Appendix B: Syllabus Template and Sample Syllabus

NEW YORK UNIVERSITY [Name of School]
[Name of Department]
Course Outline [Course #] [Name of Course]
[Semester] [Year]
Professor [Name]
[Day(s) of Week] [Time of Day]; [Building], [Room #]

To contact professor: [email address]
[Building], [Room #]
Phone: [xxx-xxx-xxxx]
Office hours: [Day(s) of Week] [Time of Day], or by appointment

Course Pre-requisites

Course Description [The course -- what it is, the purpose, and how it fits into the program or supports other courses, needs, etc.]

Course Objectives [Four to six objectives - what you want students to accomplish in this course]

Course Structure
[For example, lectures, discussion, recitations, labs, course readings, case studies, fieldwork, etc.]

Readings
The required text for the course is: [Full citation for book(s)]
An optional and recommended text is: [Full citation for book(s)]
[Location of books and readings - for example NYU bookstore, Bobst, Bobst reserves, Bobst electronic journals, etc.]
[Optional: List of journals, databases, resources that students in the major might find interesting/useful]

Course requirements
[Description of expected course participation - for example, reading before class, class participation, attendance, assignments, exams, other requirements]

[Name of Assignment or Exam 1] [Date due] [Percentage of final grade]
[Brief description of assignment/exam, including number of pages, purpose, content, format required]

[Name of Assignment or Exam 2] [Date due] [Percentage of final grade]
[Brief description of assignment/exam, including number of pages, purpose, content, format required]

[Name of Assignment or Exam 3] [Date due] [Percentage of final grade]
[Brief description of assignment/exam, including number of pages, purpose, content, format required]

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| Date      | [Final Assignment Due]                |

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NEW YORK UNIVERSITY
ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE
Course Outline P11.2171 Program Analysis and Evaluation

Fall 2006
Professor Michaela Rome
Thursdays 6:20-8:00 p.m.; Tisch Hall, Room UC57

To contact professor: michaela.rome@nyu.edu
Bobst Library, 1238
Phone: 212-998-4426
Office hours: Thursdays, 3:30-5:00 p.m., or by appointment

Course Pre-requisites
Students must have completed (or waived) P11.1011 (Statistical Methods), P11.1018 (Microeconomics), and P11.1022 (Introduction to Public Policy). This course builds on these introductory courses and lays the foundation for the following course, P11.2875 (Evaluation of Health and Social Programs).

Course Description
Program evaluation is a critical component in designing and operating effective programs. Evaluations supply information to policymakers and program managers that can assist them in making decisions about which programs to fund, modify, expand or eliminate. Evaluation can be an accountability tool for program managers and funders. This course serves as an introduction to evaluation methodology and evaluation tools commonly used to assess publicly funded programs.

Course Objectives
Students are expected to:
- Create logic models which represent the various elements which make up a program
- Apply their understanding of the concepts, methods and applications of evaluation research to a variety of real-world scenarios
- Critique the logic, methods, and conclusions of evaluation research
- Propose an appropriate evaluation plan to assess the implementation and effectiveness of a program

Course Structure
The class will be comprised of lectures and discussion regarding course readings and case studies. There is no specific policy or sector focus of this course, as evaluation tools are used in all policy areas and by public (government) and private (foundations) funders as well as by public and private sectors program managers.

Readings
The required text for the course is:
An optional and recommended text is:

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2 Original course and syllabus developed by Carolyn Berry, NYU Wagner School of Public Service
Both books are on reserve at Bobst. In addition to the required text, you will need to read one chapter from the optional textbook and 15 readings which are mostly articles. Ten of the articles are available through Bobst electronic journals. The five remaining readings and chapter of the RFL textbook that are not available for downloading are in the reserve reading room at Bobst. There are also additional optional readings, all of which can be downloaded.

There is a sizable and growing body of literature, which deals with program evaluation and policy analysis. The journal Evaluation Review (previously Evaluation Quarterly) is an especially rich source on the subject, as is the Evaluation Studies Review Annual (Sage, more or less annually). Evaluation Practice, Evaluation and Program Planning, New Directions for Program Evaluation, Journal of Policy Analysis and Management, and American Journal of Evaluation are also recommended. There are also evaluation journals for specific fields, including Evaluation and the Health Professions, Evaluation in Education, and Evaluation and Human Services.

Course requirements
Class preparation and participation are important for this course and will be factored into your final grade. Students must read required text and articles in advance and be prepared to participate in class discussion. In addition to class participation, students will write two or three brief memos, take one in-class midterm exam, and write a final evaluation design paper. There is no final exam. Note: The following descriptions are not enough to complete the assignments adequately. More detailed instructions for each assignment will follow.

Program Memo, October 12 (15% of final grade)
Students will submit a short (1-2 pages) description of the selected program. This memo should offer a brief description of the program, including the problem to be addressed by the intervention, the intended beneficiaries or targets of the program, the intended benefits, and the stakeholders associated with the program. In addition, the memo should contain a causal model/program theory diagram underlying the program. This memo is a preliminary step in writing the final design paper.

Midterm Examination, November 2 (30% of final grade)
This will be a timed, essay-type examination which will cover the required reading.

Measurement Memo, November 16 (20% of final grade)
Using the program model developed in the first memo, students will specify the concepts, operational definitions and specific measures they would use in an evaluation of the program. Students should also indicate the strengths and weaknesses of these measures.

OPTIONAL Evaluation Review (for extra credit), December 7
It is important to become a good consumer of evaluations, if not a good evaluator oneself. Students are to identify an evaluation (any type) pertaining to the program they have chosen for their memos and final paper. The evaluation can be from a peer-reviewed journal or it may be a final report for a foundation or agency. In 2-3 pages, students will summarize the type of evaluation described, its design and methods, and write a critique of the evaluation.

