of the article; 2) discuss the study’s methodology; and 3) summarize the results and conclusions of the study. Students should properly cite the article using APA format. Specific grading guidelines are provided in the rubric attached to the end of the syllabus. Article summaries should be uploaded to Canvas prior to the class meeting that the article is listed on the syllabus.

**Term Paper**: The term paper should be 10-12 pages in length and will be due no later than December 3rd, 2020. You may write about any drug-related policy or program that you choose. I encourage you to research and write about a topic that you are passionate about. I also encourage you to discuss your ideas for this paper and your intended approach with me early and frequently. Specific grading guidelines are provided in the rubric attached to the end of the syllabus.

**Class Participation**: This class is organized as a seminar. It is my expectation that you will come to each and every class prepared to discuss the assigned readings. In this type of class, I see class participation as an important component of a successful seminar. To facilitate dialogue, students must submit via email at least two discussion questions to me by 10 AM each class day. These questions must be based on our readings. I will select a subset of these questions to help guide our in-class discussions. Your participation grade will be based upon the quality of these questions as well as the quality of your participation in class.

**Class Policies**

**Attendance Policy**: The course is specifically designed to make the most of the time we spend together as a class. As such, students are expected to attend every class. Since this is a discussion-based course, it is much more difficult to keep up with the class when you do not attend. I will only make accommodations for missed assignments for students under exceptional circumstances. This will be extremely rare events and will require proper documentation.

**Authorized Absences**: Absences are authorized only in cases of participation in school sponsored activities and/or religious holidays. For an excused absence due to a school sponsored activity, students must be 6 approved in advance by the department chair and academic dean. Within three days after the absence, students must obtain authorized absence cards from the Dean of Students for presentation to instructor. Students who wish to request an excused absence for religious holidays can do so and will be excused from class as long as they make a request within the required time frame set by the University (see the most recent undergraduate catalog). Notification must be in writing so that I may have it for my records. You must arrange to make up any work missed during the excused religious absence or school sponsored activity.
Students who have fallen behind, are failing and/or choose to not complete the coursework for the semester are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of “F.” Last day to withdraw with a grade of “W” is November 20, 2020.

**COVID-19 impact on attendance**
While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.
If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Class Materials for Remote Instruction**
The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to Zoom, a webcam and microphone to participate in fully remote portions of the class. Learn more about how to be successful in a remote learning environment

**Class Recordings**
Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**Face Coverings**
Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.
**Make-Up Policy**

There are no make-up tests/assignments in this class with the exception of authorized absences according to University policies prescribing authorized absences in certain situations. I reserve the right to consider extreme circumstances and modify this rule. Those in athletics, those who are absent for religious holidays, and/or those involved in other school supported activities that require being absent from class will be allowed make up if proper procedures are followed in requesting an excused absence. I must have written documentation in advance that you will be away from class for the absence to be excused (e.g., traveling for a basketball game, observing a religious holiday). If you were critically ill in such a way that you could not complete any required assignment or exam, you must submit a doctor’s note to me within calendar 3 days.

**Class Content Warning:**

Please be aware that this course and the related course materials, (including audio/visual material), may include material and topics that could be offensive and/or disturbing to some students. This could include violence, offensive or foul language, difficult topics such as sexuality, quotations with offensive or foul language, case studies, and many other subjects inherent to the criminal justice world. We are all adults, and will be required to act professionally and respectfully with these topics and language. Anyone who does not act accordingly will be asked to leave at the instructor’s discretion, be subject to student conduct policies, and will forfeit participation points. Due to the class content and expected discussion, no visitors, including children, are allowed in class.

**Student Behavior and University Policy**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

**Additional Policies:**

- Recording devices are not allowed in the classroom unless specifically approved by the instructor.
- Tobacco products of any kind (including e-cigs) are not allowed in the classroom.
- Cell phones, pagers, or any other electronic devices that make noise should be turned off before class.
- Due to liability concerns and the content of course discussions, children are not permitted in the classroom at any time.
- Laptops and similar devices can be used during class as long as they are used for taking notes and/or other related classroom functions. If surfing the web, instant messaging, sending emails or otherwise, they will not be allowed in the classroom.
To be successful at learning and understanding the material in this class, it is essential that you read and complete the assigned material and engage in thoughtful discussions. Your active participation, along with your willingness to engage in thoughtful discussions will be considered at all times during the semester.

