



# Course Syllabus

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## ***CJ577-01W: CJ Planning and Evaluation***

Instructor: Dr. Martha Hurley  
Virtual Office Hours: Weekdays by Email by Appointment  
University Email Address: [Martha.hurley@tamuc.edu](mailto:Martha.hurley@tamuc.edu)

## **COURSE INFORMATION**

### **Materials – Textbooks, Readings, Supplementary Readings**

#### **Textbook(s) Required**

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

#### **Optional**

Other materials/readings as assigned and posted online

### **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. 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.

### **Introduction/Discussion Posts (SLO 1-3)**

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 and /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 reference section 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 (250 points in all) will be graded using the Discussion Post Grading Rubric.

### **Comment Posts (SLO 1-3)**

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.

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 (SLO 1-3)**

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.

### **Final Paper 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.

- *1 paper = 200 points*
- *Part I= 75 points*
- *Part II = 125points*

### 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.

Assignment Type	# of Assignments	Point Value	Total Points
Introduction	1	50	50
Discussions	4	50	200
Comments	20	10	200
Paper			200
Part I	1	75	
Final	1	125	
Pre/Post-test	1	0	0
		<b>TOTAL</b>	<b>650</b>

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.

650-585 = A
584-520 = B
519-455 = C
454-390 = D

389 and below = F

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

## TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
  - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
  - 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
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2003, XP, 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

### eCollege Access and Log in Information

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 the following link:

<http://www.tamuc.edu/myleo.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 go to the following link: [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

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.

## **Course Navigation**

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege.

After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Student should access course materials by clicking on the proper weekly/unit content area. Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students should then click on the weekly content items links and take the time to read/view any material/presentations/assignments that are posted. The lecture/presentation is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that are considered important to your understanding of the subject.

## **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.

### **Virtual Office**

Welcome to my office. This space is set aside for students to ask me course related questions. Place any questions or concerns about the course here and they will answered within 24 hours on weekdays

## **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](mailto: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, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link: <http://www.tamuc.edu/library> not from within eCollege.

## **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at the following link <https://leo.tamuc.edu>

## **Policy for Reporting Problems with eCollege**

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. 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
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged 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.

## Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

## Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

# 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 or 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 [Criminal Justice web site](#) for more information.

Please be aware that I use Turnitin.com to assess plagiarism. Make sure that you properly cite material.

### **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).

### **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/>
- [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**

### **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 132**

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

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

### **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?

<b>Monday</b>	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>  <b>Readings from the Text</b>  Rossi, Lipsey, & Freeman: Chapters 1-4
Tuesday	Complete first-week Introduction/Question
Thursday	Discussion #1 due
Friday	Complete course pre-test
Saturday	Comments for Discussion #1 due

### WEEK #2—Program Theory, Process, and Outcomes

<b>Monday</b>	This week's readings cover information related to program theory, process and outcomes.  <b>Readings from the Text</b>  Rossi, Lipsey, & Freeman: Chapters 5-7
Thursday	Discussion #2 due
Saturday	Comments for Discussion #2 due

### WEEK #3—Program Impact

<b>Monday</b>	This week's readings will cover randomized field experiments and quasi-experimental design.  <b>Readings from the Text:</b>  Rossi, Lipsey, & Freeman: Chapters 8 & 9
Tuesday	Program Evaluation Paper, Part I due
Thursday	Discussion #3 due
Saturday	Comments for Discussion #3 due

#### **WEEK #4—Interpreting Outcomes**

<b>Monday</b>	This week's readings will cover topics related to analyzing program effects, cost-benefit analyses, and the social context of evaluation  <b>Readings from the Text</b>  Rossi, Lipsey, & Freeman: Chapters 10-12
Thursday	Discussion #4 due
Friday	Complete course post-test
Saturday	Comments for Discussion #4 due

#### **WEEK #5—Final Paper**

Monday	You have no assigned readings for this week. Your goal should be to complete your final paper.
Thursday	Program Evaluation, Final Paper due
Saturday	Last Day of Class