**UNIVERSITY FACULTY SENATE FORMS**

**Academic Program Approval**

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: _____Leslie Cooksy______________phone number__831-6872______

Department: _____School of Education_____email address___ljcooksy@udel.edu

**Action:** _______Add academic program/major__________________________

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term____________________

(Example: 04F, 05W)

Current degree______None________________________

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed change leads to the degree of:** _______MS__________

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed name:**________________MS in Evaluation________________________

Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

**Revising or Deleting:** N/A

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

See attached

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter “None”)

- **Evaluation Models & Approaches** – This course gives students an understanding of the breadth of evaluation approaches and of the themes underlying all evaluation practice. It is the second in a series. The first (currently taught in HDFS) is a basic introduction.

- **Advanced Seminar in Evaluation** -- This course is the third in a series. After first taking a general introduction and then learning the breadth of evaluation approaches, this course immerses students in specific evaluation issues selected based on their relevance and importance in the field.

- **Special Projects** -- This course is an independent study that provides students in the MS Evaluation program with the opportunity to apply evaluation principles and methods in a practical context. This is a key component of preparing students for their capstone.

- **Portfolio & Competency Analysis Paper** -- This course is an independent study, intended to introduce MS in Evaluation students to the competencies expected of a professional evaluator and to assist them in planning for the portfolio and competency analysis report that is required before graduation. It is the capstone for the proposed Evaluation program.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education:

[http://www.ugs.udel.edu/gened/](http://www.ugs.udel.edu/gened/)

N/A

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter “None”)

The School of Education, the Department of Human Development & Family Studies, and the School of Urban Affairs & Public Policy are participating in the implementation of this program. The program will be administratively housed in the CHEP Dean’s Office. Faculty workloads or course offerings in participating units are not affected.

Letters of support for the program are attached.

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

The proposed MS in Evaluation relates to The Professional Education Initiative outlined in the Strategic Planning Report
issued in April 2008, which states: “Our greatest impact can be achieved by educating and training the professionals and leaders who serve society in essential roles, and by closer integration of public service with research and education.” Evaluators serve an essential role. When evaluations are conducted by skilled evaluators, they provide credible evidence about the efficiency and effectiveness of social interventions, evidence which is used to inform decisions in the public, non-profit, and for-profit sectors. Evaluation is a form of applied research that is practiced to support the public good, and the MS in Evaluation will work closely with CHEP’s applied research centers, thus integrating the research and public service missions of the university.

By providing a unique interdisciplinary degree, the MS in Evaluation also supports the Academic Priority of strengthening graduate programs in areas of demonstrated comparative advantage, particularly the item, “Invest selectively in interdisciplinary graduate programs in areas of demonstrated comparative advantage and community need” [http://www.udel.edu/provost/Priorities.html]. The program’s comparative advantage lies in the paucity of other evaluation graduate programs in the mid-Atlantic, and the existence of only two other truly interdisciplinary graduate degrees in evaluation in the country. Community need is demonstrated by the existence of two thriving regional affiliates of the American Evaluation Association (the Eastern Evaluation Research Society and the Washington Evaluators), the large number of evaluation projects engaged in by CHEP’s public service centers (e.g., Center for Community Research & Service, Delaware Education Research & Development Center, and the Center for Disability Services), and the proximity of major employers (state and federal agencies, nonprofit agencies, and foundations). A program specifically focused on evaluation will raise the visibility of the University of Delaware as a resource for the evaluation needs of local, regional, national, and international organizations. The diversity of opportunities in evaluation also indicate the value of such a program. Moreover, the need for evaluation professionals is likely to increase in response to the continued growth of attention to accountability for public funds and the increased interest in evaluation internationally. (Universities in the Netherlands and Italy are in the process of developing similar programs.)

**Program Requirements:**

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and include a side-by-side comparison of the credit distribution before and after the proposed change.)

**A. Courses Required Within Evaluation**

- HDFS 637 Program Planning, Assessment, & Evaluation (3) – to be cross-listed with EVAL prefix
- EVAL 755 Evaluation Models and Approaches (3)
- EVAL 756 Advanced Seminar in Evaluation (3)
- EVAL 757 Special Projects (2)
- EVAL 758 Portfolio and Competency Analysis Paper (1)

Total Credits from Area A . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 12

**B. Courses Required From Other Programs**

- Measurement (3)  [EDUC 865 Educational Measurement Theory or HDFS 655 Measurement Techniques for Children & Families]
- Research Methods (3)  [EDUC 607-Educational Research Procedures; HDFS 815: Research Issues & Designs; UAPP 800-Research Methods & Data Analysis]
- Statistics (3)  [EDUC 665-Elementary Statistics or UAPP 815-Public Management Statistics]
- Qualitative Methods (3)  [EDUC 850: Qualitative Research in Educational Settings]
- Survey Design (1)  [UAPP 676 – Survey Research]