A classroom, especially during times of discussion, is a place to express ideas, opinions, and engage in thoughtful discussions. Students will respect the views and opinions of others at all times or their status in the course will be examined. In sum, simply be appropriate during all interactions. Each student brings unique insight and perspectives, and that can make for a very interesting and lively discussion forum, but please be appropriate and respectful of others.

**Academic Dishonesty/Integrity:**
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Students caught cheating or plagiarizing will receive a “0” for that particular assignment or test. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**Office of Disability Accommodation:**
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.
**Student Evaluation of Instruction**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email spot@unt.edu.

**Syllabus Changes**
I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that the syllabus must be modified. In the case that the syllabus needs to be adjusted, I will announce such adjustments to the class. I will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student’s responsibility to check announcements/email so that any and all syllabus changes are documented. Failure to obtain syllabus changes because of failure to check and read announcements does not constitute a defense against missed assignments, test dates, and other applicable changes.

**Succeed at UNT:**
UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go [success.unt.edu](http://success.unt.edu)/.

**Emergency Notification & Procedures:**
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Retention of Student Records:**
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course
Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: essc.unt.edu/registrar/ferpa.html

**Sexual Assault Prevention:**
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

**Miscellaneous:**
The material posted online is my personal intellectual property or that of the University of North Texas. You may not utilize the material for other than class purposes. A variety of resources services are available to students in the Academic Support tab in Canvas.

**ACADEMIC CALENDAR**
*Read the assigned reading for each day prior to coming to class; additional readings may be added and these will be announced in class and on Canvas.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC, READING ASSIGNMENTS, AND DUE DATES</th>
</tr>
</thead>
</table>
| 8/27/20  | Topic: Course Introduction & Overview  
Readings: None                     |
| 9/3/20   | Topic: Theories of Substance Abuse  
Readings:  
- Pgs. 1-98 of *Chasing the Scream*  
| 9/10/20  | Topic: Patterns of Illegal & Legal Drug Use  
Readings:  
- Pgs. 99-184 of *Chasing the Scream* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic: Decriminalization and Legalization</th>
<th>Readings</th>
</tr>
</thead>
</table>
|          |                                         | • Monitoring the Future Study: Trends in Prevalence of Various Drugs Factsheet  
|          |                                         | • National Survey of Drug Use and Health Factsheet  
<p>|          |                                         | • National Overdose Deaths Factsheet                                    |
| 9/24/20  | Topic: Decriminalization and Legalization | Readings                                                                 |
|          |                                         | • Pgs. 185-256 of <em>Chasing the Scream</em>                                   |
|          |                                         | • Hughes, C. E., &amp; Stevens, A. (2010). What can we learn from the Portuguese decriminalization of illicit drugs?. The British Journal of Criminology, 50(6), 999-1022.  |
| 10/1/20  | Topic: The Consequences of the War on Drugs | Readings                                                                 |
|          |                                         | • Preface-Pg. 75 of <em>The New Jim Crow</em>                                   |
| 10/8/20  | Topic: The Consequences of the War on Drugs | Readings                                                                 |
|          |                                         | • Pgs. 76-174 of <em>The New Jim Crow</em>                                      |
| 10/15/20 | Topic: The Consequences of the War on Drugs | Readings                                                                 |
|          |                                         | • Pgs. 175-274 of <em>The New Jim Crow</em>                                     |
| 10/22/20 | Topic: The Consequences of the War on Drugs | Readings                                                                 |
|          |                                         | • Pgs. 275-326 of <em>The New Jim Crow</em>                                     |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 10/29/20   | Drug Treatment         | • NIH Treatment Approaches for Drug Addiction Fact Sheet  
                 |                        |                        | Assessing the effectiveness of drug courts on recidivism: A meta-analytic review of traditional and non-traditional drug courts. Journal of Criminal Justice, 40(1), 60-71 |
| 11/5/20    | Opiate Epidemic        | • Preface to Pg. 184 *Dreamland*                                         |
| 11/12/20   | Opiate Epidemic        | • Pgs. 185-270 *Dreamland*                                              |
| 11/19/20   | Opiate Epidemic        | • Pgs. 271-Afterword *Dreamland*                                         |
| 11/26/20   | No Class, Thanksgiving Holiday |
| 12/3/20    | No In-Class Meeting, Term Paper due by 11:59 PM via Canvas           |
Article Summary Instructions and Rubric

