

Term Information

Effective Term Autumn 2019

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5950
Course Title Evidence-Based Practice in Criminal Justice
Transcript Abbreviation Ev-Bsd Prac in CJ
Course Description This course examines the history and principles of effective evidence-based programs in criminal justice setting. Students will develop an evidence-based solution to a real world problem, in a criminal justice agency of their choosing.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Jr. standing or above, or permission of instructor or department and completion of a 3000 level or above Sociology course.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will have a familiarity with the history of evidence-based practice in criminal justice settings.
- Students will have a working knowledge of the principles of evidence-based practice.
- Students will be able to identify and understand the organizational requisites for implementing evidence-based practice.
- Students will be capable of researching literature and developing an evidence based solution to a problem in a criminal justice organization of the student's choosing (i.e., employer, internship).
- Students will design a rudimentary experiment to assess the outcome of a program.

Content Topic List

- History of what works in corrections
- Principles of evidence based practice and models for selection of evidence-based practices
- Identifying the evidence base for what works
- Organizational change
- Strategies to Adopt, Implement, and Sustain Effective Practices and current state of practice
- Idiosyncrasies of correctional and treatment environments
- Interagency implementation
- Evaluating Outcomes
- Experimental Criminology

Sought Concurrence

No

Attachments

- Masters in Public Administration and Leadership Proposal 1-15-18.docx: Degree Program Proposal
(Other Supporting Documentation. Owner: VanPelt,Susan J)
- Letter of Support from Glenn College.pdf: Letter of Support
(Other Supporting Documentation. Owner: VanPelt,Susan J)
- Sociology 5950 Belair.pdf: Distance Review Checklist
(Other Supporting Documentation. Owner: VanPelt,Susan J)
- SOC 5950 kowalski online syllabus_revised.pdf: Revised syllabus
(Syllabus. Owner: VanPelt,Susan J)

Comments

- ASCTech Distance Review Checklist and revised course syllabus added *(by VanPelt,Susan J on 07/31/2019 05:21 PM)*
- Waiting for syllabus *(by Martin,Andrew William on 07/09/2019 10:12 AM)*
- See 4-9-19 feedback e-mail. *(by Vankeerbergen,Bernadette Chantal on 04/09/2019 01:49 PM)*

COURSE REQUEST
5950 - Status: PENDING

Last Updated: Haddad,Deborah Moore
07/31/2019

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	VanPelt,Susan J	04/17/2018 09:45 AM	Submitted for Approval
Approved	Martin,Andrew William	04/17/2018 09:46 AM	Unit Approval
Approved	Haddad,Deborah Moore	04/17/2018 11:49 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/18/2018 01:05 PM	ASCCAO Approval
Submitted	VanPelt,Susan J	03/19/2019 06:28 PM	Submitted for Approval
Approved	Martin,Andrew William	03/19/2019 06:29 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/19/2019 07:49 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/09/2019 01:49 PM	ASCCAO Approval
Submitted	VanPelt,Susan J	07/09/2019 10:01 AM	Submitted for Approval
Revision Requested	Martin,Andrew William	07/09/2019 10:12 AM	Unit Approval
Submitted	VanPelt,Susan J	07/31/2019 05:21 PM	Submitted for Approval
Approved	Martin,Andrew William	07/31/2019 05:50 PM	Unit Approval
Approved	Haddad,Deborah Moore	07/31/2019 06:12 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	07/31/2019 06:12 PM	ASCCAO Approval



Sociology 5950 (online)
Evidence-Based Practice in Criminal Justice
Summer Semester 2020
Section xxxxx

Lecturer: Brian Kowalski, Ph.D.

Office Hours: Thursdays, 6:00 – 8:00pm and by appointment via CarmenZoom

E-mail: kowalski.46@osu.edu

Course Overview

As the number of individuals entering the criminal justice system continues to grow, community agencies and policymakers seek evidence-based practice (EBP) to reduce increasing fiscal demands while maintaining public safety. There is an extensive scholarly literature describing programs and practices that are proven to reduce offender risk, and some of these models of evidenced-based policy have been developed in various criminal justice settings. However, broad awareness and knowledge of evidence-based practice does not necessarily mean that an agency can effectively implement and sustain these programs and services. This course will focus on some of these agency challenges, and students will gain practical experience by developing a proposal to implement a particular evidence-based practice within a particular criminal justice-related organization. Students will also be exposed to the perspective of EBP subject matter experts from a variety of criminal justice settings.

