

Graduate Certificate Program in Program Evaluation

Contact: Dr. Ann A. O'Connell, Department of Educational Psychology, ann.oconnell@uconn.edu

Program Objectives

The Measurement, Evaluation, and Assessment (MEA) program within the Department of Educational Psychology at the University of Connecticut is pleased to offer a collaborative and interdisciplinary Graduate Certificate Program in Program Evaluation (GCPPE). **A minimum of 14 credits of approved coursework is required to attain the Certificate.** All courses are currently offered at the Storrs campus.

The GCPPE is an interdisciplinary program designed for students interested in expanding their training in program evaluation. The GCPPE is not program-specific, rather, it is designed to span the interests of graduate students across the university seeking an opportunity to build or strengthen their evaluation skills. The certificate is also appropriate for professionals currently working in formal or informal learning environments (schools, businesses, health centers, non-profits, educational or community organizations) and who have or plan to have responsibility for evaluation of in-house programs and services.

The objectives of the GCPPE are to improve the capacity of participants to (a) plan and conduct evaluations (*evaluation practice*) and (b) make efficient use of evaluation results in policy decisions related to the betterment of programmatic offerings to their clientele (*evaluation use*). GCPPE students will be exposed to the most recent methodological and theoretical contributions in program evaluation research, and will learn to apply their knowledge of evaluation in the assessment of educational, professional, health, or other varied social programs.

Course Requirements

a. Admission

- An earned Baccalaureate degree in education or a related field;
- Minimum of 2.8 upper division undergraduate grade point average or 3.0 graduate grade point average or current graduate status;
- Interest or experience working with program planning, development, or evaluation, and current involvement in a project suitable for program evaluation field experience.
- GCPPE application, and (for new students) application/admission to the graduate school. The GCPPE application can be obtained from http://www.education.uconn.edu/departments/epsy/MEA_GCPPE.cfm

b. Prerequisites

- Access to appropriate computer facilities for data management and analysis
- Applied work or experience (including volunteer experience) in such fields as:

Educational or health policy, school reform, underachievement, mathematics and/or science education, health promotion and disease prevention, technology use in schools, literacy, gifted and talented education, social welfare, etc.

- c. Certificate Program Committee. Students can choose at least two of the current certificate faculty to guide their program of study and approve their final project (e.g., practicum evaluation report). External, additional, and substitute faculty/committee members are allowed only with written approval by the certificate coordinator.
- d. Certificate courses (credits as marked). Students may **choose from among several courses listed** in each category. *Requests for substitution of required coursework must be made in writing and approved by the certificate faculty committee and/or coordinator.* The GCPPE faculty must approve the course sequence for individual students. A plan of study form can be found at http://www.education.uconn.edu/departments/epsy/MEA_GCPPE.cfm

1. Theories and Methods for Program Evaluation (4-6 credits)

- EPSY 405 (3 credits). Program Evaluation. Quantitative and qualitative procedures used in the evaluation of social and educational programs. Current trends and practical applications are stressed.
- EPSY 311-02 (1 credit). Workshop in Education: Evaluation Speaker Series. (may be repeated for additional credit). An introduction to evaluation theory and the practice of evaluation through a variety of contexts and settings. Speaker topics include designing logic models, presenting results, NCLB, evaluation and causal claims, selecting measures and collecting data; roles and responsibilities of program evaluators; ethics; Program Evaluation *Standards*; and using the web to support evaluation activities.

Additional courses may be chosen from other departments or programs including, for example (approval for inclusion for certificate requirements must be obtained from the certificate faculty committee and/or coordinator):

- GPPS 347 (3 credits) (also online). Program Evaluation. This course is intended to provide students with the skills and knowledge required to apply the methods of science to the assessment of social programs.
- EDLR 457 (3 credits). Evaluation Theory. This course presents students with theoretical foundations in program evaluation and policy research, providing a repertoire of analytic frameworks and skills with which to analyze and evaluate policy.
- GPAH 305 (3 credits). Program Evaluation for Health Professionals. A theoretical and practical introduction to program evaluation for health professionals who deliver health care services, manage departments and personnel, or provide training and continuing educational opportunities.
- EDLR 372 (3 credits). Improving Teacher Evaluation Practice. Improving the teacher evaluation skills of principals and department heads through guided practice experiences that allow them to reflect on what they are doing now in light of promising alternatives.

