

Special Topics: Evaluation Research Methods

CRIM 5327-600

3 Credits

Fall 2026

Instructor: Dr. Danielle Fenimore

Office: CAB 351-D

Office Hours: Tuesday & Thursdays 10 AM – 2 PM, by appointment

Email: dfenimore@tamusa.edu

Classroom: Online

Meeting Time: Asynchronous

Course Description:

This is a 16-week, asynchronous online course.

This course is intended to provide the foundations and approaches most used in program and policy evaluation in the criminal justice field. Students will be exposed to a conceptual framework for needs assessments, and process and outcome evaluations. The course will explore the process for developing evaluation questions, and developing strong program theory, operationalization, and outcomes.

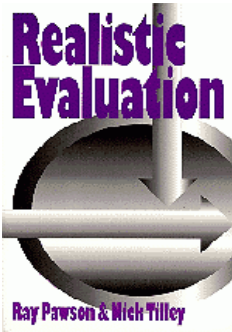
Though not a technical pre-requisite, CRIM 5304 provides key foundational information. This course is an advanced research methods course, so foundational knowledge of research design is useful.

Course Learning Objectives:

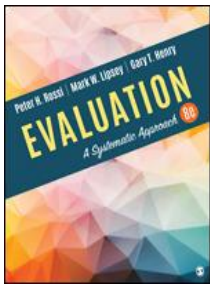
Upon successful completion of the course, students should be able to:

1. Assess the need for a criminal justice or social program using principles of needs assessment and problem analysis.
2. Construct a theory-driven evaluation framework that links program activities, mechanisms, outputs, and outcomes.
3. Develop a process evaluation plan that assesses implementation, fidelity, and treatment delivery.
4. Design and justify an outcome evaluation that addresses questions of program effectiveness, causal inference, and validity.
5. Produce a professional evaluation proposal that incorporates stakeholder, ethical, fiscal, and dissemination considerations.

Course Materials:



Title: *Realistic Evaluation*
Authors: Ray Pawson & Nick Tilley
Publisher: SAGE
ISBN: 9780761950080



Title: *Evaluation: A Systematic Approach* (8th ed)
Authors: Peter Rossi, Mark Lipsey, & Gary Henry
Publisher: SAGE
ISBN: 9781506307893

Chapters 1 and 6 are available [online](#).

Assignments & Learning Activities:

1. **Ungraded Week 1 Assignments:**
 - a. Syllabus Q&A Discussion: Once you have read the syllabus and the repeating assignment instructions, post a question about the material in the Syllabus Q&A Discussion. I will respond to questions to provide clarification in Week 2.
 - b. Introduction Discussion: Briefly introduce yourself to your classmates. Instructions are provided for required material.
2. **Reading Notes:** You will be required to submit reading notes for upcoming readings the week before we review that material in class. I have been implementing this with my undergraduates with a significant degree of success. Your reading notes should summarize the main ideas, arguments, and themes presented in the assigned reading(s), identify and discuss key concepts or theories, and provide a critical evaluation of the material's strengths, limitations, and significance. In addition, you will be asked to reflect on the implications of the readings for your professional practice, understanding of the topic, or future research interests, and connect the material to broader course themes, previous readings, and relevant theories discussed in the course. These are not meant to be long assignments; no more than 1 to 2 pages per reading. These will also help when you are required to lead discussions on the material. They must be handwritten, and uploaded to Blackboard.

3. **Student-led Discussions:** There will be 9 discussions that will be student-led through out the semester. Two students will lead the discussion, and facilitate conversation with their colleagues, while the remaining students will be responsible for responding to the prompts posted by their colleagues.
4. **Smaller Writing Assignments:** We will have five written assignments that will be used to scaffold the material that you will use to develop your final research presentation. These assignments will include: 1) Problem Statement & Needs Assessment; 2) Program Theory & Evaluation Questions; 3) Process Evaluation Plan; 4) Outcome Evaluation Design & Measurement Plan; and 5) Evaluation Management Plan.
5. **Peer-Review Assignments:** You will conduct four peer reviews this semester on the first four smaller writing assignments.
6. **Final Evaluation Proposal Presentation:** In the final presentation, you will combine the scaffolded elements, taking into consideration both my feedback and your peers' feedback, into a polished research proposal that demonstrates methodological rigor, theoretical grounding, a clear implementation plan, and a detailed evaluation analysis.

Grading Information:

Assignments will be submitted via Blackboard. I anticipate grading and returning assignments within one week of their submission. If you have questions about an assignment, please email me no later than Friday at 5:00 PM before the assignment deadline. I will not be answering emails over the weekend.

If you have questions about your grade on any assignment you have ONE WEEK after the grade is posted in which to come to me to question your grade (that is, to ask for point changes based on justifiable criteria— except for the last week, because grades are due within a few days, in which case you have 48 hours). After that time, the grade stands (even if you did not check the grade until after that time period).