Final Paper: Evaluation Design, December 20 (35% of final grade)
The final paper builds on the three previous assignments. Students will design a comprehensive evaluation plan for their chosen programs.
Part I: Planning and Implementation

Sep. 7  Introduction to the course and the field of program evaluation; stakeholders
- Weiss Chapters 1 & 2
- Optional: RFL Chapter 1
- Optional: Mercier, Participation in a stakeholder-based evaluation: A case study. (CS)

Sep. 14  Pre-program evaluation activities: Needs assessment
- Review Weiss Chapter 2
- Optional: RFL Chapter 4
- Optional: Ma & Thompson, Needs for youth substance abuse and violence prevention in schools and communities. (CS)
- Optional: Dietze, Rumbold, Cvetkovski, Hanlin, Laslett, & Jonas, Using population-based data on alcohol consumption and related harms to estimate the relative need for alcohol services in Victoria, Australia. (CS).

Sep. 21  Explicating and assessing program theory
- Weiss Chapter 3
- Chen et al, Evaluating the process and outcome of a garbage reduction program in Taiwan (CS)
- Optional: RFL Chapter 5
- Optional: Cooksy, Gill & Kelly, The program logic model as an integrative framework for a multimethod evaluation (CS)
- Optional: Unrau, Using client interviews to illuminate outcomes in program logic models: A case example (CS)

Sep. 28  Explicating and assessing program theory (continued)

Oct. 5  Formative evaluation, program monitoring, and implementation analysis
- Olugbemiga, Bronner, Johnson-Taylor, Dambita, & Squire, Formative evaluation of a men’s health center. (CS)
- Dewa, Horgan, Russell & Keates, What? Another form? The process of measuring and comparing service utilization in a community mental health program model (CS)
- Optional: RFL Chapter 6
- Optional: Onyskiw, Harrison, Spady, & McConnnan. Formative evaluation of a collaborative community-based child abuse prevention project. (CS)
- Optional: Sabatini, Designing multimedia learning systems for adult learners: Basic skills with a workforce emphasis (CS)

Part II: Measuring the Impacts of Programs

Oct. 12  Impact evaluation: design, and internal and external validity
- Weiss Chapter 8
- Program memo due
Oct. 19  Impact evaluation: Random design
- Weiss Chapter 9
- Grossman & Tierney, Does mentoring work?: An impact study of the Big Brothers and Big Sisters Program (CS)
- Killias, Aebi, & Ribeaud, Denis, Does community service rehabilitate better than a short-term imprisonment?: Results of a controlled experiment. (CS)
- Optional: RFL Chapter 8
- Optional: McCurdy, Can home visitation enhance maternal social support? (CS)
- Optional: Bauman et al, The influence of a family program on adolescent tobacco and alcohol use (CS)
- Optional: Fein, Will Welfare reform influence marriage and fertility? Early evidence from the ABC demonstration (CS)

Oct. 26  Impact evaluation: Quasi-experimental designs with comparison groups
- RFL Chapter 9, pp. 265-286
- Jason, et al, Effects of enforcement of youth access laws on smoking prevalence (CS)
- Ballart & Riba, Impact of legislation requiring moped and motorbike riders to wear helmets. (time-series CS)
- Optional: Avery-Leaf et al, Efficacy of dating violence prevention program on attitudes justifying aggression (CS)
- Optional: Rotheram-Boras et al, Efficacy of a preventive intervention for youths living with HIV (CS)
- Optional: Babcock & Steiner, The relationship between treatment, incarceration, and recidivism of battering: A program evaluation of Seattle’s coordinated community response to domestic violence.

Nov. 2  MID-TERM EXAMINATION

Nov. 9  Formulating Research Questions and Measurement
- Weiss, Chapter 6
- Litwin, Mark. How to Assess and Interpret Survey Psychometrics, Ch 2 & 3
- Optional: RFL Chapters 3 & 7
- Optional: Christo, Spurrell, & Alcorn. Validation of the Christo Inventory for Substance-misuse Services (CISS): A simple outcome evaluation tool.

Nov. 16  Formulating Research Questions and Measurement (continued)

Full coverage and reflexive designs
- Weiss, review Chapter 8, pp. 191-199
- RFL Chapter 9 pp. 289-295
- Bickman & Hamner, An evaluation of the Yad Vashem Holocaust Museum (CS)
- Optional: Cook, The effects of skilled health attendants on reducing maternal deaths in developing countries: testing the medical model (CS)
• Optional: Peterson & Johnstone, The Atwood Health Promotion Program, Federal Medical Center, Lexington, KY (CS)
• Optional: Veney, Evaluation applications of regression analysis with time series data.
• Measurement memo due

Nov. 23  Thanksgiving Recess

Nov. 30  Full coverage and reflexive designs (continued)

Sampling
• Babbie, The Practice of Social Research, Chapter 8

Dec. 7  Sampling (continued)

Evaluation Synthesis
• Weiss Chapter 10, pp 235 - 244
• Cordray, Strengthening causal interpretations of non-experimental data: the role of meta-analysis (skim statistical foundation section, pp. 64-71)
• Evaluation review due

Dec. 12  Evaluations in the real world: context, politics, and ethics
• Weiss, Chapter 14
• Knott, A wiz of a way to remember the five guiding principles for evaluators
• Knickman & Jellinek, Four lessons from evaluating controversial programs
• Optional: RFL Chapter 12
• Optional: Johnson, Using video vignettes to evaluate children’s personal safety knowledge: Methodological and ethical issues (CS)
• Optional: Allen et al, One system, many perspectives: Stakeholders and mental health system evaluation

Dec 20  Final Paper Due