



CJ577-01W: CJ Planning and Evaluation

This class begins on Monday, November 7, 2022, and ends on Friday, December 9, 2022

INSTRUCTOR INFORMATION

Instructor: Danny Pirtle, PhD

Office Location: Virtual Office (I do not have a physical office)

Office Hours: I respond to all email with 24-48 hours.

Office Phone: 215-681-7893

Office Fax: N/A

University Email Address: danny.pirtle@tamuc.edu

Preferred Form of Communication: I can be reached immediately by phone call/text @ 215-681-7893.

Communication Response Time: I will attempt to return all calls/texts on the day of delivery.

COURSE INFORMATION

Textbook(s) Required.

Rossi, P.H., Lipsey, M.W., Freeman, H.E. (2004). *Evaluation: A systematic approach*. 7th ed. Thousand Oaks: Sage Publications. ISBN: 9780761908944.

Additional Readings- As a graduate student, you should develop the skill of locating required readings. You will have the task of locating additional readings for this course. I would advise you to contact the University for assistance, if you have problems or need assistance locating any of the required additional readings.

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.

Student Learning Outcomes

At the end of the course, students will be able to:

1. Discuss and explain important issues in criminal justice planning and evaluation.
2. Identify effective solutions to issues related to criminal justice planning and evaluation.
3. Enhance communication skills and reading/research acumen.

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

This course is 100% ONLINE.

Student Responsibilities or Tips for Success in the Course

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

Grades will be available in the grade book so that students can track their progress in the course on an ongoing basis.

This syllabus represents an agreement between you, as the student, and me, as the professor for this course so that you know exactly what is expected of you. The syllabus will be altered only in the event of circumstances that necessitate a change. In such situations, I will notify you.

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

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 discussions/comments, papers, and a final presentation. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Failure to provide citations and bibliography in the discussion will result in a 25-point deduction.

Course Goals and Academic Biography= 50 points:

Each student will be required to complete a Course Goals/Academic Biography within the first 4 days of class. The student will need to **CALL ME** to complete this assignment, because this IS NOT a written submission. Please text me with the following information: (your name, date/time you wish to speak). The phone call should take no more than 10 minutes. The course goals and academic biography assignment must be submitted before you can submit your first assignment (Discussion #1). Failure to

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submit this assignment as outlined will lead to an OVERALL drop of one letter grade in the final grading. This assignment (Course Goals and Academic Biography) is due on or by Friday of Week #1 of the course by 11:59PM and should be emailed to my TAMUC email account. There is **no drop box** for this submission.

This assignment will include the following:

- Summarize your goals for this course?
- Discuss your career goals?
- What grade are you seeking in this course?
 - What steps or processes will you take to earn the grade you seek?
 - What would you identify as your academic strengths/weaknesses?
 - What can I do to maximize your effort in this course?
- Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced.
- Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you?
- Assess yourself? How would you characterize yourself as a student? Be awfully specific. Academically, who are you?

Assessment Method: Course Goals Rubric (50 points)

<p><u>Level A</u> 40-50</p>	<p>Responds to all following prompts below in excellent detail:</p> <ul style="list-style-type: none"> • Summarize your goals for this course? • Discuss your career goals? • What grade are you seeking in this course? <ul style="list-style-type: none"> ○ What steps or processes will you take to earn the grade you seek? ○ What would you identify as your academic strengths/weaknesses? ○ What can I do to maximize your effort in this course? • Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced. • Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you? • Assess yourself? How would you characterize yourself as a student? Be awfully specific. Academically, who are you?
<p><u>Level B</u> 35-39</p>	<p>Responds to most (4-5) of the following prompts below and does so with detail, elaborates:</p> <ul style="list-style-type: none"> • Summarize your goals for this course? • Discuss your career goals? • What grade are you seeking in this course? <ul style="list-style-type: none"> ○ What steps or processes will you take to earn the grade you seek? ○ What would you identify as your academic strengths/weaknesses? ○ What can I do to maximize your effort in this course? • Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced. • Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you? • Assess yourself? How would you characterize yourself as a student? Be awfully specific. Academically, who are you?

