COURSE SYLLABUS

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Office Location: Ferguson Social Science 231
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Reading:


Other materials/readings as assigned and posted online

Course Description/Explanation:

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/Core Competencies:

1. Think critically about important issues in criminal justice planning and evaluation

2. Problem-solve solutions to issues related to criminal justice planning and evaluation

3. Enhance communication skills and reading/research acumen
COURSE 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 and a final paper. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Please note that a core competency of this course is critical thinking. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- **Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration**—in other words, just because the book tells you it is true, doesn’t mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.

- **Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration**—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives

- **Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)**—in other words, gather information from credible sources and evaluation these sources/factual information in the context of what you have been asked to discuss/evaluate.

As defined by the National Council for Excellence in Critical Thinking, critical thinking is:

“The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.”

(Scriven, M. & Paul, R. Presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.)

When preparing discussions/comments/assignments/papers/presentations, use the following to help you critically think through task. You will be graded (in part) on how well you are able to perform this skill.

- **Determine the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside**
- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue.
- Gather information on the problem/issue that may support or contradict your position.
- Analyze your facts. Don’t assume anything. Evaluate the facts objectively.
- Determine a reasonable conclusion based on all of the facts.
- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be.

**Introduction/Discussion Posts:** (1 Introduction @ 50 points; 4 discussion posts @ 50 points each = 250 course points)

**Student Learning Outcomes #1-#3:** Think critically about important issues in criminal justice planning and evaluation; Problem-solve solutions to issues related to criminal justice planning and evaluation; Enhance communication skills and reading/research acumen.

The **Introduction** is a chance for you to ‘meet’ your colleagues in the class and an opportunity to introduce yourself to your professor. You will also be required to answer a course-related question. Specific instructions on what to post are available when you click on Introduction/Discussion in Week #1. The Introductory post is due on Tuesday of Week #1 of the course.

The **Discussions** are directly related to the assigned readings/your program evaluation paper. Upon completion of the assigned readings, you are expected to engage in an ongoing discussion/debate with your classmates. 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. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format. Also see the ‘How to Cite’ FactSheet available in CJ 500, the program orientation course to which you have ongoing access).

These discussion posts should be **the equivalent of 1 page in length**. The specific discussion assignment is located in each unit Week and may be accessed by clicking on the Discussion link. Discussion Posts are due by 11:00PM CST on **Thursdays**.

**Assessment Method:** Discussion posts will be graded using the Discussion Post Grading Rubric.

**Comment Posts:** (20 comments @ 10 points each = 200 course points; or 50 points per discussion)

**Student Learning Outcomes #1-#3:** Think critically about important issues in criminal justice planning and evaluation; Problem-solve solutions to issues related to criminal justice planning and evaluation; Enhance communication skills and reading/research acumen.
Comment posts are responses you make to the original discussion posts that you and your classmates post each week. You are **required** to make a minimum of **five** comments each week.

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one’s perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking.

**NO LATE COMMENTS ARE ACCEPTED.** All comment posts are due by 11:00PM CST on **Saturdays**. Discussions require active participation therefore it is expected that are online a minimum of two times per week; more is encouraged.

**Assessment Method:** Comments will be graded using the Discussion Grading Rubric.

Please note that each discussion and its accompanying comments will be graded together. You will note that each gradebook entry for each discussion is worth 100 points (50 points for the discussion and 50 points for comments).

**Final Paper** *(1 paper @ 75 points, Part I; 125 points, Part II = 200 course points)*

**Student Learning Outcomes #1-#3:** Think critically about important issues in criminal justice planning and evaluation; Problem-solve solutions to issues related to criminal justice planning and evaluation; Enhance communication skills and reading/research acumen

**Assignment Instructions:** You are required to complete a final paper for this course that will be submitted in two stages. This paper will require that you create a fictitious program and develop a clear and detailed plan for evaluating it using information you have learned from your text and outside readings.