Total Credits from Area B…………………………….13

**C. Area of Emphasis [6 credits to be selected with approval of advisor]**

*Qualitative Methods*

- UAPP 804 Qualitative Methods for Program Evaluation
- EDUC 858 Advanced Qualitative Methods

*Quantitative Methods*

- EDUC 812 Regression and Multivariate Models in Education
- EDUC 856 Introduction to Statistical Inference
- EDUC 862 Design and Analysis of Experiments
- EDUC 874 Multivariate Data Analysis
Proposal

Economic Evaluation

- UAPP 834 Economics in Public and Nonprofit Sectors
- UAPP 827 Program and Project Analysis

D. Electives [6 credits in a program area to be selected with approval of advisor]

- Program areas include, but are not limited to:
  - Adult education (EDUC 670, 699, 883)
  - Community development (UAPP 608, 639, 645)
  - Family services (HDFS 670, 850, 855, 870, 875)
  - Management (UAPP 819, 684).
  - Policy analysis (UAPP 806, 652)

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson  
See attached letters of support from the Chairs of the 3 participating programs

Dean of College Date

Chairperson, College Curriculum Committee Date

Chairperson, Senate Com. on UG or GR Studies Date

Chairperson, Senate Coordinating Com. Date

Secretary, Faculty Senate Date

Date of Senate Resolution Date to be Effective

Registrar Program Code Date

Vice Provost for Academic Affairs & International Programs Date

Provost Date

Board of Trustee Notification Date

Revised 10/23/2007 /khs

Master of Science in Evaluation Program
University of Delaware
Program Policy Statement

Part I. Program History

A. Statement of purpose and expectations

The Master of Science in Evaluation is an interdisciplinary degree intended to prepare students to contribute to human service, education, and other program and policy areas through the thoughtful, effective, and ethical use of evaluation models and methods. The Professional Education Initiative outlined in the University of Delaware’s 2008 Strategic Planning Report states: “Our greatest impact can be achieved by educating and training the professionals and leaders
who serve society in essential roles, and by closer integration of public service with research and education.” Evaluators serve an essential role. When evaluations are conducted by skilled evaluators, they provide credible evidence about the efficiency and effectiveness of social interventions, evidence that is used to inform decisions in the public, non-profit, and for-profit sectors. Evaluation is a form of applied research that is practiced to support the public good.

The program serves a need for education in evaluation approaches and skills in the region and beyond. Although there is no comparable program in the region, there are two thriving affiliates of the American Evaluation Association (the Eastern Evaluation Research Society and the Washington Evaluators) and many major employers of evaluators nearby. The program will raise the visibility of the University of Delaware as a resource for the evaluation needs of local, regional, national, and international organizations. Moreover, the need for evaluation professionals is likely to increase in response to the continued growth of attention to accountability for public funds and the increased interest in evaluation internationally.

The successful graduate of the MS in Evaluation will:

a) Be able to explain the historical and philosophical underpinnings of evaluation and their implications for evaluation practice;

b) Be able to apply the ethical standards and guiding principles of the profession, including striving for cultural competence;

c) Be able to explain the logic of evaluation/research design, including mixed-method designs;

d) Have basic skills in the collection and analysis of qualitative and quantitative data individually, and intermediate skills in at least one;

e) Develop specialized knowledge of a program/policy area (e.g., welfare, education, health) or context (e.g., government, nonprofit), or advanced technical skills (e.g., cost-benefit analysis, multivariate data analysis, ethnography);

f) Have intellectual humility in the form of an understanding of the programmatic and methodological areas in which s/he does not have expertise; and

g) Be able to conduct an evaluation, including negotiating evaluation questions, developing program theory, matching evaluation plan to questions and resources (money, time, staff), collecting and analyzing data, interpreting and reporting results, and disseminating and encouraging the use of findings.

B. **Current Status** -- The program has been proposed and is currently going through reviews.

C. **Degrees Offered** – The degree awarded to those who complete this program will be a Master of Science in Evaluation.

D. **Transfer between MS in Evaluation and the PhD in Education – Specialization in Research Methodology & Evaluation** -- Students may change their classification from masters to doctoral status without receiving the masters if they are accepted into the doctoral program in Research Methodology & Evaluation (RME) in the School of Education, which requires some of the same courses required by the MS in Evaluation.