3 @ 60 points each

All written assignments will be written in APA format and should address three specific areas.

1. Purpose of the Study
   a. What was the purpose of the study? (e.g. what crime and/or substance use issue did the study examine?)

2. Study Methodology
   a. How was the study conducted? (e.g. did they conduct an experiment? Survey? Compared arrest rates?)
   b. Who was the study sample? (e.g. prisoners in Texas, participants in drug treatment program)

3. Results and Conclusions of the study
   a. What were the main findings?
   b. What is the overall takeaway from this article?

You must cite and list your references using a reference page at the end of your paper. If you have questions about citations or sources, please ask me for more information. A good resource for proper citations can be found on the Owl Purdue University website: https://owl.english.purdue.edu/owl/resource/560/02/ and an example of a proper reference page: https://owl.english.purdue.edu/owl/resource/560/06/.

Papers are to be uploaded to the designated Article Assignment Dropbox on Canvas.
## CJUS 5050 Article Summary Rubric

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Unsatisfactory 5 points</th>
<th>Developing 10 points</th>
<th>Accomplished 12 points</th>
<th>Exemplary 15 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of article’s purpose</strong></td>
<td>Understanding of the purpose of the article is incomplete or inaccurate.</td>
<td>Shows an understanding of the purpose of the article, but has not included some major points and/or supporting details.</td>
<td>Demonstrates complete understanding of the purpose of the article and has highlighted most major points.</td>
<td>Presents a thorough understanding of the purpose of the article that is correct in both major points and supporting details.</td>
<td>/15</td>
</tr>
<tr>
<td><strong>Summary of article’s methods</strong></td>
<td>Understanding of the article’s research methodology is incomplete or inaccurate.</td>
<td>Shows an understanding of the article’s research methodology, but has not included some major points and/or supporting details.</td>
<td>Demonstrates complete understanding of the article’s research methodology and has highlighted most major points.</td>
<td>Presents a thorough understanding of the article’s research methodology that is correct in both major points and supporting details.</td>
<td>/15</td>
</tr>
<tr>
<td><strong>Summary of article’s results and conclusions</strong></td>
<td>Understanding of the article’s results and conclusions is incomplete or inaccurate.</td>
<td>Shows an understanding of the article’s results and conclusions, but has not included some major points and/or supporting details.</td>
<td>Demonstrates complete understanding of the article’s results and conclusions and has highlighted most major points.</td>
<td>Presents a thorough understanding of the article’s results and conclusions that is correct in both major points and supporting details.</td>
<td>/15</td>
</tr>
<tr>
<td><strong>Organization and Proper Citations</strong></td>
<td>Summary is unorganized; missing proper APA citations.</td>
<td>Summary is somewhat unorganized; incorrectly uses APA citations.</td>
<td>Summary is organized; generally well-written; has only minor APA citation errors.</td>
<td>Summary is well-organized; well-written; and follows all APA citation guidelines.</td>
<td>/15</td>
</tr>
</tbody>
</table>
Term Paper Instructions and Rubric

For your final term paper, you will select one drug policy/program that you would like to research further. The drug policy/program should be aimed at either: 1) preventing substance use; 2) treating substance use; 3) deterring substance use; or 4) reducing relapse and/or recidivism. The program/policy you select can be something directly covered in class, or it can be something else. However, if you choose a topic that we have not covered, please run it by me ahead of time to make sure it is appropriate. A list of possible topics is provided below.

