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## **CJ 577- Criminal Justice Planning & Evaluation**

COURSE SYLLABUS:

Spring 2024

(March 18, 2024 – May 10, 2024)

**8-Weeks**

### **INSTRUCTOR'S INFORMATION**

Instructor: Lorraine Samuels, Ph. D., MBA, MSc. (Adjunct Instructor)

Office Location: Online

Office Hours: Monday-Friday (By Appointment)

Office Phone:

Office Fax:

University Email Address: Lorraine.Samuels@tamuc.edu

Preferred Form of Communication: **Email**

Communication Response Time: 24-48 hours.

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### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook: **Evaluation: A Systematic Approach**

Authors: Peter H. **Rossi**, Mark W. **Lipsey** and Gary J. **Henry**, 8<sup>th</sup> ed. (Published-Dec. 2018)

ISBN: 978-1506307886

Software Required: Per TAMU-Commerce

Optional Texts and/or Materials: As directed by your course instructor

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## 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. Readily identify, discuss and critically explain some of the more pressing issues facing our criminal justice system from a planning and evaluation perspective.
2. Identify effective responses to identified issues through planning.
3. Identify clear, logical evaluation steps to be taken for effective program assessment
4. Enhance communication skills and reading/research acumen.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

### Instructional Methods

- This course delivery is asynchronous
- Directed Readings. Select textbook readings – (furthermore, course participants may be directed to professional journals as is relevant to expanding knowledge base and, informing own research paper/project).
- Discussion Forums
- Papers
- Tests

### Student Responsibilities or Tips for Success in the Course

**Timeliness.** A key to being timely I sure you'll agree, is being organized. You've likely heard it said before that it's not the so called "brightest" among us who will necessarily be the most successful, but the most organized. One of my former grad-professors made a statement along these lines in class one day and, years later, it continues to resonated with me as I've seen it playout in the classroom. This, in itself, is a skill one must calculatedly work towards. Aim to be timely in asking questions and sharing concerns. Do not wait until the semester has ended or near ending to address issues that knowing can/will impact your success as this will be too late. Be aware of  
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due dates for all assignments (tests, discussion forums, required readings, etc.).

**Resources.** It is important to secure the needed tools for class. Having access to a textbook beginning day one is encouraged.

**Stay connected.** Get in the habit of checking the announcement site/link of course platform as well as your school email regularly to stay connected.

**Schedule changes.** There are times when a change(s) to the schedule may be deemed prudent or may be unavoidable, in such cases, you will be informed via the announcement site. A habit of regularly checking announcements and emails will serve to keep us connected...do not wait days to visit these sites as you run the real risk of missing important notice(s).

## 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

## Assessments

**Tests.** Two scheduled, each worth 15 pts. /15% for a possible total of **thirty** (30) pts. Tests will be made available at least 24 hrs. before due date & time. All tests (unless otherwise stated) will be due at 11:59 pm. **Access.** You'll have one access only to tests. Note therefore that once you access the assignment/test, you must complete in one sitting. Tests are based on assigned readings/chapters, etc., as directed by course instructor. See calendar for scheduled dates.

- **Individual assignments/work.** Evidence of collusion will trigger a review and, if collusion is borne out in such investigation, this will result in a zero grade for the related assignment. Simply put, it is not worth your time to engage in such practice when you most likely would have performed perfectly well on your own. Tests are **timed** assessments to be completed, as shared earlier, in one sitting (i.e., you will have only **one access**). It is therefore imperative that you take care as you open your test. Take care of preparations before opening tests as requests to re-open a test previously accessed will not be facilitated. This is not a case of "punishing" anyone, but certainly a case of keeping the "playing field" level. Where there are questions of technical nature, your course instructor will engage the IT- department to review concerns as part of the final decision process for approving access to missed or other tests issues. In addition, as the registered student, it is your responsibility to contact your course instructor as soon as is possible if you

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encounter an issue that disrupts your ability to successfully complete an assignment (test or other) and one that is not attributable to student error or neglect.