**Part II. Admission**

**A. Admission Requirements**

The admissions criteria identify those applicants who are likely to be successful evaluation professionals. Specifically, the program seeks to attract applicants who have: (1) a demonstrated commitment to social change and betterment through effective programs and other interventions, and (2) an academic and/or professional background that indicates the ability to successfully complete the program. Acceptance to the program is based on a composite of the applicant’s scholastic record, standardized test scores, letters of reference, and personal statement. Relevant work experience may also be taken into consideration. Admission is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities.

**University policy on admissions:** Admission to the graduate program is competitive. Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements.
necessarily precluded from admission if they offer other appropriate strengths.

Applicants for the Master of Science in Evaluation will apply to the Office of Graduate Studies. The deadline for applications for Fall matriculation is February 1.

The specific criteria are:

1. Applicants must have a minimum of a baccalaureate degree. Evaluation is an interdisciplinary field, so the discipline in which the applicant received his or her degree is not necessarily a decisive factor in admissions.

2. Applicants must submit a written statement of the reasons for their interest in evaluation, their motivation to pursue a graduate degree, and their professional goals and objectives.

3. Applicants should have an overall undergraduate Grade Point Average (GPA) of 3.0 or higher (on a scale of 4.0 = A).

4. Applicants should have a GPA of 3.2 or higher in their undergraduate major.

5. Applicants must take the Graduate Record Exam (GRE), which will be evaluated as part of the overall admissions process. A minimum GRE score of 1100 is required for admission, but may be waived if other academic or professional achievements are exceptionally strong.

6. If English is not an applicant’s first language, then the applicant must demonstrate a satisfactory command of English. The TOEFL (Test of English as a Foreign Language) is required of all foreign applicants. A minimum score of 600 (paper-based test), 250 (computer-based test), or 100 (TOEFL iBT) is required for consideration for admission.

7. Applicants must provide letters of recommendation from three (3) people familiar with the candidate’s academic record and/or professional achievement.

B. Admissions categories.

Both full-time and part-time students will be admitted. Admissions and course requirements are the same for full- and part-time students.

Part III. Academic – MS in Evaluation Degree Requirements

A. Course requirements

The Master of Science in Evaluation requires 37 credit hours of coursework at the 600 and 800 level. The 30 credits of coursework must include 25 credits of required courses, and 12 credits of advisor approved coursework.

Credit Requirements:

<table>
<thead>
<tr>
<th>Core Credits (Areas A + B)</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Emphasis</td>
<td>6</td>
</tr>
<tr>
<td>Electives (advisor approved)</td>
<td>6</td>
</tr>
<tr>
<td>Total number of required credits</td>
<td>37</td>
</tr>
</tbody>
</table>

A. Courses Required Within Evaluation

- HDFS 637 Program Planning, Assessment, & Evaluation (3) – to be cross-listed with EVAL prefix
- EVAL 755 Evaluation Models and Approaches (3)
- EVAL 756 Advanced Seminar in Evaluation (3)
- EVAL 757 Special Projects (2)
- EVAL 758 Portfolio and Competency Analysis Paper (1)

Total Credits from Area A ........................................... 12

B. Courses Required From Other Programs

- Measurement (3) [EDUC 865 Educational Measurement Theory or HDFS 655 Measurement Techniques for Children & Families]
- Research Methods (3) [EDUC 607-Educational Research Procedures; HDFS 815: Research Issues & Designs; UAPP 800-Research Methods & Data Analysis]
- Statistics (3) [EDUC 665-Elementary Statistics or UAPP 815-Public Management Statistics]
Proposal

- Qualitative Methods (3) [EDUC 850: Qualitative Research in Educational Settings]
- Survey Design (1) (UAPP 676 – Survey Research)

Total Credits from Area B…………………………….13

C. Area of Emphasis [6 credits to be selected with approval of advisor]

Qualitative Methods
- UAPP 804 Qualitative Methods for Program Evaluation
- EDUC 858 Advanced Qualitative Methods

Quantitative Methods
- EDUC 812 Regression and Multivariate Models in Education
- EDUC 856 Introduction to Statistical Inference
- EDUC 862 Design and Analysis of Experiments
- EDUC 874 Multivariate Data Analysis

Economic Evaluation
- UAPP 834 Economics in Public and Nonprofit Sectors
- UAPP 827 Program and Project Analysis

D. Electives [6 credits in a program area to be selected with approval of advisor]

- Program areas include the following:
  o Adult education (EDUC 670, 699, 883)
  o Community development (UAPP 608, 639, 645)
  o Family services (HDFS 670, 850, 855, 870, 875)
  o Management (UAPP 819, 684).
  o Policy analysis (UAPP 806, 652)

B. Non-registered requirements – None

C. Procedures for variance in degree requirements

Students may need to alter approved programs of study once they have entered the program for reasons such as scheduling conflicts or the creation of new courses directly related to the students’ goals. Students who wish to make changes to their program of study should first obtain permission from their advisor. The student must then make a written request to the Faculty Governance Committee to revise the program of study. Because most degree requirements can be met by more than one course (i.e., different courses in the participating units may be used to meet the requirements), variance in degree requirements is expected to be a rare event.

