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CJ577, SECTION 01W, CJ PLANNING and EVALUATION

MEETS JULY 11, 2022, THROUGH AUGUST 11, 2022
COURSE SYLLABUS: SUMMER II 2022

INSTRUCTOR INFORMATION

Instructor: Emily M. Homer, Ph.D. (she/her/hers)

Office Location: since the Ferguson Sciences Building is under construction for this term, I do not have an on-campus office and will be mostly working from home. If you want to meet in person, we can still find a space to meet, either on-campus or off.

Office Hours: Mondays and Tuesdays, 10 AM – 12 PM CT, via Zoom (a link is provided in Brightspace). You are also very welcome to schedule a meeting at a time that works for both of us.

Office Phone: I do not have an office phone number for this term. Please let me know if you would like me to call you and we will arrange that. Otherwise, please contact me via email or via Zoom during my office hours.

Office Fax: I do not have a fax number for this term.

University Email Address: emily.homer@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: E-mail is the best way to contact me. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Vito, Gennaro F. & George E. Higgins. (2015). *Practical program evaluation for criminal justice*. Anderson Publishing. Ebook, available free online through the Waters Library. If you'd prefer, you can purchase a hard copy for yourself.

Optional textbook: none

Software Required: Microsoft Word

Optional Texts and/or Materials: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

The syllabus/schedule are subject to change.

Required readings:

Bouffard, J. A., Taxman, F. S., & Silverman, R. (2003). Improving process evaluations of correctional programs by using a comprehensive evaluation methodology. *Evaluation and Program Planning*, 26(2), 149-161.
[https://doi.org/10.1016/S0149-7189\(03\)00010-7](https://doi.org/10.1016/S0149-7189(03)00010-7)

Calsyn, R. J., Kelemen, W. L., Jones, E. T., & Winter, J. P. (2001). Reducing overclaiming in needs assessment studies: An experimental comparison. *Evaluation Review*. 25(6), 583-604.

Cooper, J. A., & Worrall, J. L. (2012). Theorizing criminal justice evaluation and research. *Criminal Justice Review*, 37(3), 384–397.
<https://doi.org/10.1177/0734016812442940>

Roman, J. (2013). Cost-benefit analysis of criminal justice reforms. *NIJ Journal*, 272, 31-38.

Sherman, L. W., Gottfredson, D. C., MacKenzie, D. L., Eck, J., Reuter, P., & Bushway, S. (1998). *Preventing crime: What works, what doesn't, what's promising*. US Department of Justice, Office of Justice Programs, National Institute of Justice.

Taylor, C. J. (2020) Beyond recidivism: An outcome evaluation of a federal reentry court and a critical discussion of outcomes that matter. *Justice Evaluation Journal*, 3(2), 134-154, <https://doi.org/10.1080/24751979.2020.1721311>

Optional readings:

Pratt, T. C. (2010). Meta-analysis in criminal justice and criminology: What it is, when it's useful, and what to watch out for. *Journal of Criminal Justice Education*, 21(2), 152-168. <https://doi.org/10.1080/10511251003693678>

Russo, M. W. (2007). How to review a meta-analysis. *Gastroenterology & Hepatology*, 3(8), 637–642.

Copies of the readings are available in BrightSpace.

Course Description

The class will acquaint students with scientific techniques used for analyzing criminal justice problems and developing solutions. This course will provide students with the tools to analyze and evaluate criminal justice policies and programs.

Prerequisites: none

The syllabus/schedule are subject to change.

Student Learning Outcomes

Upon completion of this course, students who fully participate in all aspects of the course should be able to:

1. Describe the value and variety of program evaluation research methods
2. Design a proposed plan for a program evaluation
3. Analyze both qualitative and quantitative data as applied to program evaluation research
4. Construct an Executive Summary for the completed program evaluation

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Because this course is held online, you will need to have regular access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or computer labs. Make sure that you will have internet access several hours per week (accessing the course online is the equivalent of attending the class). You must be able to use internet search tools, access Brightspace, use email, and know how to download and upload documents.

For your privacy and security, only your official TAMUC email account will be used for email communication. No information will be sent to personal email accounts. Please check your TAMUC email regularly.

Instructional Methods

This course is held completely online through BrightSpace. The course is fully asynchronous, which means that not everyone is participating at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection. You should log in to the course on BrightSpace on a regular basis to keep up with class assignments. Each module will end Sunday at 11:59 PM. The next module begins Monday morning.

Throughout this course, you will learn about the different types of program evaluations, the purpose of evaluations, and how they are conducted. You will use this information to complete a series of six activities that are components of the program evaluation process. The activities are smaller assignments that build your knowledge on topics including setting program evaluation goals and collecting and analyzing qualitative and quantitative data. More details about these activities are provided in the Assessments section of this syllabus.