- **Structure of tests.** Tests will consist of mostly multiple choices and a few mini-essays.
- **Practice quiz.** A very short practice quiz may be given before the first full test. The objective is to “pre-test” the system before the larger assignment, thus allowing for time to trouble-shooting, if needed. If given, **Practice quiz** will be for 1 pt. You will be awarded full point irrespective of outcome, as long as you have attempted **all questions on this brief exercise.**

**Discussion Forum + Introduction. Ten** (10) pts. total allotted. You will have a total of three (3) questions to address. For each discussion question, a minimum of three posting/responses required. Three scheduled for this class for a total of 9 pts. possible points (i.e., 3 questions x 3 pts) + (1 pt. for introductions)). You must first submit a post, before you will have access to the submissions of your classmates. Your first/original post must be your **most substantive** submission. It's worth a possible 1.5 pts (or 50%) of the assigned 3 pts. for each discussion; subsequently, each *response* post (or additional “original” posts) will be worth a possible .75 pt. Given this grading-scheme—consider—if you only submit two (your original and one other), you would have automatically forfeited your opportunity to earn .75 pt. or 25% of assigned points. Similarly, if you only post your original submission, subject to assessed quality of that post—you, at most, can earn 50% or 1.5 pts. of possible three (3) pts. **Evaluation.** Your submissions will be evaluated based on: *relevance, content, flow and clarity* in “linking material to a critical appraisal of theory, policy or practice” as warranted by the subject of the question for analysis. **Other.** Postings must reflect **your voice** on the topic of discussion, with aptly weaved in other “voices” (citations necessary) from literature or elsewhere; the assignment, to be clear, it is not per se, a literature review. In addition, take care to avoid over use of quoted works; your submitted response/analysis should not be heavy in this regard...consider no more than 20-25% use of direct quotes when used. APA applies. As shared above, after your initial post...remaining points will be assessed based on your own response(s) and engagement to at least two postings of classmates, original or other. Therefore, a total of three postings required. You can certainly submit more than three responses to the forum; this could enhance your overall grade on the assignment. You can also elect to make a second “original” post, in lieu of a response to a classmate's work.

**Reflection Papers.** Two required. Ten points each, for a possible total of twenty (20) pts. **Other.** Two typed written (only) pages required (double spaced), APA required. You will be given specific questions and directions on associated readings, etc., ahead of assignments.

**Final Paper. Forty** (35) pts. An **individual paper/project** is required. The final paper should be a minimum of 10 typed written pages, no more than 12 pages. APA applicable. Six to seven pages could be relevant literature review. You will receive further instructions under different cover, to include identifying specific topic and title. You will have the opportunity to weigh in on possible subject and focus. Approval

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necessary on final topic and direction before embarking on assignment. In the interim, you can be thinking of some theory, policy and practice issue related to any of the three arms (Law Enforcement, Courts or Corrections) of the CJ-system, posed or identified problem, possible response to rectify and how(hint: think design) such proposal could be logically evaluated. Your work will also need a specific statement of problem and along will presenting a possible solution(s) to the problem, you will also need to present a view to what the future would look like, if a viable solution is not identified..

**Presentation Delivery. Five (5) pts.** This work will be accompanied by a recorded presentation to be upload to course platform link as indicated. This should be at least 5-minutes and no more than 8 minutes. You can use any format, to include a brief press session, a mini—lecture or information session, power-point slides with voice-over, etc., Note: You are not required to video yourself. (**Note: Having at this juncture completed the work/paper, this minor assignment is but a formality**).

## POINTS DISTRIBUTION FOR COURSE

### Summary of Assignments: Points (possible) & Weights

	#...	
○ Discussions (3 x 3 pts.= 9 + 1)	10 pts (3) full disc.+1 opening remarks/introductions)	
○ Reflection short papers	20 pts (2) reflections @ 10 pts.) = 20 pts)	
○ Test #1	15 pts	
○ Test #2	15 pts	
○ Final Paper/Project	35 pts (1)	
○ Presentation etc.)	5 pts (1) (possibly: video, presentation, power-point, etc.)	