Course Goals

By the end of this course, students should successfully be able to:

- Describe the history and foundational principles of evidence-based practice in criminal justice settings.
- Review the scholarly research literature to help support and develop an EBP solution in a specific criminal justice setting.
- Design a randomized control trial that assesses the effectiveness of an evidence-based practice in a specific criminal justice setting.
- Identify and develop strategies for complying with organizational requisites for executing research in criminal justice settings, addressing ethical considerations for research in criminal justice settings, and mitigating different possible sources of contamination in randomized control trials.
- Prepare a competitive proposal to submit to a community agency or funding source.
- Communicate the details of the experiment effectively to agency leaders.

Online Course Policies, Course Materials, and Technologies

Pace of Online Activities: The course is divided into weekly modules that are released on Saturday at 12:00am and close nine days later on Sunday at 11:59pm (giving you two full weekends to complete assignments). Students are expected to keep pace with weekly deadlines but may schedule their efforts

freely within that time frame. All short video assignment and EBP scenario assignments will be released at the start of the week they are due. All of the EBP proposal subcomponent rubrics will be released two weeks before they are due. The final EBP proposal rubric is open at the start of the course.

Mode of Delivery, Attendance, and Participation Requirements: This course is 100% online. Because this is an online course, your attendance is based on your online activity and participation. You are expected to log in to the course in Carmen every week, however, during most weeks you will probably log in many times to read course materials, review lecture slides, and watch relevant video clips and subject matter expert interviews.

Office hours will be live sessions using CarmenZoom. Please note that online participation during office hours is optional.

Additional online participation will vary from week to week:

- During weeks where short video assignments are due, students will upload several short video recordings. Total video submissions and posting deadlines will be indicated on each rubric.
- During weeks where evidence-based practice scenario assignments are due, students will participate in a class discussion forum. The number of posts and posting deadlines will be indicated on each rubric.
- During weeks where evidence-based practice proposal subcomponents are due, students will participate in a class discussion forum as well. The number of posts and posting deadlines will be indicated on each rubric

Required Readings: There is no required text for this online class. All required course readings including media articles, scholarly articles, government publications, and book chapters are available on Carmen.

Carmen/IT Issues: For help with your password, university email, Carmen, or any other technology issues, questions, or requests, please contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Required Technology Skills and Required Equipment: Student colleagues will be required to utilize CarmenZoom to text, audio chat, and video chat.

Student colleagues will need to have the ability to stream, record, edit, and upload video and will also be required to upload Microsoft Word documents.

Student colleagues are required to use:

- a computer (Mac/OS X or PC/Windows 7+) with high speed internet connection.
- a webcam (built-in or external) that is fully installed and tested.
- a microphone (built-in or external).

All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Student colleagues will need to use BuckeyePass multi-factor authentication to access our course in Carmen: <http://buckeyepass.osu.edu/>.

Course Evaluation

The evaluation of this online course is based on four short video assignments, three evidence-based practice scenario assignments, and the development of an evidence-based practice proposal (and four related subcomponents that will help build your final proposal).

Short Video Assignments: There will be **four short video submissions** that will introduce our course, identify several broader issues related to evidence-based practice in criminal justice settings, and help generate additional discussion and debate among student colleagues and the instructor.

These assignments will involve an initial short video submission based on a rubric provided by the instructor at the start of the week the assignment is due. Several follow-up submissions will also be required based on peer or instructor feedback stemming from the original submission.

Student Colleague Introduction: A short introduction where student colleagues share their educational background, fields of study, work/internship history, and rationale for taking this course and/or participating in the MPAL program (**10 points or 4% of your final grade**).

Introducing EBPs within an Agency Setting: Students colleagues must introduce the idea of implementing EBPs to an agency with little exposure to research findings and to a supervisor used to operating on "gut feelings" and "this is the way we have always done it" (**20 points or 8% of your final grade**).

Barriers to Effective EBP Implementation: Student colleagues must submit questions to an expert on implementing EBPs within an agency setting and provide reactions/reflections to the agency expert's video presentation (**20 points or 8% of your final grade**).

Agency Director/IRB Presentations: Student colleagues must support and respond to questions about their final proposal from the instructor taking the role of a hypothetical agency director or institutional review board chairperson (**10 points or 4% of your final grade**).

