



# LAMAR UNIVERSITY

## SYLLABUS

Lamar University, a Member of The Texas State University System, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, and Doctorate degrees (for more information go to <http://www.lamar.edu>).

<b>Course Title:</b>	<b>Planning &amp; Evaluation</b>
<b>Course Number:</b>	<b>CRIJ 5330</b>
<b>Course Section:</b>	
<b>Department:</b>	<b>Sociology, Social Work and Criminal Justice</b>
<b>Professor:</b>	<b>Ahmet Guler, PhD.</b>
<b>Office Hours:</b>	<b>11:30-1:30 (Monday/Wednesday/Friday) and by appointment.</b>
<b>Contact Information:</b>	<b>LU email: <a href="mailto:aguler@lamar.edu">aguler@lamar.edu</a> Office: MAES 82 Phone: (409)-880-8631</b>

## PERSONAL INTRODUCTION

Welcome to Lamar University. My name is Ahmet Guler, and I will be your instructor of record for Planning & Evaluation. By way of a very brief introduction, I earned my doctoral degree from State University of New York (SUNY). My area of expertise is criminal justice organizations and leadership, but I also enjoy the challenges of criminal justice policy and planning. I joined the faculty at Lamar in 2017 and I am currently an Assistant Professor of Criminal Justice for the Department of Sociology, Social Work and Criminal Justice in the College of Arts & Science.

## COURSE DESCRIPTION

An in-depth examination of information gathering and analysis; planning and evaluation. Emphasis on the analytical tools useful in criminal justice agencies.

## COURSE-LEVEL OBJECTIVES

Students who successfully complete this course will be able to:

- define planning and evaluation and elaborate its importance for criminal justice organizations.
- understand different paradigms and theoretical approaches to evaluation.
- explain types of evaluation and their application in the criminal justice field.
- develop and design an evaluation proposal for a specific criminal justice problem.
- analyze current evaluation designs for criminal justice organizations from a critical perspective.

## ACADEMIC PREREQUISITES

An undergraduate course in research methods, an undergraduate course in statistics, and competence in the use of personal computers.

## COURSE SPECIFIC TECHNOLOGY SKILLS REQUIREMENTS

Basic knowledge of Microsoft Excel

## **TECHNOLOGY PREREQUISITES**

Students are required to have a competence in the use of personal computers in order to be successful in the class. Additionally, they should feel confident about their ability to navigate through typical online websites and their ability to use common word processing software in order to submit written assignments.

The minimum technical skills and the system requirements for this course:

### **LU LEARN / BLACKBOARD Learning Management System (LMS)**

Students will utilize the Lamar University's Learning Management System (LMS), Blackboard, for online courses. For Blackboard support go to (<https://blackboardsupport.lamar.edu>) for more information.

## **SOFTWARE USED IN THIS CLASS**

There will be no special software that students will be required to buy for this course.

## **RESPONSE TIMES**

I make every possible effort to respond to all emails and questions within 24 hours. Also, discussion assignments will generally be graded within 72 hours, and each student will receive detailed written feedback. For Reflective Papers, Data Exercise, Evaluation Proposal, and Evaluation Report Review, you should receive your grade and written feedback within a week after these assignments are due. All assignments will be submitted to SafeAssign in order to ensure academic honesty.

## **COURSE MATERIALS**

### ***Required Texts:***

1. Program Evaluation Theory and Practice: A Comprehensive Guide

Donna M. Mertens & Amy T. Wilson

The Guilford Press, 2012

ISBN# 978-1-4625-035-5

2. Practical Program Evaluation for Criminal Justice

Gennaro F. Vito & George E. Higgins

Anderson Publishing, 2015

ISBN# 978-1-4557-7770-9

***Required Electronic Course Materials: N/A***

***Recommended: N/A***

***Optional Material: N/A***

## **GRADING POLICY AND EVALUATION**

### ***Grading Scale:***

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>100-90</b>	<b>89-80</b>	<b>79-70</b>	<b>69-60</b>	<b>59 - below</b>

## GRADING OF ASSIGNMENTS AND ASSESSMENTS

Discussions	20%
Quizzes	20%
Reflective Papers	20%
Data Exercise	5%
Evaluation Report Review	15%
Evaluation Proposal	20%

**Do not submit work for a grade using only the information on this syllabus.** The description that follow are for general orientation only. Do not use them as instructions for an assignment. You will be given instructions for each assignment on the course homepage.