### Summary of Assignments

Areas	Pts.	Running Total	Notes (Grades based on...)
Discussions (3) Opening Remarks	9 1		<i>Relevance, quality, clarity, cited 3 required responses per assignment</i>
		<b>10 pts</b>	
Reflection (2) Papers	20		<i>Clarity, Relevance, Logic 2 pgs.</i>
		<b>30 pts</b>	
Paper (1)	35		<i>10 pages</i>
Presentation (1) Delivery	5		<i>Content, Quality, Relevance of Delivery/Presentation</i>
		<b>70 pts</b>	
Test (1) Test (2)	15 15		<i>Based on assigned text readings</i>
Total		<b>100 pts</b>	

**Late Assignments.** At the discretion of course instructor.

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## 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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](mailto: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>

### Interaction with Instructor Statement

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Given this is an online class, all individual questions and/or concerns must be shared via email. As a situation warrants, it may be necessary or more prudent to have a phone-call. In such cases, I will ask that you furnish me with a phone number to reach you or, we can also meet via zoom (*no video required*). Outside of such special times, please email me as soon as possible if you have questions. When you email, please aim to indicate in the subject line, the nature of your communication and also indicate the class concerned, example: (Subject: **CJ-Planning & Evaluation Class. Upcoming assignment question**). This will help to quickly bring attention to your email, amidst other communications). I will aim to get back to you in the shortest possible time.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

It is at the discretion of the course faculty to allow for the make-up of missed assignments. Documentation may be needed in some circumstances to facilitate such a decision. As a general rule, missed work, is missed work.

### **Syllabus Change Policy**

The syllabus is a guide; best determined plan (at this time) charting this course. Circumstances and events may make it necessary for me as course instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance of a change.

## **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).  
<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>

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## Academic Integrity

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

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

<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 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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **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](http://www.tamuc.edu/counsel)

### **AI use policy [Draft 2, May 25, 2023]**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

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In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

## Department or Accrediting Agency Required Content

### COURSE OUTLINE / CALENDAR

Spring 2024  
(March 18, 2024 – May 10, 2024)

Wk.	Dates	Course Activities/Readings	Required
1.	<b>WEEK #1→</b>	Chapter 1: --What is Program Evaluation. Why is It needed Chapter 2 --Social Problems and Assessing Needs	Assigned Readings/Research (Plus) <b>Assigned Text</b> Chapters 1 & 2
	<b>Monday</b> March 18, 2024	<b>Readings to include but not lited to:</b> <ul style="list-style-type: none"> <li>• What is Program Evaluation?</li> <li>• Why is Program Evaluation Needed/Necessary?</li> <li>• Systematic Program Evaluation</li> <li>• Central Role of Evaluation Questions</li> <li>• The Five Domains of Evaluation Qs &amp; Methods</li> <li>• Role of Evaluators</li> <li>• Defining &amp; Identifying Target Population</li> <li>• Nature of Needed Services</li> </ul>	
	Tues March 19 <sup>th</sup>		
	Wed March 20 <sup>th</sup>		
	Thur March 21 <sup>st</sup>		
	Fri. March 22 <sup>nd</sup>		Due: Discussion #1
	<b>Sunday</b>		

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	WEEK #2→	Chapter 3 --Assessing Program Theory & Design Chapter 4 --Assessing Program Process & Implementation	Assigned Text Chapter 3 Chapter 4
2.	<b>Monday</b> March 25, 2024	<b>Readings to include, but not limited to:</b> <ul style="list-style-type: none"> <li>• Evaluability Assessment</li> <li>• Describing Program Theory</li> <li>• Eliciting and Assessing Program Theory</li> <li>• Outcomes of Program Theory</li> <li>• What is Program Process &amp; Implementation?</li> <li>• Perspectives on Process Monitoring</li> <li>• Assessing Service Utilization &amp; Org. Functions</li> </ul>	
	Tues March 26, 2024		
	Wed March 27, 2024		
	Thur March 28, 2024		
	<b>Fri</b> March 29, 2024		<b>Due: Reflection Paper #1</b>
	Sunday March 31, 2024		

	WEEK #3→	Chapter 5 --Measuring and Monitoring Program Outcomes	Chapter 5
3.	<b>Monday</b> April 1, 2024	<b>Readings to include, but not limited to:</b> Program Outcomes— <ul style="list-style-type: none"> <li>• Identifying Relevant Outcomes</li> <li>• Measuring Outcomes</li> <li>• Monitoring Outcomes</li> </ul>	
	Tues April 2, 2024		
	Wednesday April 3, 2024		
	Thursday April 4, 2024	<b>Test #1 (Posted)</b>	
	<b>Friday</b> April 5, 2024	<b>Due: Discussion #2</b>	
	Sunday April 7, 2024	<b>Test #1 (Due)</b>	