Evidence-Based Practice Scenario Assignments: There will be **three evidence-based practice scenario assignments**. These assignments will consist of short papers (2-3 double-spaced pages in length) surrounding very specific contemporary issues related to evidence-based practice in criminal justice settings that will help with construction of your final proposal.

A detailed assignment rubric will be released at the start of the week the assignment is due.

Program Fidelity: Student colleagues will explore issues of program fidelity through the application of fourth generation risk assessment tools for various justice-involved individuals referred to as the Ohio Risk Assessment System **(20 points or 8% of your final grade)**.

Inmate Rules of Conduct via the HOPE Model: Student colleagues will identify the specific rules of conduct that may be relevant to the implementation of the HOPE Model within an incarcerated setting **(20 points or 8% of your final grade)**.

Data Contamination: Student colleagues will assess potential sources of contamination and potential strategies to mitigate this contamination within a randomized control trial research design **(20 points or 8% of your final grade)**.

Evidence-Based Practice Proposal (and subcomponents): The primary evaluation of this online course is the **development of a grant proposal** (about 15 double-spaced pages in length) utilizing a randomized control trial.

In particular, this proposal will involve the application of the operational mechanics of the HOPE Model of probation supervision within a prison setting to help combat institutional misconduct. The foundation of the HOPE Model is that swift, certain, and fair sanctioning will lead to greater rule compliance and less re-offending. The current project will design a study to test this idea within the prison setting.

Several weeks of the course will be devoted to important subcomponents that make up a grant proposal. These subcomponents will help form the foundation of the final proposal at the end of the semester. All of the EBP proposal subcomponent rubrics will be released two weeks before they are due. The final EBP proposal rubric is open at the start of the course.

Statement of Problem: Student colleagues will clearly demonstrate the objectives and purpose of this proposal, including why this problem is important and why the HOPE Model could be effectively utilized within a prison setting **(20 points or 8% of your final grade)**.

Literature Review: Student colleagues will synthesize the theoretical foundation underlying the proposal and provide a review of the current empirical literature **(20 points or 8% of your final grade)**.

Variable Construction: Student colleagues will identify the relevant variables for the current proposal and effectively explain why these measures matter as control variables **(20 points or 8% of your final grade)**.

Design, Analysis, and Expected Outcomes: Student colleagues will design a basic randomized control trial that effectively describes the treatment group, the control group, and the outcome measures **(20 points or 8% of your final grade)**.

Final Proposal: Student colleagues will prepare a competitive proposal that could be submitted to a community agency or funding source (**50 points or 20% of your final grade**).

Please see the course schedule below for all relevant due dates.

Late Assignments: Late submissions will only be accepted at the discretion of the instructor based on a prior discussion of the particular circumstances. Please see the course schedule below and various assignment rubrics for all relevant due dates.

Final Course Grading Scale

93-100%: A	73-76%: C
90-92%: A-	70-72%: C-
87-89%: B+	67-69%: D+
83-86%: B	60-66%: D
80-82%: B-	59% & below: E
77-79%: C+	

Please note that I do not bump up and I do not round up grades at the end of the semester. I do not offer extra credit assignments. However, at the end of the semester, if you have submitted EVERY assignment ON TIME and are within .50% of a higher grade, I will move you up to that higher grade.

Faculty Response Time

Please see below a list of my intended availability throughout our online course. Please remember that you can call 614-688-HELP (4357) for any technical difficulties.

- **Grading and feedback:** For all video and written course evaluation assignments, you can generally expect feedback within 7 days after the assignment due date.
- **Email:** I will reply to emails within 24 hours on days when class is in session at the university.
- **Class Discussion Forum:** I will check and reply to messages in the discussion forum every 24 hours on days when class is in session at the university.

Academic Integrity and Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all student colleagues have read and understand the university's *Code of Student Conduct*, and that all student colleagues will complete all academic and scholarly assignments with fairness and honesty.

The university's *Code of Student Conduct* can be found at:

<https://trustees.osu.edu/sites/default/files/migrated/assets/files/RuleBook/CodeStudentConduct.pdf>.

The video submissions, discussion forum posts, and writing assignments in this course should be a reflection of each student colleague's own work. The *Code of Student Conduct* (Section 3335-23-04)

defines academic misconduct as “any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* **and this syllabus** may constitute academic misconduct. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), misrepresentation, copying the work of another student, and dishonest practices in connection with exams. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the policy detailed above or what constitutes academic misconduct in this course, please contact me.