### 1. Discussions (20%)

Interaction with each other is a critical part of this, or any, course, online or in the classroom. We will have weekly threaded discussions where we will collaboratively explore the assigned readings. It is essential that you log into the course home page to read and engage in discussions on a regular basis, preferably daily. Your **MINIMUM** participation is **two (2)** contributions per week to each discussion post. I anticipate that each of you will be compelled to respond much more frequently than this. Most online discussions will be guided by questions or prompts, but there will also be opportunities to start your own discussions based on the course content. You will also receive a rubric against which your contributions will be graded in this course. Make sure to familiarize yourself with the discussion guidelines and the grading criteria.

### 2. Quizzes (20%)

In this course, you will take three quizzes. Each quiz will contain multiple choice, and some fill-in-the-blank or short answer, questions. The quizzes are designed to help you assess your knowledge in the course area. All quizzes will be available on the first day of the week in which they are assigned, remain up until they are due.

### 3. Reflective Papers (20%)

During this course, there will be (2) reflection papers on readings and other course materials. You will have a chance to apply theoretical knowledge about planning and evaluation into the practice. Further instructions will be given by the instructor via Blackboard.

### 4. Data Exercise (5%)

Data exercise assignment aims to increase your practical knowledge about doing data analysis in evaluation. This assignment will give you a chance to apply your statistical knowledge into practice. You will work on a specific dataset to analyze a current problem in criminal justice and offer alternative solutions. Further instructions will be given by the instructor via Blackboard. Data Exercise will be done during the week 7.

### 5. Evaluation Report Review (15%)

In this assignment, you will critically review an evaluation report of a criminal justice agency. You will find an evaluation report written about a criminal justice agency in the U.S. You will review this report to summarize its evaluand, evaluation paradigm, evaluation design, methodology, findings, and recommendations. Your review will be a **minimum of 1000 words, or approximately three to five pages** in length, double spaced, 11-12 point font, in Times New Roman. Evaluation Report review will be due by the end of week 7.

### 6. Evaluation Proposal (20%)

You will write your own evaluation research proposal about a specific criminal justice problem. In your proposal, you need to identify the evaluand, explain your evaluation paradigm, and give detailed explanations about your evaluation design and meta-evaluation. Your evaluation proposal will be a **minimum of 1500 words, or approximately six to eight pages** in length, double spaced, 11-12 point font, in Times New Roman. The paper should include a title, outline, footnoted text, and a works cited page, and should be in conformity with the *APA Style Guide*. Evaluation Proposal will be due by the end of week 8.

## **PARTICIPATION REQUIREMENTS**

Students should log into the course each day and check emails and announcements. You should expect to spend 8 – 12 hours per week actively engaged within this course.

## **ONLINE WEB CONFERENCES**

I appreciate the fact that many of the students in this course are criminal justice professionals with many obligations outside of this course. Therefore, there will not be any online web conferences.

## **MAKE-UP WORK**

No make-up or late work will be permitted under any circumstances regardless of the reason. If a student does not submit an assignment by the due date, he/she will be given a zero. No exceptions will be granted.

## **DROP DATES**

This course adheres to the add/drop standards for each term as stated by Lamar University. For more details, refer to the <http://www.lamar.edu> and search “Academic Calendar.”

## **COURSE EVALUATION**

Instruction as well as student performance is subject to evaluation. Procedures for evaluation will be provided near the end of this course via email from the University and also within the Resources area of the course. Please respond to the evaluation link provided in each course or each email.