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Level C 30-34	<p>Responds to some (2-3) of the following prompts below, but with little detail and fails to elaborate:</p> <ul style="list-style-type: none"> • Summarize your goals for this course? • Discuss your career goals? • What grade are you seeking in this course? <ul style="list-style-type: none"> ○ What steps or processes will you take to earn the grade you seek? ○ What would you identify as your academic strengths/weaknesses? ○ What can I do to maximize your effort in this course? • Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced. • Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you? • Assess yourself? How would you characterize yourself as a student? Be awfully specific. Academically, who are you?
Level D 25-29	<p>Fails to adequately respond to most of the prompts below:</p> <ul style="list-style-type: none"> • Summarize your goals for this course? • Discuss your career goals? • What grade are you seeking in this course? <ul style="list-style-type: none"> ○ What steps or processes will you take to earn the grade you seek? ○ What would you identify as your academic strengths/weaknesses? ○ What can I do to maximize your effort in this course? • Describe your most challenging academic course (DO NOT NAME INSTRUCTOR) and explain the challenges you faced. • Describe your most beneficial course (DO NOT NAME INSTRUCTOR) and explain what made this course so beneficial to you? • Assess yourself? How would you characterize yourself as a student? Be very specific. Academically, who are you?

Discussion(s) = 400 course points total: four Discussion Posts (100 points each)

The Discussions are related to the assigned readings. Upon completion of the assigned readings, you are expected to address a discussion question or prompt. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials is highly recommended. In all cases, students MUST cite in-text and provide a full bibliography/works cited at the end of their post all citations mentioned for in the post. *Failure to provide citations and bibliography in the discussion will result in a 25-point deduction.* Posts should be the equivalent of one page and no more than two pages in length or a minimum of 500 words.

Please be advised: Two of the four discussions will be submitted as a video (Week 1 and Week 4). You will need to work with a partner to complete the discussion. The video should be a minimum of 8-10 minutes and each student should be prepared to respond to the prompt, while using evidence to support his/her response. Additionally, each student should be prepared to ask/answer a follow-up question (see below).

Feel free to use any platform you so choose to upload the video, including your phone. Only one student needs to upload the video. Both students will need to identify (name) at the start of the video.

The syllabus/schedule are subject to change.

In the video, each of you will need to present research (sources to answer each discussion as well as evidence to support your response to the follow-up question.

Discussions are due by 11:59PM CST of Weeks #1, 2, 3, and 4 of the course. Specific due days can be found below.

Assessment Method: Written Discussion Rubric (100 points)

- Assignment instructions: Student follows the assignment directions /
 - Each error is a 1-point deduction.
- Analysis: Student evaluates the issue/situation sufficiently to demonstrate an understanding of the material /40
 - Consistently does all or almost all the following: (40 points)
 - Identifies the salient arguments (reasons and claims) pro and con.
 - Thoughtfully analyzes and evaluates major alternative points of view.
 - Does most of the above: (30 points)
 - Does some of the above: (25 points)
 - Fails to address most of the above: (20 points)
- Critical thinking: Student employs critical thinking skills /40
 - Consistently does all the following: (40 points)
 - Draws warranted judicious, non-fallacious conclusions.
 - Justifies key results and procedures, explains assumptions and reasons.
 - Fair-mindedly follows where evidence and reasons lead.
 - Does most of the above: (30 points)
 - Does some of the above: (25 points)
 - Fails to address most of the above: (20 points)
- APA format: Student provides citations in proper APA citation format /10
 - Each error is a 1-point deduction.
- Grammar/Word usage: student uses proper grammar and word usage /10
 - Each error is a 1-point deduction.

Video Discussion Expectations:

REMEMBER: I am looking for a **high level of thought in your discussions**. Each student should provide a 2-3minute initial response to the prompt, then your partner will need to ask his/her partner a follow-up question and the follow-up question should NOT be given in advance. The follow-up response should be at least 1-2 minutes. The student will be assessed on his/her initial answer as well as his/her response to the follow-up question.