Your paper should thoroughly discuss the existing research surrounding the drug policy/program you choose and should be supported by the use of at least 10 scholarly sources (helpful hint: these will be articles you locate through the UNT library).

Specifically, you will organize your paper in 4 sections.

1. Policy/Program Purpose & Goals
   a. Summarize the aspects of the selected policy/program.
   b. What is the target population of the policy/program?
   c. What are the goals of the policy/program?

2. Literature Review
   a. Summarize the prior literature on the effectiveness of the policy/program.
   b. Does the literature demonstrate that the policy/program has been effective in meeting its goals?

3. Strengths and Weaknesses
   a. Discuss the strengths of the policy/program based on the literature.
   b. Discuss the weaknesses of the policy/program based on the literature.

4. Recommendation/Discussion
   a. Summarize the key points of the prior research.
   b. Provide a recommendation supported by the research as to whether you think the policy/program should be: 1) continued and expanded; 2) continued as is; 3) scaled back; 4) stopped.

Papers should be double-spaced, typed in 12-point, Times New Roman font, and follow APA format. If you have questions about what is/isn’t a scholarly source and/or questions about citing please schedule a time to discuss with me. A helpful guide for citing is the OWL Purdue website: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
Possible Policy/Program Topics

*please contact me if you are interested in a topic not on this list for approval*

- School-Based Drug Prevention Programs (i.e. DARE)
- Antidrug Media Campaigns
- Zero-tolerance school policies
- Drug testing
- Methadone Maintenance Programs and/or Medication Assisted Treatment (MAT)
- Therapeutic Communities
- Drug Courts
- 12-step meetings/groups (i.e. AA, NA)
- Outpatient drug treatment
- Mandatory minimum sentences for drugs
- Pharmaceutical drug regulation laws
- Drug decriminalization and/or legalization
## CJUS 5050 Term Paper Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Substantially Developed (17-20 pts)</th>
<th>Moderately Developed (14-16 pts)</th>
<th>Inadequate (10-13 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to Instructions and Clarity</td>
<td>The paper is organized and formatted based on the instructions. There are no spelling or grammatical errors. Writing is clear and concise.</td>
<td>Paper is generally well organized and most of the argument is easy to follow though there may be some formatting errors. There are only a few minor spelling or grammatical errors. Writing is mostly clear but may lack conciseness.</td>
<td>Paper is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors. Writing lacks clarity and conciseness.</td>
</tr>
<tr>
<td>Purpose/Goals</td>
<td>Clearly states policy/program, its purpose and goals, and why it matters.</td>
<td>Presents an adequate discussion but may be missing a few details.</td>
<td>Policy/program identified is too broad or vague to provide a coherent thesis.</td>
</tr>
<tr>
<td>Literature Review</td>
<td>Provides a thorough and relevant literature review with an excellent variety of sources that meets the number of articles requirement. Synthesizes the articles, not just summarizes them.</td>
<td>Uses appropriate sources to discover what is already known, but does not make a clear connection between this information and the hypothesis. Fails to fully synthesize the findings.</td>
<td>Review of relevant knowledge is seriously incomplete with an inadequate variety of sources. Major issues are ignored and there may be factual inconsistencies or errors.</td>
</tr>
<tr>
<td>Strengths/Weaknesses Review</td>
<td>Provides comprehensive discussion of the strengths/weaknesses of the chosen policy/program. Offers impressive depth of insight/analysis.</td>
<td>Provides adequate discussion of detail of the strengths/weaknesses of the chosen policy/program. Includes an adequate depth of insight/analysis.</td>
<td>Vague discussion of detail with no insight or analysis. Fails to fully discuss the strengths/weaknesses of the chosen policy/program; includes factually incorrect information.</td>
</tr>
<tr>
<td>Recommendation/Discussion</td>
<td>Offers a comprehensive summary of the prior sections, making clear recommendations for future practice.</td>
<td>Offers an adequate summary of the prior sections; provides an adequate discussion of recommendations for future practice.</td>
<td>Discussion section is lacking; does not include a discussion of recommendation for future practice.</td>
</tr>
</tbody>
</table>