### **Course Content Outline**

<b>CRIJ 5330: Planning &amp; Evaluation</b>			
<b>Date</b>	<b>Readings</b>	<b>Issues of Discussion</b>	<b>Tests &amp; Assignments</b>
<b>Week 1</b>	Syllabus  Ch 1: Introduction to Evaluation: Defining Terms and Ethical Consideration (Mertons & Wilson, 2012)  Ch 2: Framing Evaluation: Paradigms, Branches, and Theories (Mertons & Wilson, 2012)  Ch 1: Getting Started with Program Evaluation (Gito & Higgins, 2015)  Article: Sherman L, Gottfredson D, MacKenzie D, Eck J,	Introduction/Syllabus  Introduction to Evaluation  Framing Evaluation	<b>Discussion 1</b>

	<p>Reuter P, Bushway S.D. (1998). National Institute of Justice research in brief: What works, what doesn't, what's promising. Washington, DC: National Institute of Justice.</p>		
<b>Week 2</b>	<p>Ch 3: The Postpositivist Paradigm and the Methods Branch (Mertons &amp; Wilson, 2012)</p> <p>Ch 4: The Pragmatic Paradigm and the Use Branch (Mertons &amp; Wilson, 2012)</p> <p>Ch 5: The Constructivist Paradigm and the Values Branch (Mertons &amp; Wilson, 2012)</p> <p>Ch 6: The Transformative Paradigm and the Social Justice Branch (Mertons &amp; Wilson, 2012)</p>	Evaluation Paradigms and Branches	<b>Discussion 2 and Quiz 1</b>
<b>Week 3</b>	<p>Ch 7: Working with Stakeholders: Establishing the Context and the Evaluand (Mertons &amp; Wilson, 2012)</p> <p>Ch 2: Planing a Program Evaluation (Gito &amp; Higgins, 2015)</p> <p>Article: Mitchell O, Wilson D.B, Eggers A., MacKenzie D.L. (2012). Assessing the</p>	Planning Evaluations	<b>Discussion 3 and Reflective Paper I</b>

	effectiveness of drug courts on recidivism: A meta-analytic review of traditional and nontraditional drug courts. Journal of Criminal Justice.40 (1):60-71.		
<b>Week 4</b>	<p>Ch 8: Evaluation Purposes, Types, and Questions (Mertons &amp; Wilson, 2012)</p> <p>Ch 3: Needs Assessment Evaluation (Gito &amp; Higgins, 2015)</p> <p>Ch 4: Theory-Driven Evaluation (Gito &amp; Higgins, 2015)</p> <p>Ch 5: Process Evaluation (Gito &amp; Higgins, 2015)</p> <p>Ch 6: Outcome Evaluation (Gito &amp; Higgins, 2015)</p> <p>Ch 7: Cost-Efficiency Evaluation (Gito &amp; Higgins, 2015)</p>	Types of Evaluation	<b>Discussion 4 and Reflective Paper II</b>
<b>Week 5</b>	<p>Ch 9: Evaluation Designs (Mertons &amp; Wilson, 2012)</p> <p>Ch 10: Data Collection Strategies and Indicators (Mertons &amp; Wilson, 2012)</p> <p>Ch 11: Stakeholders, Participants, and Sampling (Mertons &amp; Wilson, 2012)</p>	Evaluation Designs	<b>Discussion 5 and Quiz 2</b>

<p><b>Week 6</b></p>	<p>Ch 12: Data Analysis and Interpretation (Mertons &amp; Wilson, 2012)</p> <p>Ch 8: Measurement and Data Analysis (Gito &amp; Higgins, 2015)</p>	<p>Data Analysis and Interpretation</p> <p>Data Analysis Exercise</p>	<p><b>Discussion 6 and Data Analysis Exercise</b></p>
<p><b>Week 7</b></p>	<p>Ch 13: Communication and Utilization of Findings (Mertons &amp; Wilson, 2012)</p> <p>Ch 9: Reporting and Using Evaluation (Gito &amp; Higgins, 2015)</p>	<p>Reporting and Using Evaluation</p>	<p><b>Discussion 7 and Evaluation Report Review</b></p>
<p><b>Week 8</b></p>	<p>Ch 14: Meta-Evaluation and Project Management (Mertons &amp; Wilson, 2012)</p> <p>Ch 15: Perennial and Emerging Issues in Evaluation (Mertons &amp; Wilson, 2012)</p> <p>Ch 10: Looking Ahead: A Call to Action in Evaluation Research (Gito &amp; Higgins, 2015)</p>	<p>Emerging Issues in Evaluation</p>	<p><b>Discussion 8, Quiz 3, and Evaluation Proposal</b></p>

## UNIVERSITY POLICIES AND SERVICES

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### STUDENT HANDBOOK

Students may access the Student Handbook online at <http://students.lamar.edu/student-handbook.html>.