Accessibility Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, including mental health, chronic, or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Student Life Disability Services is located in 098 Baker Hall at 113 West 12th Avenue and can be contacted at slds@osu.edu or 614-292-3307.

Discussion and Communication Guidelines

We will sometimes deal with topics that are controversial. Discussion and debate are essential components to critical thinking and effective learning. However, a comfortable online environment is necessary to facilitate this learning. Different points of view must be expressed in a manner that is sensitive to others, and disrespectful or threatening behavior will not be tolerated. Please have respect for yourself, other student colleagues, and the lecturer throughout our time together.

- **Class Discussion Forum:** A more conversational tone is fine for non-academic topics, however, please remember to write/post using good grammar, spelling, and punctuation.
- **Citing Sources:** Please remember to cite sources when referencing academic topics. Several citation examples will be given on various assignment rubrics.
- **Back-Up Work:** Please remember to back-up your work, including class discussion forum posts. I recommend composing these posts in a Microsoft Word document (or similar) where you can save your work and then copy the text directly into the Carmen discussion.

Course Schedule

Please note that weekly modules will open on Saturday at 12:00am and close on the next Sunday nine days later at 11:59pm. This overlap is intentional and designed to give you two full weekends to complete assignments. All short video assignment and EBP scenario assignments will be released at the start of the week they are due. All of the EBP proposal subcomponent rubrics will be released two weeks before they are due. The final EBP proposal rubric is open at the start of the course.

WEEK 1 -- May 6 to May 10

- Introduction
- History of the “what works” literature
- Contemporary EBP literature within criminal justice settings

Assigned Course Readings

Martinson, Robert. 1975. “What Works? Questions and Answers about Prison Reform.” *The Public Interest* 35:22-54.

Palmer, Ted. 1975. “Martinson Revisited.” *Journal of Research in Crime and Delinquency* 12:133-152.

Palmer, Ted, Patricia Van Voorhis, Faye Taxman, and Doris Mackenzie. 2012. “Insights from Ted Palmer: Experimental Criminology in a Different Era.” *Journal of Experimental Criminology* 8:103-115.

Orchowsky, Stan. 2014. *An Introduction to Evidence-Based Practices*. Washington, DC: Office of Justice Programs, U.S. Department of Justice.

ASSIGNMENT

Student Colleague Introduction (short video assignment)

- **DUE DATE:** various during Week 1; posting deadlines will be indicated on rubric

WEEK 2 -- May 9 to May 17

- Principles of effective intervention
- Risk-need-responsivity (RNR) model

Assigned Course Readings

Andrews, D.A. and James Bonta. 2010. *The Psychology of Criminal Conduct*. New Providence, NJ: Anderson. [various chapters]

Latessa, Edward. 2011. “Why the Risk and Needs Principles are Relevant to Correctional Programs (Even to Employment Programs).” *Criminology and Public Policy* 10:973-977.

ASSIGNMENT

Introducing EBPs within an Agency Setting (short video assignment)

- **DUE DATE:** various during Week 2; posting deadlines will be indicated on rubric

WEEK 3 -- May 16 to May 24

- Principles of effective intervention (continued)
- Program fidelity
- An introduction to agency barriers to effective implementation of EBPs

Assigned Course Readings

Duriez, Stephanie A., Carrie Sullivan, Edward J. Latessa, and Lori Brusman Lovins. 2018. "The Evolution of Correctional Program Assessment in the Age of Evidence-Based Practices." *Corrections: Policy, Practice and Research* 3:119-136.

Taxman, Faye S. and Peter D. Friedmann. 2009. "Fidelity and Adherence at the Transition Point: Theoretically Driven Experiments." *Journal of Experimental Criminology* 5:219-226.

Lowenkamp, Christopher, Edward J. Latessa, and Paula Smith. 2006. "Does Correctional Program Quality Really Matter? The Impact of Adhering to the Principles of Effective Intervention." *Criminology and Public Policy* 5:575-594.

ASSIGNMENT

Program Fidelity (evidence-based practice scenario assignment)

- **DUE DATE:** Sunday, May 24 at 11:59pm

WEEK 4 -- May 23 to May 31

- Introduction to course project
- The logic and promise behind the proposed EBP intervention

Assigned Course Readings

Hawken, A., and M. Kleiman. 2009. *Managing Drug-Involved Probationers with Swift and Certain Sanctions: Evaluating Hawaii's HOPE*. Washington, DC: Office of Justice Programs, U.S. Department of Justice.