D. Committee for competency paper and portfolio

To graduate from the program, each student will write a competency analysis paper, describing their level of achievement on a set of core competencies (evaluation theory, research methods (including measurement and data collection methods), program evaluation design and management, program evaluation implementation, data analysis, and communication of evaluation results. The competency analysis paper will be accompanied by a portfolio supporting the student’s assessment of his or her competencies.

Each student will be required to have a committee for his or her Portfolio Review and Competency Exam. The committee will be comprised of two graduate faculty members, the chair of which must be a core or affiliated faculty member in the Evaluation Program. To provide guidance on the development of the portfolio, the committee will be developed one calendar year before the expected date of graduation, and the chair will be responsible for advising the student, including guiding the selection of and approving electives.

Students are unlikely to be involved in research projects. However, approval of all research projects involving humans, even administration of a survey, must be obtained prior to beginning any study. Information about obtaining approval may be found on Human Subjects in Research (http://www.udel.edu/OVPR/humans/humans.html). If a project involves animal subjects, an Animal Use Proposal must be completed and submitted to the Institutional Animal Care and Use Committee (http://www.udel.edu/OVPR/animals/animals.html).

E. Timetable and definition of satisfactory progress towards the degree

The curriculum is designed to be completed in 2 years of full-time study (a minimum of 9 hours/semester). However, there are no full-time residency requirements.

Students will be assigned an advisor upon entering the program. By the end of the first semester, the student, in consultation with the advisor, will have established a proposed plan of study. At the midpoint in a student’s program, the advisor will review the student’s program of study to determine if he or she is making satisfactory progress through the program. Students who are not making satisfactory progress will be placed on academic probation for one semester. If performance has not improved by the end of the probation semester, the student may be terminated from the program. A minimum average of B (GPA of 3.0) is required for successful completion of the program.

Although there will be no separate part-time track, the program will be open to part-time students. Courses will be offered in the evening or in block schedule format to increase access by working students. Part-time students are expected to complete the program within four years.

The competency paper and portfolio will be completed by April 30 of the student’s final semester so that the committee has sufficient time to review and respond before the end of the semester.

### Program Sequence

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall (9 credits)</strong></td>
<td><strong>Spring (9 credits)</strong></td>
</tr>
<tr>
<td><strong>Spring (9 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>- Evaluation Models &amp; Approaches [3]</td>
<td></td>
</tr>
<tr>
<td>- Intro Statistics [3]</td>
<td></td>
</tr>
<tr>
<td>- Measurement [3]</td>
<td></td>
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</tbody>
</table>

*Requirements in italics can be met by more than one course.

The University policy for students entering a master’s degree program is ten consecutive semesters to complete the degree requirements. An extension of the time limit may be granted for circumstances beyond the student’s control. Requests for time extensions must be made in writing and approved by the student’s advisor and the director of the Evaluation program. The director will forward the request to the Office of Graduate Studies. The Office of Graduate Studies will determine the student’s eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

Students must have a minimum overall grade point average of 3.0 to be eligible for the degree. In addition, the grades in courses specific to the Evaluation program must equal at least 3.0. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below “C-“ do not count toward the degree even though the grade is applied to the overall index. Candidates should see that all final grades have been submitted by their instructors.

### Part IV. Financial aid

Financial assistance for students in the Evaluation program is obtained from a variety of external sources and will therefore vary in form and availability. Assistance will be awarded on a competitive basis to applicants best fitting the needs of the granting agencies and sponsoring faculty. Students receiving full stipends will be expected to work up to 20 hours per week on projects and to maintain full-time status. Financial aid is not guaranteed.

### Part V. Operations

Students are expected to notify program administrative staff of any change in address. Students will be expected to
have access to a personal computer. There are no other required expenses beyond the traditional books and supplies. Student mailboxes will be in the offices of the Delaware Education R&D Center, which will also provide access to office space. Support for travel to professional meetings is dependent on the availability of funds.

[1] The American Evaluation Association (www.eval.org) defines evaluation as the assessment “of the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness.”