### STUDENTS WITH DISABILITIES

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center(DRC)is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the DRC website, <http://www.lamar.edu/disability-resource-center/>.

### TECHNICAL SUPPORT

Technical Support can be located at <http://students.lamar.edu/it-services-and-support/index.html>.

Phone: 409-880-2222

Email: [servicedesk@lamar.edu](mailto:servicedesk@lamar.edu)

#### Hours of Operation (CST):

Monday - Thursday 7:30 a.m.-12:00 a.m.

Friday 7:30 a.m. - 7:30 p.m.

Saturday 9:00 a.m. - 6:00 p.m.

Sunday 3:00 p.m. - 12:00 a.m.

For Blackboard technical support go to <https://blackboardsupport.lamar.edu>.

Phone: 866-585-1738

Phone and chat are available 24/7/365

### LU CONNECT PORTAL

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University's homepage (<http://www.lamar.edu>) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

### SYSTEM REQUIREMENTS

#### Computer/Technology Requirements:

- Students will need regular access to Windows, MAC with a broadband Internet connection. Note: mobile devices (if you have mobile devices there are limitations)  
The minimum computer requirements are:
  - Most current version of Firefox is recommended
    - Please note that Blackboard may not support Internet Explorer, Safari, or Chrome.

- 8 GB or more preferred
- Broadband connection (cable modem, DSL, or other high speed) required – some courses are video intensive
- 1024 x 768 or higher resolution
- Strongly recommended that you have a headset with microphone. You may also use webcam, and speakers
  - Example: Plantronics Audio 628 USB headset
- Current anti-virus software must be installed and kept up to date.
- Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software.
  - Firefox (<http://www.mozilla.org>)
  - Adobe Reader (<https://get.adobe.com/reader/>)
  - Adobe Flash Player (<http://get.adobe.com/flashplayer>)
  - Java (<http://www.java.com>)
  - QuickTime (<https://www.apple.com/quicktime/download/>)
  - Silverlight (<https://www.microsoft.com/silverlight/>)
- Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- At a minimum, students must have Microsoft Office 365 (<https://my.wip.lamar.edu>) click on MS Office 365). Microsoft Office 365 is available for all students.

**Required Skills:**

- Navigate websites, including downloading and reading files from them.
- Use e-mail, including attaching and downloading documents/files.
- Save files in commonly used word processing formats (.doc, .docx).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

**NETWORK USE**

**ACCEPTABLE USE**

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

**UNACCEPTABLE USE**

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else's account, internet address, or other network codes, or attempt to access another user's files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university's Sexual Harassment Policy.

## **ACADEMIC SUPPORT**

Academic Support can be located at <http://students.lamar.edu/academic-support/index.html>.

There are many areas (i. e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

## **STUDENT SERVICES**

Information on Student services can be located at <http://students.lamar.edu/index.html>. There are many resources (i. e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

## **ACADEMIC HONESTY POLICY**

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Disciplinary proceedings may be initiated against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

*Plagiarism* shall mean the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

*Collusion* shall mean the unauthorized collaboration with another person in preparing work offered for credit.

*Abuse of resource* materials shall mean the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

*Academic work* shall mean the preparation of an essay, report, problem, assignment, creative work or other project that the student submits as a course requirement or for a grade.

Students are specifically warned against all forms of plagiarism, which include "purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm." Plagiarism is defined as, "the appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit" (82). Students seeking to avoid plagiarism should consult either the course instructor or the most recent addition of the *MLA Handbook for Writers of Research Papers* or the most recent addition of the *APA Style Guide*, depending on your College requirements for writing research papers. The course instructor will complete a thorough and impartial investigation of any instance of academic dishonesty. A student found guilty of academic dishonesty will be notified in writing by the instructor of the violation, the penalty, and the student's right to appeal the determination of dishonesty and/or the sanction imposed. Penalties for academic dishonesty in this course will result in either a lowered letter grade or failure of the course as determined by the instructor. The penalty may vary by instructor. For complete policy: go to

<https://students.lamar.edu/academic-support/academic-policies.html>.