Should you raise serious questions about how something was graded, I reserve the right to re-grade your entire assignment (meaning your grade may go up or down). I recommend waiting 24 hours after a grade is posted to email with a question; often, initial emails are reactionary, and waiting 24 hours allows sufficient time to process. If you do choose to email me regarding a grade within 24 hours of its posting, be sure to use professional language in your email.

I do not bump grades or provide extra credit to raise grades at the end of the semester because I believe in being as fair and transparent in grading as possible. Please ensure you do your best work on each assignment and ask for help as needed throughout the semester.

As a rule, I do not speak with parents regarding grades or assignments. As college students, you are adults, and capable of managing your own academic affairs. If you have questions about your grade, please email me yourself or come to office hours to discuss things.

[IMPORTANT SYLLABUS ITEM ALERT!]

Policy for Generative AI

Furthermore, use of generative AI-text will not be tolerated in this course. If I suspect that you have used generative AI to complete your assignment, you will receive a 0. Yes, even with suspicion. AI removes your ability to critically consider the material you are studying and, as such, does not

qualify you as a master of the field, and will do you a serious disservice when you are completing the comprehensive exams.

I will consider using Grammarly, or any other AI program, to fix your grammar (grammar only!) as an acceptable use, but you must provide the original document and the prompt that you supplied the AI chat for review with your assignment submission. Use for idea generation is iffy. You will need to submit the entire chat (yes, they can be shared) not later than three days before the assignment is due for review.

Graded Activities	
Reading Notes	15%
Student-led Discussions	15%
Smaller Writing Assignments	30%
Peer Review Assignments	10%
Final Proposal Presentation	30%

These are weighted grades; you will not be able to calculate a straight average of your grades to determine your current grade. Your final grades will be categorized into a five-point scale. Texas A&M University, San Antonio uses a five-point scale to submit final grades:

Grade	Point Value
A	90-100
B	80-89
C	70-79
D	60-69
F	60 or below

Course Policies

Attendance & Census Day Requirements: For this online, asynchronous course, attendance will be measured by completing BOTH the syllabus quiz and the introduction assignment, since we do not meet in person.

Email: You will need to be looking for communications from me through your TAMUSA email. I regularly send messages out to my courses to keep them updated with course. If you are not reading these or checking your school email, you will miss out on vital information for the course.

When you need to contact me, you **must** use an email through Outlook. My email address is at the top of this syllabus. I do not see messages from Blackboard until much later; please do not use that platform feature. Your emails should be written formally and include an appropriate subject line that includes your course number and section, and a brief description about the subject of your email (e.g., CRIM 5327-600: Conflict with Exam Date). The email itself must include a proper greeting, a fully constructed body of the message using proper grammar and sentence structure, and a formal sign off. Without these features, I will not respond to your email.

Make-up and Late Work Policy: If you miss a submission deadline because of participation in university-sanctioned activities, arrangements to make-up missed work can be made by contacting the course instructor. Makeup work requires documentation. If you experience technological

difficulties that prohibit you from completing assignments, you must document this via a screenshot or another comparable method.

All assignments are to be submitted on the due date. In cases of planned excused absences, late work will be accepted by an agreed upon alternate due date. Late work will otherwise not be accepted.

Academic Honesty: Students are expected to adhere to university policies regarding academic honesty. If you violate these policies, you will be reported and subject to the appropriate sanction which may include expulsion from the University.

Citation Style – Because this is a criminology and criminal justice course, students are required to use the citation style and format of the American Psychological Association (APA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in The Bluebook.

Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using. Any instances of plagiarism will result in a zero on the assignment, and other sanctions as appropriate.

- a. **Direct Quotations** – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
- b. **Paraphrasing/Indirect Quotations** – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
- c. **Using Other's Ideas** – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
- d. **Collaborative Work** – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.

- e. **Altering or Revising Another's Work** – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
- f. **Altering or Revising Your Own Prior Work** – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications:

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities:

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center:

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting

the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Appointments available MATH Walk in Tutoring – No appointment needed

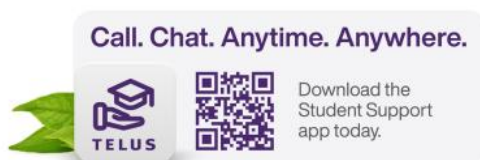
	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources:

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness:

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance:

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC):

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs:

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances:

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a

religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule:

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination:

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students:

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such

reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities:

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.

2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#).