	WEEK #4→	Chapter 6 --Impact Evaluation: Isolating the Effects of Social Programs in the Real World Chapter 7 --Impact Evaluation: Comparison Group Designs	Assigned Readings
4	<b>Monday</b> April 8, 2024	<b>Readings to include, but not limited to:</b> <ul style="list-style-type: none"> <li>• The Nature and Importance of Impact Evaluation</li> <li>• When is Impact Evaluation Appropriate?</li> <li>• What is the program did not exist?</li> <li>• The logic of Evaluation</li> <li>• Problem of Causal Inference: Missing Data</li> <li>• Biases</li> <li>• Comparison Groups-Advantages?</li> </ul>	
	Tuesday April 9, 2024		
	Wednesday April 10, 2024		
	Thursday April 11, 2024		

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		<ul style="list-style-type: none"> <li>• Cautions About Quasi-Experiments</li> </ul>	
	Friday April 12, 2024	<b>Due: Reflection Paper #2</b>	
	<b>Sunday</b> April 14, 2024		

<b>5</b>	WEEK #5→	<b>Chapter 8</b> --Impact Evaluation: Designs With Strick Controls on Program Access	Assigned Readings
	<b>Monday</b> April 15, 2024	<b>Readings to include, but not limited to:</b> <ul style="list-style-type: none"> <li>• Controlling selection bias.</li> <li>• Key Concepts of Impact Evaluation</li> <li>• Ethics and Random Assignment</li> <li>• Regression Discontinuity Design</li> <li>• Design</li> </ul>	
	Tuesday April 16, 2024		
	Wednesday April 17, 2024		
	Thursday April 18, 2024		
	Friday April 19, 2024		<b>Due: Discussion #3</b>
	<b>Sunday</b> April 20 2024		

<b>6</b>	WEEK #6→	<b>Chapter 9</b> --Detecting, Interpreting, and Exploring Program Effects <b>Chapter 10</b> --Assessing the Economic Efficiency of Programs	Assigned Readings
	<b>Monday</b> April 22, 2024	<b>Readings to include, but not limited to:</b> <ul style="list-style-type: none"> <li>• Detecting Effects of Program</li> <li>• Meta-Analysis Understood</li> <li>• Cost benefit Analyses</li> <li>• Cost effective Analyses</li> </ul>	
	Tuesday April 23, 2024		
	Wednesday April 24, 2024		
	Thursday April 25, 2024		
	Friday April 26, 2024		<b>Due: Reflection paper #3</b>
	<b>Sunday</b> April, 28 2024		

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7	WEEK #7→	Chapter 11 --Planning & Evaluation Chapter 12 --The Social & Political Context of Evaluation	Assigned Readings
	<b>Monday</b> April 29, 2024	<b>Readings to include, but not limited to:</b> <ul style="list-style-type: none"> <li>• Collection, Acquisition and Management of Data</li> <li>• Data Analysis Plan</li> <li>• Communication Plan</li> </ul>	
	Tuesday April 30, 2024		
	Wednesday May 1, 2024	<b>Test #2 (Posted)</b>	
	Thursday May 2, 2024	<ul style="list-style-type: none"> <li>• The Social Ecology of Evaluation</li> <li>• Professional Evaluation</li> <li>• Standards, Guidelines and Ethical Considerations</li> <li>• Using results</li> <li>• Future of Evaluation</li> </ul>	
	Friday May 3, 2024		
	<b>Sunday</b> May 5, 2024	<b>Test #2 (Due)</b>	

8	WEEK #8→	Focus on Final Paper	
	<b>Monday</b> May 6, 2024		
	Tuesday May 7, 2024	<b>DUE: FINAL Paper/Project</b>	
	Wednesday May 8, 2024		
	Thursday May 9, 2024		
	Friday May 10, 2024	CLASS ENDS	

*Special Note:*  
Course instructor reserves the right to make amendment(s) to the calendar.

*Wishing for you a productive semester*

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