## **COPYRIGHT POLICY STATEMENT**

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

## **NETIQUETTE (ONLINE ETIQUETTE) STATEMENT**

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the *Lamar University Acceptable Use Policies when Using Networks*. More comprehensive student code of conduct can be found at <https://students.lamar.edu/academic-support/code-of-conduct.html>.

## **GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS**

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

## **GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)**

- Always sign your names to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

## **DISTANCE EDUCATION LIBRARIAN**

Distance education students and faculty have access to a dedicated distance education librarian. Access this link, <http://libguides.lamar.edu/distancelearning>, for more information.

## **Writing Center**

The Lamar University Writing Center offers synchronous online sessions through Blackboard for your convenience, Monday through Thursday, 9 am to 6 pm and Friday, 9 am to 3 pm. Consultants with experience in a variety of disciplines are trained to help you in any step of the writing process. Schedule an online session at <https://www.schedulicity.com/scheduling/LUWXN6/services>, then email [uwc@lamar.edu](mailto:uwc@lamar.edu) with your assignment and/or document. Your consultant will email you a link prior to your session. Click on the link and “join” the session by clicking on “Get Launch link.” For more information, including how to test your camera and microphone, please see our website at <http://artssciences.lamar.edu/writing-center/services/index.html>.

## **INSTRUCTIONAL ASSOCIATES/TEACHING ASSISTANTS**

If you are in a large class, Instructional Associates/Teaching Assistants may be utilized. In the event they are present in the course, you will be notified, via email, regarding their information. Instructional Associates/Teaching Assistants have been selected based upon their teaching experiences and accomplishments, and research interests. All correspondence and questions should be emailed to Dr. Guler, the course instructor. University faculty members have ultimate responsibility for all assessments and final course grades. Each and every grade and comment that is provided by an Instructional Associate/Teaching Assistant is reviewed by the instructor to ensure inter-rater reliability among all Instructional Associates/Teaching Assistants.

## **LAMAR UNIVERSITY PRIVACY POLICY STATEMENT**

Student records maintained by Lamar University comply with the Family Education Rights and Privacy Act of 1974 as amended (PL93-380). Detailed information should be accessed through this link: <https://sacs.lamar.edu/catalog/PrefMaterial/V.GenAcademicPol.htm#edurights>.

## **ACADEMIC CONTINUITY STATEMENT**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University’s website’s homepage (<http://www.lamar.edu>) for instructions about continuing courses remotely.

## **EMERGENCY PROCEDURES**

**\*Be sure to update your LU Connect Account with the most current information.\***

Many types of emergencies can occur on campus instructions for specific emergencies such as severe weather, active shooter, or fire can be found at

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

These procedures may or may not apply to you:

***Severe Weather:***

- Follow the directions of the instructor or emergency personnel
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

***Violence / Active Shooter (CADD):***

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

## **ACCESSIBILITY POLICIES**

Lamar University

<http://www.lamar.edu/about-lu/accessibility.html>

Blackboard

<http://www.blackboard.com/accessibility.aspx>

Firefox

<https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft

<https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat

<http://www.adobe.com/accessibility/products/acrobat.html>

Adobe Flash

<http://www.adobe.com/accessibility/products/flash.html>

Adobe Connect

<http://www.adobe.com/accessibility/products/adobeconnect.html>

Adobe Reader

<http://www.adobe.com/accessibility/products/reader.html>

## **PRIVACY POLICIES**

Lamar University

<http://www.lamar.edu/about-lu/privacy-and-security.html>

Blackboard

<http://www.blackboard.com/Footer/Privacy-Center.aspx>

Firefox

<https://www.mozilla.org/en-US/privacy/>

Microsoft

<https://privacy.microsoft.com/en-US/>

Adobe

<http://www.adobe.com/privacy.html>

YouTube

[https://www.youtube.com/static?template=privacy\\_guidelines](https://www.youtube.com/static?template=privacy_guidelines)