Here's an example of how I would consider the quality of a discussion:

Initial Question posed by instructor =

Explain the "superpredator" myth and discuss the implications of this theoretical framework.

Student 1 Answer: The superpredator myth led to an increase in the range of punishment for juvenile offenders. More importantly, it led to the "Get Tough" movement.....

Student 2 Follow-Up question.

Specifically, how did the "Get Tough" movement impact the juvenile justice system?

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Student 1: The response should provide specific information from the text or outside resources. A high-quality answer is one that provides EVIDENCE. A low-quality answer is one that shows a student is not well versed because there is a lack of supporting information.

A low-quality answer/response is:

- Vague
- Does not directly respond to the lecture topics in detail.
- Only repeats the question.
- Does not back up the statements with any examples.

Failure to provide evidence in the discussion will result in a 25-point deduction.

Assessment Method: Discussion Video Rubric (100 points)

- Assignment instructions: Student follows the assignment directions /
 - Each error is a 1-point deduction.
- Analysis: Student evaluates the issue/situation sufficiently to demonstrate an understanding of the material /45
 - Consistently does all or almost all the following: (45 points)
 - Identifies the salient arguments (reasons and claims) pro and con.
 - Thoughtfully analyzes and evaluates major alternative points of view.
 - Does most of the above: (40 points)
 - Does some of the above: (35 points)
 - Fails to address most of the above: (30 points)
- Critical thinking: Student employs critical thinking skills /45
 - Consistently does all the following: (45 points)
 - Draws warranted judicious, non-fallacious conclusions.
 - Justifies key results and procedures, explains assumptions and reasons.
 - Fair-mindedly follows where evidence and reasons lead.
 - Does most of the above: (40 points)
 - Does some of the above: (35 points)
 - Fails to address most of the above: (30 points)

Paper= 400 course points total

In this assignment, you will critically review an evaluation report from a criminal justice agency. You will find an evaluation report written about a criminal justice agency in the United States. You will review this report to summarize its evaluation (the type of evaluation) and evaluation paradigm, evaluation design, methodology, findings, and recommendations. Your review will be a minimum of 1000 words, or approximately three to five pages in length.

Paper I: 200 points

Due: Tuesday, Week #3 by 11:59PM CST

Paper Part II: 200 points (100 points written submission and 100 points video discussion/feedback)

Due: Thursday, Week #5 by 11:59PM CST

You will write your own evaluation research proposal about: **Criteria 1: a specific criminal justice problem;** In your proposal, **Criteria 2: you need to identify the problem, Criteria 3: explain your evaluation paradigm, and Criteria 4: give detailed explanations about your evaluation design.** **Criteria 5: Be sure to provide evidence that the problem you choose to evaluate is an actual problem per the experts.** Your evaluation proposal will be a minimum of 1500 words, or approximately six to eight pages.

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Please be advised: You will need to work with a partner to complete part of this assignment. You will find a partner and will need to discuss your proposal on video. I suggest you find a partner on or by the end of Week 1 and that you schedule a date/time to prepare a timeline for this project ASAP. Before you begin writing, you will need to seek feedback about your proposal (using the criteria outlined above). Each of you will need to discuss your proposal and each of you should provide feedback. The video portion of the proposal is due on or by Friday, 11:59pm (Week4). The video and the content discussed is worth 100 points.

Feel free to use any platform you so choose to upload the video, including your phone. Only one student needs to upload the video. Both students will need to identify (name) at the start of the video.

Written Assignment Expectations:

Assignments must be submitted in D2L only unless stated otherwise. Any assignment submitted in any other format will be given a zero grade. APA format is required for all written assignments (this includes an APA title page, in text citations, and an APA compliant reference page).

Please review <https://owl.purdue.edu/owl> for clear examples of proper APA formatting.

Please take the time to review the Rubric to understand the grading criteria that will be utilized.