This paper will require that you research a topic/issue in criminal justice that interests you and that you develop a fictitious program to address that issue/concern; a program for which you will, in turn, develop a fictitious program evaluation. The fictitious program that you develop for this course must be **specific**. You can’t just tell me that you propose to evaluate a ‘program for probationers.’ Instead, you need to propose an evaluation topic that looks something like this:

The Back to Work program is a program designed specifically for non-violent probationers who live in Dallas County, Texas. This program will partner with local businesses in Duncanville and Oak Cliff to employ probationers who are welders. The purpose of this program is to provide mentors to welders on probation through apprenticeships with current welders in the Dallas area, ultimately providing both short- and long-term work opportunities for these offenders.
Please note that once you have selected your topic (and you write about it in Discussion #1), IT CANNOT CHANGE. Choose wisely.

**Part I: Covering Chapters 1-7 Due: Tuesday, Week #3 by 11:00PM CST**

Part I of your program evaluation paper must address the following. Please note that the information included below marks the highlights from each chapter of which you should be aware. Students should review the grading rubric for this assignment to ensure that they include all of the material for which they will be graded (and anything else they think is useful and necessary for understanding their paper).

- **What is your topic and why is it important**—you will need to bring in data/other relevant information to justify why the topic you wish to address is relevant (i.e., work programs for probationers are important because getting and maintaining employment while on community supervision has been empirically proven to reduce recidivism. I would supplement this statement with research from peer-reviewed journals/other material). Please note that your evaluation TOPIC and your evaluation QUESTION are different. We are talking about your general TOPIC here.

- **What is the purpose of your evaluation (Chapter 2)**—you need to articulate why you are conducting this evaluation in the first place (i.e., program improvement, accountability, knowledge generation, hidden agenda, staff development, political reasons, organizational reasons, needs assessment, assessment of program theory, assessment of program process, impact evaluation, or efficiency assessment?)

- **State your question (Chapter 3)**—this is the entire purpose of Part I. See this chapter for specific assistance on developing a reasonable and ‘doable’ question.

- **Provide context for your specific work (Chapter 4)**—you need to demonstrate whether this program meets a currently unmet need, whether it supplements existing programs, etc. You will do this by gathering peer-reviewed/scholarly literature on the topic (i.e., there is a plethora of information on work programs for offenders on probation/parole. I would discuss these and where the program I am proposing ‘fits in’. If there are current work programs in the Dallas area that attempt to fill this gap, I would also mention these as well.) If you do this legwork first, it will make formulating your evaluation question easier as you will be able to determine unmet needs, gaps to fill, etc. You need to establish who/what your target population is (you will get some of this from your more general topic discussion above). You need to determine the needs of your population and how your program will address these.

- **Begin to flesh out your program (Chapter 5)**—This section of your paper is the ‘guts’ of your program. You need to be SPECIFIC in developing the structure of your program. Who will it include for how long and what will participants be required to do (service utilization). What will the program organization look like (organizational chart with explanation is always a good approach). What are the goals and objectives of the program, limitations of the program, how does your program relate to social needs, how logical and plausible is it, does it ‘jive’ with research and practice?

- **Begin developing program process (Chapter 6)**—what is the process of evaluation that you will use? Be sure to look at the evaluation from the evaluator’s perspective, accountability
perspective, and program management perspective. How will you ‘measure’ (i.e., surveys, observations, program records, etc., any or all). How will you manage bias and attrition in the program?

- **Identify program outcomes (Chapter 7)**—You need to think carefully about what outcomes you are interested in measuring and the perspectives or lenses through which these outcomes will be viewed.