Important Fall 2026 Dates

Dates	Event
August 20	Tuition and Fee Payments deadline
August 24	First Day of Class
September 9	Census Date
October 5-16	Midterm grading period
November 13	Last day to drop with an automatic withdrawal
November 25	Study Day – No classes
November 26-28	Thanksgiving Holiday
November 30	Last day to withdraw from the university
December 4	Last Day of Classes
December 5-11	Final Exams
December 15	Commencement

The complete [Academic Calendar](#) as available on our website.

Artificial Intelligence Policy

No Use of Generative AI Permitted CRIM 5327:

CRIM 5327 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Course Schedule for Fall 2026

Week (Mon-Sun)	Topic	Required Readings	Assignments Due
Module 1: Foundations of Evaluation Research			
Week 1 (8/24-8/30)	Introduction to Evaluation Research	Syllabus Rossi et al. – Ch. 1 Pawson & Tilley – Ch. 1	Reading Notes for Week 2 Readings Syllabus
Week 2 (8/31-9/6)	Evaluation Questions and Research Ethics	Rossi et al. – Ch. 12 Justice Today Podcast – Interview with Past NIJ Director (La Vigne) IRB Readings	Reading Notes for Week 3 Readings Student-Led Discussion 1
Week 3 (9/7-9/13)	Stakeholders and the Politics of Evaluation	Rossi et al. – Ch. 12 (cont). Weisburd (2003)	Reading Notes for Week 4 Readings Student-Led Discussion 2
Module 2: Understanding Problems and Programs			
Week 4 (9/14-9/20)	Needs Assessment and Problem Analysis	Rossi et al. – Ch. 2 Pawson & Tilley – Ch. 5	Reading Notes for Week 5 Readings
Week 5 (9/21-9/27)	Program Theory and Logic Models	Rossi et al. – Ch. 3 McCawley (n.d.) McLaughlin & Jordan (2010)	Reading Notes for Week 6 Readings Student-Led Discussion 3 Proposal Part I: Problem Statement & Needs Assessment

Week (Mon-Sun)	Topic	Required Readings	Assignments Due
Week 6 (9/28-10/4)	Mechanisms, Context, and Realistic Evaluation	Pawson & Tilley – Ch. 2 & 3 Johnson et al. (2015)	Reading Notes for Week 7 Readings Student-Led Discussion 4 Peer Review #1 (Proposal Part I)
Module 3: Process Evaluation and Implementation			
Week 7 (10/5-10/11)	Process Evaluation and Program Fidelity	Rossi et al. – Ch. 4 Shaffer & Pratt (2009)	Reading Notes for Week 8 Readings Student-Led Discussion 5
Week 8 (10/12-10/18)	Implementation and Sustainability	Pawson & Tilley – Ch. 4 Merton (1936)	Reading Notes for Week 9 Readings Student-Led Discussion 6 Proposal Part II: Program Theory & Evaluation Questions
Week 9 (10/19-10/25)	Process Evaluation Workshop	Pawson & Tilley – Ch. 7	Reading Notes for Week 10 Readings Peer Review #2 (Proposal Part II)
Week 10 (10/26-11/1)	Designing Process Evaluations	Rossi et al. – Ch. 11	Reading Notes for Week 11 Readings Proposal Part III: Process Evaluation Plan
Module 4: Outcome Evaluation and Causal Inference			
Week 11 (11/2-11/8)	Causal Inference and Counterfactuals	Rossi et al. – Ch. 5 & 6	Reading Notes for Week 12 Readings Student-Led Discussion 7 Peer Review #3 (Proposal Part III)

Week (Mon-Sun)	Topic	Required Readings	Assignments Due
Week 12 (11/9-11/15)	Experimental, Quasi-Experimental, and Mixed Methods Designs	Rossi et al. – Ch. 7 & 8 Engel et al. (2020) Rossman & Wilson (1985) Pear et al. (2021) Silva & Plassmeyer (2021) Wilkes et al. (2021)	Reading Notes for Week 13 Readings Student-Led Discussion 8
Week 13 (11/16-11/22)	Advanced Evaluation Designs	Rossi et al. – Ch. 9 Berk et al. (2010) Evans et al. (2010) Luellen et al. (2005) Mitchell et al. (2017) Rhodes & Jalbert (2013)	Reading Notes for Week 15 Readings Student-Led Discussion 9
Week 14 (11/23-11/29)	Thanksgiving Recess / Study Day	None	Proposal Part IV: Outcome Evaluation Design & Measurement Plan
Module 5: Managing and Communicating Evaluation Projects			
Week 15 (11/30-12/4)	Evaluation Management, Dissemination, and Utilization	Rossi et al. – Ch. 10 Pawson & Tilley – Ch. 8 & 9	Peer Review #4 (Proposal Part IV) Proposal Part V: Evaluation Management Plan
Final Exam Week (12/5-12/11)	Final Submission Period		Final Evaluation Proposal Presentation Due