2. *Quantitative Research Methods (3 credits)*

- EPSY 309 (3 credits). Quantitative Methods in Research I. Introductory statistics for education and the social sciences. Quantitative procedures, use of SPSS, and analysis of computer output for descriptive and inferential statistics, correlation and simple linear regression, paired and independent groups t-tests, one-way analysis of variance.
- EPSY 313 (3 credits). Quantitative Methods in Research II. (Prerequisite: 309). Continuation of EPSY 309. Focus on inferential statistics, one-way and factorial analysis of variance, analysis of covariance, multiple regression.
- EPSY 410-08 (3 credits). Applied Regression Analysis for the Educational Sciences (Prerequisites: 309, 313). Focus on multiple regression techniques and extensions including treatments of categorical predictors, logistic and non-linear models, missing data, imputation, and selection bias issues.
- EPSY 346 (3 credits). (Prerequisites: 309, 313). Multivariate Analysis in Educational Research. Advanced statistical methods for education and the social sciences. Multivariate analysis of variance, discriminant analysis, repeated measures designs, factor and principle components analysis, cluster analysis.

3. *Qualitative Research Methods (3 credits)* (choose 1, or substitute with approval)

- EDCI 365 (3 credits). Qualitative Methods of Educational Research (Formerly EDLR 441). Purposes and nature of qualitative research, including selected methods for conducting various types of qualitative and naturalistic research in educational settings.
- EDCI 437 (3 credits). Advanced Methods of Qualitative Research. (Prerequisite EDCI 365). Field-based methods of collecting data in qualitative research studies in educational settings, coding and analysis of qualitative data, use of computer programs to analyze data, and methods and procedures for ensuring trustworthiness in qualitative research.

4. *Practicum in Program Evaluation (3-6 credits)*

- EPSY 381. (3 credits). Practicum in Program Evaluation (may be cross listed with other departments). Hours by arrangement. Seminar/Field experience. Students work collaboratively with faculty to integrate their course experiences into actual evaluation practice, through designing an evaluation, and collecting and analyzing data. Final product will take the form of an evaluation report. Alternatively, current evaluation issues and methods in a specific field of inquiry may be reviewed. Activities are tailored to the skills, needs and interests of individual students.

Total: *minimum of 14 credits*

Suggested Additional Courses

Although not required for completion of the certificate program, the GCPPE faculty also recommends that students consider completing one of the following learning, social or behavioral theories courses, or other content specific theory courses:

- EPSY 335 (3 credits). Learning: Its Implication for Education (Prerequisite: EPSY 221 (Educational Psychology) or equivalent). Nature and types of learning, transfer of training, motivation, nature of instructional outcomes, with particular attention to individual differences among elementary and secondary school pupils.
- EPSY 359 (3 credits). Theories of Learning, Cognition and Instruction (Prerequisite: EPSY 335 or consent of instructor). Behavioral and cognitive psychology as it applies to instruction.
- PSYC 345 (3 credits). Applied Social Psychology. Open only with consent of instructor. Different areas of applied social psychology will be examined in different semesters. Possible foci include Psychosocial Aspects of the AIDS Epidemic, and Organizational Change.
- EPSY 383 (3 credits). Grant Writing. The grant procurement process is covered from identifying funding sources through initial grant management with a focus on actually writing a grant proposal.
- EDLR 370 (3 credits). Personnel Evaluation. Issues critical to the design and implementation of effective personnel evaluation programs.
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For Further Information

Dr. Ann A. O'Connell, Ed.D.
Coordinator, Measurement, Evaluation and Assessment Program
Neag School of Education
University of Connecticut
Storrs, CT 06269-2064

860.486.0179 (phone)
860.486-0180 (fax)
occonnell@uconn.edu

Certificate Faculty

Preston Britner, Ph.D.
Associate Professor, Department of Family Studies

Casey D. Cobb, Ph.D.
Associate Professor, Education Policy
Director of the Center for Education Policy Analysis

E. Jean Gubbins, Ph.D.
Associate Professor, Department of Educational Psychology

Associate Director, National Research Center on the Gifted and Talented

D. Betsy McCoach, Ph.D.
Assistant Professor, Department of Educational Psychology

Ann A. O'Connell, Ed.D.
Associate Professor, Department of Educational Psychology

Linda S. Pescatello, Ph.D.
Associate Professor, Department of Allied Health Sciences
Director, Center for Health Promotion

Del Siegle, Ph.D.
Associate Professor, Department of Educational Psychology

Certificate Program Website:

http://www.education.uconn.edu/departments/epsy/MEA_GCPPE.cfm