**Final: Covering ALL Chapters Due: Thursday, Week #5 by 11:00PM CST**

In addition to including what you have written for Part I (I will have provided you with constructive comments for revision/enhancement at the time that I return your Part I papers. This information needs to be integrated into your final paper), your final paper needs to specifically addressing the following:

- **Explain your experimental design (Chapters 8 and 9)**—Depending on the type of experimental design you use for your evaluation, you should consult chapters 8 and 9 for assistance. You will need to be VERY SPECIFIC about your design. How many participants in the evaluation, time frame (if necessary), how long will they be evaluated, in what way will they be evaluated. **This includes coming up with at least 5 variables (with explanation) that you would evaluate for each participant in your study.**

- **Analysis (Chapter 10)**—Here’s where you would actually analyze your data if you actually had any. Because you don’t have any results from your study, you need to make them up. You need to make up TWO findings from your study (they can be good or bad) and you need to explain them in the context of statistical significance (i.e., did you find significance and if so at what level) Type I and Type II error (what does this mean for the results that you observed), and what is the practical significance of your results.

- **How efficient is the program (Chapter 11)**—Programs may work but if they cost an astronomical amount, they will likely not be funded. Here is where you need to talk about how much it would cost to fund your program (you need to prepare a budget) and how much your program would likely save if it were implemented.

- **Take a few minutes to talk about how your evaluation will impact the program/stakeholders (Chapter 12)**—talk about the role of stakeholders in your program/evaluation, how politics might have influenced your program design/research, and any ethical considerations that might have developed while conducting your research.

  Your **FINAL** paper should be a MINIMUM of 15 pages (Part I alone could be this long if you take the time to be specific about the required elements of this paper-if your paper reaches 30 pages, stop and regroup.). **MAXIMUM** 12-point font, using full APA paper format (an example of APA paper format may be found on the TAMU-C library website and in Doc Sharing for this class). Make sure all citations follow APA citation format, as well. All formal rules of grammar and word usage apply.

  **Assessment Method:** Students will be assessed using the Final Paper Grading Rubric. Be sure to review this rubric carefully to ensure that your paper includes all components of the paper upon which you will be graded.
**Course Pre/Pos-test (not graded)**

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of no more than 10 questions that will assess your knowledge. You will be asked to complete the pre-test by **Friday** of Week #1 and your post-test by **Friday** of Week #5. These tests will not be graded (they are used for assessment purposes only).

**GRADING**

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th># of Assignments</th>
<th>Point Value</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Discussions</td>
<td>4</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Comments</td>
<td>20</td>
<td>10</td>
<td>200</td>
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<tr>
<td>Paper</td>
<td>1</td>
<td>75</td>
<td>200</td>
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<tr>
<td>Part I</td>
<td>1</td>
<td>125</td>
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<tr>
<td>Final</td>
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<tr>
<td>Pre/Post-test</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>650</strong></td>
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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 = 650.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>650-585</td>
<td>A</td>
</tr>
<tr>
<td>584-520</td>
<td>B</td>
</tr>
<tr>
<td>519-455</td>
<td>C</td>
</tr>
<tr>
<td>454-390</td>
<td>D</td>
</tr>
<tr>
<td>389 and below</td>
<td>F</td>
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</table>
Grades will be available in the gradebook so that students can track their progress in the course on an ongoing basis.

TECHNOLOGY REQUIREMENTS

The following hardware and software are necessary in order to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

For those of you who are not familiar with eCollege, I suggest you take the tutorial offered online. Should you have any questions, feel free to contact the folks in Technology Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to: https://leo.tamuc.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

Students should familiarize themselves with ECollege PRIOR to beginning their first course in the program. This will reduce the number of headaches and concerns that you will have throughout the course. Access to the ECollege tutorial is available through MyLeo.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

My primary form of communication with the class will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email regularly.
Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

**ECollege Student Technical Support:**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

**Academic Honesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In ALL instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

**Cheating** is defined as:

- Copying another's test of assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
• Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

• Using someone else’s work in your assignment without appropriate acknowledgement

• Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

• Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information.

Policy for Reporting Problems with eCollege

Should students encounter ecollege-based problems, the following procedure MUST be followed.

• Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511

• Students MUST file their problem with the helpdesk and obtain a helpdesk ticket number

• Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number

• At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Personal computer/access problems are not a legitimate excuse for filing a ticket with the helpdesk. I strongly encourage you to check for compatibility of your browser BEFORE the course begins and to take the ECollege tutorial offered for students who may require some extra assistance in navigating the ECollege platform. ONLY Ecollege-based problems are legitimate.