All assignments should be submitted in accordance with the following criteria:

- All papers should be double-spaced and utilize 12 pt. New Times Roman.
- Every written assignment will require PROOF/EVIDENCE (CITATIONS).
- All papers should be written in third person, please avoid using “I” statements (i.e., I feel, I think, I would, I think)- where is your proof, what evidence do you have that supports your position?
- APA format is the standard! All assignments must be submitted in APA format.

Margins must be no less than 1 inch on all sides and no larger than 1.5 inches on each side. A sans serif font such as Times New Roman is REQUIRED. Page numbers are Required. Bibliography, citations, footnotes, etc. are REQUIRED at the end of the document and do not count toward total page number.

Essay Writing Suggestions

Although some of the question/prompts appear to ask for your opinion, please be advised you are to ALWAYS provide evidence to support your position. Never respond to an essay question in first person. A proper response (e.g., based on a study conducted by Smith and Childress (2019), social media can have a positive impact on.....). Students in master’s level courses should contribute to course material through independent research using suitable sources that may include peer-reviewed journal articles, recognized text, professional publications, and limited news sources. In all instances, the student should provide a clearly defined and listed source, using the APA style. For this course, the use of Wikipedia or other common forums (e.g., online sources that are not government agency or peer reviewed) are not acceptable as acceptable sources. The minimally edited nature of these sources makes them prime candidates for misrepresentations or outright false material. As such, a student who uses such a source will fail the assignment. This is not an English course; however, the use of proper format, spelling, punctuation, and appropriate levels of academic presentation are expected.

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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
Course Goals	1	50	50
Discussions	4	100	400
Paper 1	1	200	200
Paper 2	1	200	200
		TOTAL	850

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?

Grades will be available in the gradebook so that students can track their progress in the course in 'real time'.

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 = 850.

850 - 765 = A
764 - 680 = B
679 - 595 = C
594 - 510 = D
509 and below = F

Grades will be available in the gradebook so that students can track their progress in the course in 'real time'.

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

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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
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.

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- 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

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with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

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

Technical Support

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



System Maintenance

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

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work

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

This may be an ideal time to remind the student that since this course is internet based (online), and since the student will have limited contact with the professor, I encourage each of you to take your time, class work and the deadlines or due dates very seriously.

If an assignment is missed or late, the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.

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I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the tutorial program. You want to be familiar with any limitations you or your computer may have. If your internet access is frequently interrupted, then you will want to have a backup or alternative plan so that you can make all deadlines.

Syllabus Change Policy

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

University Specific Procedures

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

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](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

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

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

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

Academic Integrity

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

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

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<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 based on race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination based on 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.

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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.

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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— What is Program Evaluation?

Monday	Read the syllabus carefully. Readings from the Text Rossi, Lipsey, & Freeman: Chapters 1-4
Thursday	Complete Discussion Assignment #1 (Video Discussion) What is Program Evaluation? This unit is focused on getting you (the student) to think about the place that evaluation has in the field of criminal justice. Choose a specific topic covered in Chapters 1-4 of the text and develop a position statement on why you think this topic is critical to criminal justice organizations. You should plan to include at least one outside source (in addition to the chapter or assigned article) for this assignment. Please be advised: Two of the four discussions will be submitted as a video (Week 1 and Week 4). You will need to work with a partner to complete the discussion. The video should be 8-10 minutes. Feel free to use any platform you so choose to upload the video, including your phone. Only one student needs to upload the video. Both students will need to identify (name) at the start of the video.
Friday	Complete course goals/biography, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the course-related question I pose. Please note that this post is required for ALL students and will be graded. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or here: http://www.albion.com/netiquette/corerules.html

WEEK #2— Program Theory, Process, and Outcomes

Monday	This week's readings cover information related to program theory, process, and outcomes. Readings from the Text Rossi, Lipsey, & Freeman: Chapters 5-7
Thursday	Complete Discussion Assignment #2 Program Theory, Process, and Outcomes Discuss how an evaluator determines what outcomes are pertinent. You will need to include AT LEAST two outside readings from peer reviewed sources

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	in your analysis. Be sure to be detailed in your response. Remember you must provide evidence to support your position.
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WEEK #3— Program Impact