Hawken, A., Kulick, J., Smith, K., & Vial, T. 2016. *Hope II: A Follow-up Evaluation of Hawaii's HOPE Probation*. Washington, DC: Office of Justice Programs, U.S. Department of Justice.

ASSIGNMENT

Statement of Problem (evidence-based practice proposal subcomponent)

- **DUE DATE:** Sunday, May 31 at 11:59pm

WEEK 5 -- May 30 to June 7

- Introduction to course project (continued)
- The potential to apply the proposed intervention in a different criminal justice setting/site

Assigned Course Readings

French, Sheila A. and Paul Gendreau. 2006. "Reducing Prison Misconducts. What Works!" *Criminal Justice and Behavior* 33:185-218.

Steiner, Benjamin and John Wooldredge. 2009. "Implications of Different Outcome Measures for an Understanding of Inmate Misconduct." *Crime and Delinquency* 59:1234-1262.

Labrecque, Ryan M. and Daniel P. Mears. 2019. "Prison System Versus Critics' Views on the Use of Restrictive Housing: Objective Risk Calculation or Ascriptive Assignment?" *The Prison Journal* 99:194-218.

ASSIGNMENT

Inmate Rules of Conduct via the HOPE Model (evidence-based practice scenario assignment)

- **DUE DATE:** Sunday, June 7 at 11:59pm

WEEK 6 -- June 6 to June 14

- Theoretical foundation of course project
- Cognitive behavioral approaches, social learning theory, and deterrence theory

Assigned Course Readings

Lipsey, M.W. and F.T. Cullen. 2007. "The Effectiveness of Correctional Rehabilitation: A Review of Systematic Reviews." *Annual Review of Law and Social Science* 3:297-320.

Smith, Paula, Paul Gendreau, and Kristin Swartz. 2009. "Validating the Principles of Effective Intervention: A Systematic Review of the Contributions of Meta-Analysis in the Field of Corrections." *Victims and Offenders* 4:148-169.

Bernard, Thomas J., Jeffrey B. Snipes, and Alexander L. Gerould. 2015. *Vold's Theoretical Criminology*. Oxford: Oxford University Press. [various chapters]

ASSIGNMENT

Literature Review (evidence-based practice proposal subcomponent)

- **DUE DATE:** Sunday, June 14 at 11:59pm

WEEK 7 -- June 13 to June 21

- Overview of randomized control trial (RCT) methodology
- Sample selection and variable construction for course project

Assigned Course Readings

Farrington, David and Brandon Welsh. 2005. "Randomized Experiments in Criminology: What Have We Learned in the Past 2 Decades?" *Journal of Experimental Criminology* 1:9-28.

Sampson, Robert J. 2010. "Gold Standard Myths: Observations on the Experimental Turn in Quantitative Criminology." *Journal of Quantitative Criminology* 26:489-500.

Lattimore, P., D. MacKenzie, G. Zajac, D. Dawes, E. Arsenault, and S. Tueller. 2016. "Outcome Findings from the HOPE Demonstration Field Experiment: Is Swift, Certain, and Fair an Effective Supervision Strategy?" *Criminology & Public Policy* 15:1103-1141.

ASSIGNMENT

Variable Construction (evidence-based practice proposal subcomponent)

- **DUE DATE:** Sunday, June 21 at 11:59pm

WEEK 8 -- June 20 to June 28

- The application of random assignment in RCT methodology

Assigned Course Readings

Apel, Robert J. and Gary Sweeten. 2010. "Propensity Score Matching in Criminology and Criminal Justice." In Alex R. Piquero and David Weisburd (eds.), *Handbook of Quantitative Criminology*. Springer: New York, NY.

Angrist, Joshua D. 2006. "Instrumental Variables Methods in Experimental Criminological Research: What, Why and How." *Journal of Experimental Criminology* 2:23-44.