Throughout the course, you will develop a proposed mixed-methods program analysis of a real-life correctional program called Thinking for a Change (abbreviated T4C). Next, you will analyze simulated data as if you conducted your mixed-methods program analysis. You will complete six activities, four discussion board entries, and one exam

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building up to the capstone assignment. The capstone assignment is an Executive Summary delivering the results of your program evaluation.

All assignments will be submitted within Brightspace. Written assignments will be completed using Turnitin, a program that checks for citations and plagiarism. I will review the Turnitin report along with the paper. For more information about Turnitin, go to <http://www.tamuc.edu/facultyStaffServices/academictchnology/educational-technology/turnItIn.aspx>.

Student Responsibilities or Tips for Success in the Course

Taking an online class is different than taking a face-to-face class. You will largely be teaching yourself using materials I provide. That's what life-long learning is all about. You will do much of your communicating by writing. So, as a result, there will likely be more writing than in fully face-to-face classes.

For online classes, the roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource, and am responsible for creating an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it. Unlike fully face-to-face classes, I cannot see the confused look on your face when something doesn't make sense. Please communicate with me.

GRADING

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.

Because of Family Educational Rights and Privacy Act of 1974 (FERPA), information regarding grades will only be available through Brightspace. I will never provide information regarding grades through email or to anyone except you.

The assessments are worth the following point values:

| Assessment | Point Value |
|---|--------------------|
| Discussion Board Entries (4 @ 25 points each) | 100 |
| Activities 1-6 (6 @ 30 points each) | 180 |
| Final Assignment 1 | 40 |
| Final Assignment 2 | 50 |
| Total | 370 |

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Assessments

Discussion Board Entries

The purpose of the Discussion Board Entries is to facilitate discussion regarding the course materials. Discussion board postings are opportunities for you to express your knowledge and thoughts after reviewing information presented in the module.

Your discussion board entries should include paragraphs and full sentences addressing a specific question I have posed. You will also need to thoughtfully respond to one classmate's discussion board entry to receive full credit for the assignment. You may also respond to any of my comments to meet the requirement for responding. *Quality* of your comments counts more than the *quantity* of comments. Appropriate netiquette should be used (see more information in *University Specific Procedures: Student Conduct*).

You must complete your discussion board entry before responding to your peers. I suggest you complete your summary by Thursday of each week so you also have time for your peer response, but the formal due date for both of your entries is by **Sunday at 11:59 PM**. You will complete Discussion Board posts for the first four modules. Each Discussion Board Entry is worth 25 points, for a total of 100 points.

See further details on the Activities and Assignments listed below in Brightspace.

Activity 1 (Program Description)

The purpose of Activity 1 is to create a summary description of the Thinking for a Change (T4C) program. This activity will be graded based on adherence to assignment directions, completion, accuracy, and coherence of thought. Activity 1 is due by **Sunday, July 17 by 11:59 PM**. The activity is worth 30 points.

Activity 2 (Goals and Objectives)

The purpose of Activity 2 is to begin the process of planning a program evaluation. Activity 2 will include the first two steps of Vito & Higgins' strategies for planning an evaluation: stating goals and determining the relationship between goals and objectives. This activity will be graded based on adherence to assignment directions, completion, evidence of understanding the course material, accuracy, and coherence of thought. Activity 2 is due by **Sunday, July 24 by 11:59 PM**. The activity is worth 30 points.

Activity 3 (Plan to Collect Qualitative Data)

The purpose of Activity 3 is to conclude the process of planning a program evaluation using **qualitative** methods. Activity 3 will include the remaining three steps of Vito & Higgins' strategies for planning an evaluation: developing evaluation measures, determining the data to be collected, and determining analysis methods.

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This activity will be graded based on adherence to assignment directions, completion, evidence of understanding the course material, accuracy, and coherence of thought. Activity 3 is due by **Sunday, July 24 by 11:59 PM**. The activity is worth 30 points.

Activity 4 (Plan to Collect Quantitative Data)

The purpose of Activity 4 is to conclude the process of planning a program evaluation using **quantitative** methods. Activity 4 will include the remaining three steps of Vito & Higgins' strategies for planning an evaluation: developing evaluation measures, determining the data to be collected, and determining analysis methods.

This activity will be graded based on adherence to assignment directions, completion, evidence of understanding the course material, accuracy, and coherence of thought. Activity 4 is due by **Sunday, July 31 by 11:59 PM**. The activity is worth 30 points.