Monday	<p>This week's readings will cover randomized field experiments and quasi-experimental design.</p> <p>Readings from the Text: Rossi, Lipsey, & Freeman: Chapters 8 & 9</p>
Tuesday	<p>Program Evaluation Paper, Part I due</p> <p>In this assignment, you will critically review an evaluation report from a criminal justice agency. You will find an evaluation report written about a criminal justice agency in the United States. You will review this report to summarize its evaluation (the type of evaluation) and evaluation paradigm, evaluation design, methodology, findings, and recommendations. Your review will be a minimum of 1000 words, or approximately three to five pages in length.</p> <p>Paper I: 200 points Due: Tuesday, Week #3 by 11:59PM CST</p>
Thursday	<p>Complete Discussion Assignment #3</p> <p>Program Impact</p> <p>Evaluations are initiated for many reasons. They may be intended to help management improve a program; support advocacy by proponents or critics; gain knowledge about the program's effects; provide input to decisions about the program's funding, structure, or administration; or respond to political pressures. While all of this is true, I believe the primary reason(s) criminal justice agencies are reluctant to conduct evaluations because_____. Explain.</p> <p>You must use two outside sources from peer reviewed sources and provide support for your answer. Failure to do so will result in a 25-point deduction.</p> <p>Be sure to use APA citation format both in-text and at the end of your posts.</p>

WEEK #4— Interpreting Outcomes

Monday	<p>This week's readings will cover topics related to analyzing program effects, cost-benefit analyses, and the social context of evaluation.</p> <p>Readings from the Text Rossi, Lipsey, & Freeman: Chapters 10-12</p>
Thursday	Discussion Assignment #4 Due Video Submission

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	<p>The George Floyd Justice in Policing Act is one of America's newest pieces of criminal justice legislation. How would you assess the success of this bill? Based on what you have learned in this course, what will evaluators need to look at to determine how successful it is. Explain. Please provide at least two peer reviewed sources to support your answer.</p> <p>Please be advised: Two of the four discussions will be submitted as a video (Week 1 and Week 4). You will need to work with a partner to complete the discussion. The video should be 8-10 minutes. Feel free to use any platform you so choose to upload the video, including your phone. Only one student needs to upload the video. Both students will need to identify (name) at the start of the video.</p>
Friday	<p>Research Proposal Video Due 11:59pm</p> <p>Please be advised: You will need to work with a partner to complete part of this assignment. You will find a partner and will need to discuss your proposal on video. I suggest you find a partner on or by the end of Week 1 and that you schedule a date/time to prepare a timeline for this project ASAP. Before you begin writing, you will need to seek feedback about your proposal (using the criteria outlined above). Each of you will need to discuss your proposal and each of you should provide feedback. The video portion of the proposal is due on or by Friday, 11:59pm (Week4). The video and the content discussed is worth 100 points.</p> <p>Feel free to use any platform you so choose to upload the video, including your phone. Only one student needs to upload the video. Both students will need to identify (name) at the start of the video.</p>

WEEK #5—Final Paper

Monday	You have no assigned readings for this week. Your goal should be to complete your final paper.
Thursday	<p>You will write your own evaluation research proposal about: Criteria 1: a specific criminal justice problem; In your proposal, Criteria 2: you need to identify the problem, Criteria 3: explain your evaluation paradigm, and Criteria 4: give detailed explanations about your evaluation design. Criteria 5: Be sure to provide evidence that the problem you choose to evaluate is an actual problem per the experts. Your evaluation proposal will be a minimum of 1500 words, or approximately six to eight pages.</p> <p>Please be advised: You will need to work with a partner to complete part of this assignment. You will find a partner and will need to discuss your proposal on video. I suggest you find a partner on or by the end of Week 1 and that you schedule a date/time to prepare a timeline for this project</p>

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	ASAP. Before you begin writing, you will need to seek feedback about your proposal (using the criteria outlined above). Each of you will need to discuss your proposal and each of you should provide feedback. The video portion of the proposal is due on or by Friday, 11:59pm (Week4). The video and the content discussed is worth 100 points.
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