

2009

## Evaluation (EVAL)

Montclair State University

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## Evaluation

ESOL450	Title Prerequisites Number and type of credits Course Description	Selected Topics in ESL. Placement exam or departmental approval. 3 hours lecture. Study of English as a second language for special purposes (for example, English for Business or English for History) or the study of particular aspects of English as a second language (for example, Accent Reduction or Note Taking). Topics announced each semester. May be repeated once for a maximum of 6.0 credits as long as the topic is different.
ESOL478	Title Prerequisites Course Description	Independent Study. ESOL placement test and permission of the ESOL coordinator. This course allows ESL students to pursue individual learning goals that are not addressed in the normal array of ESOL courses. May be repeated for a maximum of 6.0 credits.
EVAL501	Title Number and type of credits Course Description	Introduction to Program Evaluation. 3 hours lecture. This course examines different evaluation techniques and applications widely employed to appraise the implementation and effectiveness of intervention programs in education, human services and public health. Through the application of research design and methodology, students are introduced to the benefits of logic models, implementation evaluation, impact analysis, and performance measurements, among other evaluation techniques. Emphasizing theory and practice, students critically examine ethical and political dimensions of program evaluation and consider how these influence current practices and future directions. Previous course EVAL 510 effective through Fall 2014.
EVAL505	Title Prerequisites	Applied Data Collection Techniques and Analysis. EVAL 501 may be taken as prerequisite or corequisite.
EVAL505	Number and type of credits Course Description	3 hours lecture. In this course students survey the different techniques through which applied researchers and program evaluators in education, human services and public health collect, manage, and analyze primary and secondary data. Students evaluate the different forms that primary and secondary data can take and the

strengths and limitations of both forms. Students critically examine a range of strategies to collect these data, including administrative record data, public-use micro data, surveys, focus groups, interviews, observations, among others. Students learn how to transform and manage these data prior to analysis. An array of different analytic techniques including basic descriptive statistics, coding, and content.

EVAL515	Title	Data Collection for Program Evaluation.
	Prerequisites	Graduate Program Coordinator permission required.
	Number and type of credits	3 hours lecture.
	Course Description	In this course, students will survey the different techniques through which program evaluators in education, health and human services collect quantitative and qualitative data to answer identified evaluation questions. Students will learn how to develop data collection instruments (e.g., surveys and questionnaires, interview and focus group protocols, observation templates), when to use different instruments, and how to administer these instruments to collect primary data. Students also will critically examine a range of strategies for collecting secondary data (e.g., administrative data, public use microdata). By the end of the course, students will be able to develop appropriate data collection instruments and protocols in alignment with evaluation questions, and be able to administer those instruments using ethical and rigorous methods in applied situations.
EVAL520	Title	Advanced Approaches to Evaluation.
	Prerequisites	EVAL 505 and EVAL 501.
	Number and type of credits	3 hours lecture.
	Course Description	This course provides students with cutting-edge knowledge and tools associated with the framework of theory-driven evaluation and other advanced approaches to assess and improve intervention programs in areas of education, human services and public health. Students apply program theory and other pertinent research methods and approaches to design an implementation and/or outcome evaluation. In addition, students propose an evaluation that considers stakeholders' perspectives, formulate an evaluation design, collect and analyze data, and draft reports that explain how to use the results of the evaluation to drive program improvement.
EVAL525	Title	Data Analysis for Program Evaluation.

	Number and type of credits	3 hours lecture.
	Course Description	In this course, students will critically review the methods through which program evaluators in education, health and human services manage, analyze and summarize quantitative and qualitative data to answer identified evaluation questions. Students will learn about a range of different quantitative and qualitative analytic techniques including basic descriptive statistics, inferential statistics, coding and content analysis, and explore these through hand-on activities. Students also will have hands-on practice with various computer programs for data analysis (e.g., SPSS). By the end of the course, students will be able to select and conduct appropriate data analysis methods and analyze and interpret findings to answer identified evaluation questions.
EVAL530	Title	Applied Field Experience in Program Evaluation.
	Prerequisites	EVAL 501 and EVAL 505 and EVAL 520.
	Number and type of credits	3 hours lecture.
	Course Description	In this course students apply the principles and methods of program evaluation through a variety of applied activities that relate to pertinent topical areas
EVAL530	Course Description	in the educational, human services and public health fields. Through group and individual activities, students practice and refine skills in: identifying program goals and objectives; creating measurements for these goals, designing appropriate data collection instruments; analyzing and interpreting data; and using data to modify and improve programs. Students explore issues of program implementation and fidelity, working within local contexts and cultures, evaluation ethics, and managing competing expectations.
EXSC151	Title	Yoga, Relaxation and Stress Reduction.
	Number and type of credits	1.5 hours lab.
	Course Description	Provides for the development of basic skills in the performance and teaching of hatha yoga and basic neuromuscular relaxation. Each student will be able to plan and implement stress reduction programs for individuals in a one-to-one counseling situation and teach sessions in a classroom format.
		Previous course PEMJ 151 effective through Winter 2012.
EXSC231	Title	Fitness Assessment and Exercise Prescription.
	Prerequisites	PEMJ 131 and Exercise Science (ESCI) majors only and departmental approval.