Activity 5 (Qualitative Data Analysis)

The purpose of Activity 5 is to practice coding qualitative data that is similar to what you would collect during your proposed Activity 3. This activity will be graded based on completion, coherence of thought, and accuracy. Activity 5 is due by **Sunday, August 7 at 11:59 PM**. The activity is worth 30 points.

Activity 6 (Quantitative Data Analysis)

The purpose of Activity 6 is to practice analyzing quantitative data that is similar to what you would collect during your proposed Activity 4. This activity will be graded based on completion, coherence of thought, and accuracy. Activity 6 is due by **Sunday, August 7 at 11:59 PM**. The activity is worth 30 points.

Final Assignment 1 (Final Exam)

The purpose of Final Assignment 1, the course exam, is to assess your overall understanding of the course material. The exam will be largely short answer questions. This assignment will be graded based on accuracy. Final Assignment 1 is due by **Thursday, August 11 at 11:59 PM**. The Exam is worth 40 points.

Final Assignment 2 (Executive Summary)

The purpose of Final Assignment 2, the Executive Summary, is to combine and summarize the results of your program evaluation. Your Executive Summary may be delivered via a narrated presentation, written document, or infographic. This activity will be graded based on adherence to assignment directions, completion, evidence of understanding the course material, accuracy, and coherence of thought. Final Assignment 2 is due by **Thursday, August 11 by 11:59 PM**. The Executive Summary is worth 50 points.

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Extra Credit

No extra credit will be offered in this course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>.

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Interaction with Instructor Statement

I prefer communication via email but can also speak over the telephone or Zoom. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again. Please be sure that when you email me, you use a proper greeting (Dr. Homer or Professor Homer), an email body, and an appropriate closing. Be sure you have an appropriate and informative subject line. I will disseminate any important course-related information through your TAMUC email accounts and BrightSpace announcements.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- If you are having problems, academically, socially or emotionally, etc., please discuss these issues with me if your grades may be affected. I am happy to help however I can, but I need to know what is going on.
- Because we often study sensitive subjects (such as racism, sexism, victimization, crime, and so on), it is extremely important to be respectful of each other when discussing these matters. Diverse opinions, even controversial ones, are welcome; incivility toward each other will not be tolerated.
- I have assigned due dates to keep us all on track in this short course. However, I can and will be flexible, so I'm not going to assert any penalties for late assignments. I ask that you please just let me know if you need some extra time so that I know how and when to follow up and if there are other resources I can provide to be helpful. The one exception is that I cannot extend
- You will submit all written assignments adhering to the Student Paper criteria in American Psychological Association (APA) 7th edition. While this includes proper paper formatting generally, I will pay specific attention to the proper use of in-text citations and references. Most assignments will have a portion of points designated for adherence to proper formatting. If you do not properly cite, you will definitely miss points on your assignment. In cases without proper formatting or citations, you may receive a 0 on your assignment: **papers without citations are plagiarized because they do not give the original author proper credit.** For assistance with writing or formatting in APA, seek guidance from me, the [TAMUC Writing Center](#), [the Waters Library](#), and [OWL of Purdue](#).
- I take issues of plagiarism (including self-plagiarism) and academic integrity very seriously. Plagiarism can be done intentionally or unintentionally and I don't tolerate either one very well. You are responsible for understanding how to correctly cite and paraphrase, as well as being familiar with the TAMUC Academic Integrity policies (linked below). You are expected to write the majority of **all** your assignments with very few direct quotes. Writing your own work with paraphrasing rather than direct quotes is how you demonstrate to the reader that you understand what you have read. You are welcome to use the Turnitin checker or similar to determine how much of your paper is directly from another source before submitting it for a grade. For some practical advice on plagiarism, see the APA's [Avoiding Plagiarism and Self-Plagiarism Guide](#).

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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:

<https://www.britannica.com/topic/netiquette>

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

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:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

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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

Velma K. Waters Library Rm 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/)

<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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

<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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

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COURSE OUTLINE / CALENDAR

| Week of | Reading(s) | Item(s) Due (by 11:59 PM on Sunday unless otherwise noted) |
|-----------------|---|--|
| July 11 | Vito & Higgins chapters 1 and 2; Sherman et al.; Pratt (optional); Russo (optional) | Activity 1, Discussion Board 1 |
| July 18 | Vito & Higgins chapters 3 and 4; Calsyn et al.; Cooper & Worrall | Activities 2 & 3, Discussion Board 2 |
| July 25 | Vito & Higgins chapters 5 and 6; Bouffard et al.; Taylor | Activity 4, Discussion Board 3 |
| August 1 | Vito & Higgins chapters 7, 8, & 9; Roman | Activity 5 & 6, Discussion Board 4 |
| August 8 | none | Final Assignments 1 and 2 by Thursday, August 11, at 11:59 PM |

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