ASSIGNMENT

Design, Analysis, and Expected Outcomes (evidence-based practice proposal subcomponent)

- **DUE DATE:** Sunday, June 28 at 11:59pm

WEEK 9 -- June 27 to July 5

- Possible sources of data contamination
- A more focused look at agency barriers to effective implementation of EBPs

Assigned Course Readings

Belenko, Steven, Ingrid D. Johnson, Faye S. Taxman, and Traci Rieckmann. 2018. "Probation Staff Attitudes Toward Substance Abuse Treatment and Evidence-Based Practices." *International Journal of Offender Therapy and Comparative Criminology* 62:313-333.

Viglione, Jill. 2018. "A Multi-Level Examination of Organizational Context on Adult Probation Officer Attitudes Toward Evidence-Based Practice." *International Journal of Offender Therapy and Comparative Criminology* 62:1331-1356.

ASSIGNMENT

Barriers to Effective EBP Implementation (short video assignment)

- **DUE DATE:** various during Week 9; posting deadlines will be indicated on rubric

WEEK 10 -- July 4 to July 12

- Possible sources of data contamination (continued)
- The similarities and differences between treatment and control modalities

Assigned Course Readings

Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2002. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston, MA: Cengage Learning. [various chapters]

MacKenzie, Doris Layton. 2012. "Challenges of Conducting Field Experiments in Correctional Settings: Boot Camp Prison Study as an Example." *Journal of Experimental Criminology* 8:289-306.

ASSIGNMENT

Data Contamination (evidence-based practice scenario assignment)

- **DUE DATE:** Sunday, June 12 at 11:59pm

WEEK 11 -- July 11 to July 19

- Ethical considerations in EBP research

Assigned Course Readings

Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2002. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston, MA: Cengage Learning. [various chapters]

ASSIGNMENT

Final Proposal

- **DUE DATE:** Sunday, July 19 at 11:59pm

WEEK 12 -- July 18 to July 26

- Presenting a research proposal to agency personnel

Assigned Course Readings

No assigned readings.

ASSIGNMENT

Agency Director/IRB Presentations (short video assignment)

- **DUE DATE:** various during Week 12; posting deadlines will be indicated on rubric

VanPelt, Susan

From: Martin, Andrew
Sent: Tuesday, April 17, 2018 9:35 AM
To: VanPelt, Susan
Subject: Re: MPAL proposal - letter of support
Attachments: image001.png



Andrew W. Martin
Professor and Director of Undergraduate Studies
Department of Sociology
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614-247-6641 Office
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On Apr 12, 2018, at 1:12 PM, Bellair, Paul <bellair.1@osu.edu> wrote:

Paul E. Bellair

Professor of Sociology

The Ohio State University

124 Townshend Hall

1885 Neil Avenue Mall

Columbus, OH 43210

614-292-5831

bellair.1@osu.edu

From: Greenbaum, Robert
Sent: Monday, January 15, 2018 1:43 PM
To: Buchmann, Claudia
Cc: Hallihan, Kathleen; Bellair, Paul
Subject: MPAL proposal - letter of support

Hi Claudia,

) Our proposal to create our new online Master of Public Administration and Leadership (MPAL) degree is just about ready to be submitted. The Glenn College faculty have voted to approve, and we have received all of the necessary concurrences. I've attached a draft of the proposal.

It would be helpful to also include a short letter/email of support from you indicating that Sociology supports the proposal and will be collaborating to offer classes as part of the Criminal Justice Administration and Public Policy specialization. This initially includes annual offerings online versions of Evidence-Based Practice in Criminal Justice and Offender Decision Making and Prisoner Reentry.

From what I understand, ODEE will help provide support to convert the new classes into online classes. We've been talking to ODEE, and we'll formalize an MOU with them after we submit this proposal.

Please let me know if you have any questions. Thanks for all of your (and Paul's) help with this!

Rob



THE OHIO STATE UNIVERSITY

Robert T. Greenbaum
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<Masters in Public Administration and Leadership Proposal 1-15-18.docx>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Sociology 5950

Instructor: Brian Kowalski and Paul Bellair

Summary: Evidence Based Practice in Criminal Justice

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			Carmen message boards will facilitate discussion and interaction between instructor and students
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU site license
6.4 The course technologies are current.	X			All applications are web based and kept up to date regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links are provided to 8Help with multiple different types of contact.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Links to OSU resources are supplied.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser
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Reviewer Information

- Date reviewed: 3/14/19
- Reviewed by: Ian Anderson

Notes: Please provide method of distance learning office hours (Skype, Carmen Connect, etc.)

^aThe following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.