Attendance Policy

While this is an online course, students are expected to ‘attend class’ and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1
hour/week should be spent in the discussion board (reading posts and comments and conversing with others). You are expected to “attend class” more than once per week to actively participate in discussions.

**APA Citation Format Policy**

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people’s words or when they quote other’s words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below. A copy of an APA paper is located in Doc Sharing for your review.

- [www.apastyle.org](http://www.apastyle.org)
- [http://owl.english.purdue.edu/owl/resource/560/02/](http://owl.english.purdue.edu/owl/resource/560/02/)
- [www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)

It is the student’s responsibility to understand how to cite properly. If you have questions, feel free to ask.

**Late Work**

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student’s responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one’s control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies ONLY to your reflection paper assignments and not to discussion or comment submissions.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments. Assignments turned in more than one day late will not be accepted/graded.

**Drop Course Policy**

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.
University Specific Procedures:

**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 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: http://www.albion.com/netiquette/corerules.html.

**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 assignments are due by 11:00PM CST in ECollege 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?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Read the syllabus carefully. Post a Week #1 Introduction where you introduce yourself, 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: <a href="http://www.albion.com/netiquette/corerules.html">http://www.albion.com/netiquette/corerules.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings from the Text</strong></td>
<td>Rossi, Lipsey, &amp; Freeman: Chapters 1-4</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Complete first-week Introduction/Question</td>
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<tr>
<td>Thursday</td>
<td>Discussion #1 due</td>
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<tr>
<td>Friday</td>
<td>Complete course pre-test</td>
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<tr>
<td>Saturday</td>
<td>Comments for Discussion #1 due</td>
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### WEEK #2—Program Theory, Process, and Outcomes

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<thead>
<tr>
<th>Monday</th>
<th>This week’s readings cover information related to program theory, process and outcomes.</th>
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<tbody>
<tr>
<td><strong>Readings from the Text</strong></td>
<td>Rossi, Lipsey, &amp; Freeman: Chapters 5-7</td>
</tr>
<tr>
<td>Thursday</td>
<td>Discussion #2 due</td>
</tr>
<tr>
<td>Saturday</td>
<td>Comments for Discussion #2 due</td>
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</tbody>
</table>

### WEEK #3—Program Impact

<table>
<thead>
<tr>
<th>Monday</th>
<th>This week’s readings will cover randomized field experiments and quasi-experimental design.</th>
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<tbody>
<tr>
<td><strong>Readings from the Text:</strong></td>
<td>Rossi, Lipsey, &amp; Freeman: Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Program Evaluation Paper, Part I due</td>
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<tr>
<td>Thursday</td>
<td>Discussion #3 due</td>
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<tr>
<td>Saturday</td>
<td>Comments for Discussion #3 due</td>
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**WEEK #4—Interpreting Outcomes**

<table>
<thead>
<tr>
<th>Monday</th>
<th>This week’s readings will cover topics related to analyzing program effects, cost-benefit analyses, and the social context of evaluation</th>
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<tr>
<td></td>
<td><strong>Readings from the Text</strong></td>
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<tr>
<td></td>
<td>Rossi, Lipsey, &amp; Freeman: Chapters 10-12</td>
</tr>
<tr>
<td>Thursday</td>
<td>Discussion #4 due</td>
</tr>
<tr>
<td>Saturday</td>
<td>Comments for Discussion #4 due</td>
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</table>

**WEEK #5—Final Paper**

<table>
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<tr>
<th>Monday</th>
<th>You have no assigned readings for this week. Your goal should be to complete your final paper.</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>Program Evaluation, Final Paper due</td>
</tr>
<tr>
<td>Friday</td>
<td>Complete course post-test</td>
</tr>
<tr>
<td>Saturday</td>
<td>Last Day of Class</td>
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</table>