



On-Campus Course Syllabus

CRIS 203

Local Learning and Service

Spring 2024

Class Information

Day and Time: Wednesdays 12:15-3pm

Room Number: E211

Contact Information

Instructor Name: Dr. Brandon Seitzler

Instructor Email: bseitzler@criswell.edu

Instructor Phone: 214.818.1309

Instructor Office Hours: [Instructor Office Hours: Instructor Office Hours: Tuesdays: 10:45-11am, 12-1:45pm; Thursdays 10am-12pm – schedule meetings at \[www.calendly.com/bseitzler\]\(http://www.calendly.com/bseitzler\)](#)

Course Description and Prerequisites

This course combines theory and practice to explore the process of urban and community development. By studying social, economic, and political factors, students explore the needs, inequalities, and opportunities that shape cities. In addition to in-class lecture and discussion, student teams work with and learn from partner organizations serving neighboring communities to research and develop solutions to real social problems facing Dallas communities. (Prerequisites: CRIS 100 The Roots of a Christian Scholar; CRIS 201 Global Learning and Service; CRIS 202 Global Learning and Service Lab)

Course Objectives

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

1. Use data to identify problems and opportunities in their communities.
2. Develop a plan to address social problems using community assets and opportunities.
3. Work with and learn from community partners who serve our city.
4. Apply community development theory to community development practice.

Required Textbooks

Evaluation: A Systematic Approach. Rossi et al. 8th Edition. 2019.

Textbook student site: <https://study.sagepub.com/rossi8e>

Throughout the semester, additional readings will be provided based on recommendations by community partners. Additionally, readings will be provided to train students in relevant areas of service learning work.

Course Requirements and Assignments

- 5% - Attendance and Participation – Students not in the classroom by 12:15 (or at the community site at the designated time in the calendar) will be counted absent for that day.
- 15% - Application Exercises
- 10% - Grocery-Budget Assignment
- 15% - Final Exam – open book, open note
- 10% - Group Evaluation Forms (Group Resume; Team Contract; Group Process Evaluation Form; Self-Assessment Form for Group Work; Peer Evaluation)
- 10% - Voice of Hope Case Statement
- 10% - Voice of Hope Proposal
- Voice of Hope Final Deliverable
 - 15% - Group grade
 - 10% - Peer evaluation (You will receive an average of the score your teammates give you on the form: “Peer Evaluation for Group Work.”)

Course/Classroom Policies and Information

- The ideas expressed by readings, resources, and outside guests in this course should not be interpreted as implying the instructor’s or college’s endorsement. Course materials and outside speakers are selected for their perceived value in helping to meet the course goals and objectives.
- At all times and especially when we are working in and with the community you are expected to exhibit the college’s graduate profile:
 - **Ambassadors** who communicate effectively across various platforms and contexts.
 - **Cultivators** who seek to understand diverse populations and develop purposeful relationships.
 - **Peacemakers** who pursue truth and righteousness through mercy and reconciliation.
 - **Problem-solvers** who think critically, creatively, and collaboratively.
 - **Professionals** who demonstrate competence in their field of study and intentionality in their vocation.
- You may not have your cell phone anywhere in sight during class.
- The one exception to my cell phone rule is using your cell phone as a calculator or to look something up online as a part of class participation. Other than these two exceptions, phones belong in bags.
- You may not use your laptop during class for anything other than class-related activities.
- Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.
- Students are expected to dress and behave professionally during all class sessions.
- All late assignments will be penalized five points per day.
- I do not offer additional assignments to earn extra credit.
- The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

			Grade Definitions
A	93-100	4.0 grade points per semester hour	Exceptional
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	Above Average
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	Average
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	Below Average
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	Unacceptable

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Topic and Speaker	Reading Due	Assignments Due
January 17 – Course introduction		
January 24	<ul style="list-style-type: none"> • Ch. 1 – What is Program Evaluation and Why Is It Needed? • Ch. 2 – Social Problems and Assessing the Need for a Program 	<ul style="list-style-type: none"> • Ch. 1 Application Exercise #2 (VOH) - due Sunday 1/28 @ 11:59pm
January 31 Classroom @ 12:15pm VOH @ 12:45pm Voice of Hope 4120 Gentry Drive Dallas, TX 75212	<ul style="list-style-type: none"> • Ch. 3 – Assessing Program Theory and Design • Ch. 4 – Assessing Program Process and Implementation 	<ul style="list-style-type: none"> • Ch. 3 Application Exercises (VOH) • Ch. 4 Application Exercises (VOH) • Group Resume • Team Contract
February 7	<ul style="list-style-type: none"> • Ch. 5 – Measuring and Monitoring Program Outcomes 	<ul style="list-style-type: none"> • Ch. 5 Application Exercises (VOH) • Case Statement due to Seitzler and VOH
February 14 Richard Miles in class	<ul style="list-style-type: none"> • Ch. 6 – Impact Evaluation: Isolating the Effects of Social Programs in the Real World 	<ul style="list-style-type: none"> • Ch. 6 Application Exercises (VOH)
February 21	<ul style="list-style-type: none"> • Ch. 7 – Impact Evaluation: Comparison Group Designs 	<ul style="list-style-type: none"> • Proposal due to Seitzler
February 28	<ul style="list-style-type: none"> • Ch. 8 – Impact Evaluation: Designs With Strict Controls on Program Access 	<ul style="list-style-type: none"> • Proposal due to VOH
March 6 Cost-of-living prep for grocery budget	<ul style="list-style-type: none"> • Ch. 9 – Detecting, Interpreting, and Exploring Program Effects 	<ul style="list-style-type: none"> • Revised Proposal due to VOH
March 13	No Class – Spring Break	
March 20	<ul style="list-style-type: none"> • Ch. 10 – Assessing the Economic Efficiency of Programs 	<ul style="list-style-type: none"> • Grocery-Budget Assignment due
March 27	<ul style="list-style-type: none"> • Ch. 11 – Planning an Evaluation 	<ul style="list-style-type: none"> • Group Process Evaluation Form • Self-Evaluation Form for Group Work
April 3	<ul style="list-style-type: none"> • Ch. 12 – The Social and Political Context of Evaluation 	

Midpoint review with Seitzler and VOH		
April 10		• Final Exam Due
April 17		
April 24		<ul style="list-style-type: none"> • Final deliverables due to Seitzler • Peer Evaluation Form for Group Work
May 1		• Final deliverables to VOH
May 8 Presentations sometime this week		

The descriptions and timelines above are subject to change at the discretion of the professor.