The master’s degree and certificate programs in Program Evaluation are designed to increase the theoretical understanding of evaluation and enhance skills in evaluation methods. Coursework stresses the incorporation of evaluation in program planning and encourages the use of evaluation practice not only in education, but also in public administration, criminal justice, health care and other human service fields where assessment and evaluation are vital for program success.

Both the master’s degree and the certificate program are designed for graduate students who work or who expect to work in organizations that require program evaluation activities as part or all of their responsibilities. Graduates will be prepared to work as program evaluators in government agencies, human service organizations, educational policy agencies, school districts, colleges and universities, health care facilities and corporations. The majority of students who earn a Program Evaluation master’s degree will pursue or have careers as practitioners, providing clients with evaluation results and reports used for decision-making that is related to educational and human-service programs.

Course content and practical applications emphasize the skills of both qualitative and quantitative evaluation methods skills that are appropriate across a broad spectrum of human service agencies. In addition, students participate in practicum experiences that reflect current applications in the evaluation field.

The master’s degree program requires 36 credits. The Certificate in Program Evaluation is awarded after the completion of six foundational courses (18 credits), which prepare students to work in program evaluation at the basic level. The certificate program is designed for students who wish to obtain competence in program evaluation, but either do not intend to pursue a master degree or already have a graduate degree.

Competencies needed for evaluation professionals include knowledge and skills from a wide variety of disciplines, including project management, strategic planning, auditing, written and oral communication, negotiation tactics, ethics, and policy and cost analysis. In addition, evaluators need the knowledge and skills that are unique to specific disciplines in their work environment, including instructional design and teacher evaluation, human development and government policy.

Masters Program (36 credits total)

Core Courses (9 credits)

GREV 501 Program Planning and Evaluation (3 credits)
This course provides an overview of evaluation models and the theory and techniques of conducting program evaluations. Content includes measuring variables, reporting evaluation findings, using the results, and the relationships among policy, planning and evaluation.

GREV 502 Proposal and Grant Writing (3 credits)
This course provides an overview of the process of identifying funding sources and receiving and responding to requests for proposals.

Content includes an examination of resources for locating funding sources (including electronic resources), requests for proposals, the component parts of a grant proposal, writing and submitting proposals, budget planning and justification.

GREV 503 Business and Project Management (3 credits)
This course provides an overview of the principles and practice of managing programs and projects. Content is taught as a business course and includes basic business administration principles, leadership, record-keeping and reporting, and the legal and ethical responsibilities of project management.

Methods Courses (15 credits)

GREV 510 Statistics I (3 credits)
This course is a study of basic statistical concepts. Content includes descriptive statistics correlation, t-test, chi-square and the use of computer programs for data analysis.

GREV 550 Instrument Design (3 credits)
This course is designed to introduce the principles and procedures of questionnaire design. The course examines topics including: data collection (e.g., mail, telephone, online, in-person), mode of administration, questionnaire design, selection of respondents, data analysis, and presentation of results. Students will be expected to develop a questionnaire on a research topic of their choice.

GREV 610 Statistics II (3 credits)
Prerequisite: Statistics I (GREV 510)
Content includes theoretical concepts and procedures for simple and multiple regressions, ANOVA and ANCOVA, and the use of computer programs for data analysis.

GREV 701 Research Methods and Design (3 credits)
This course provides an introduction to qualitative and quantitative approaches to research design and methodology. Through the use of specific research cases, students will analyze the practical problems faced by a researcher and the solution he or she selected. Students will also learn to evaluate the researcher’s solutions and consider alternatives.
GREV 721 Theoretical Foundations of Qualitative Research (3 credits)
Students are introduced to the knowledge base, traditions, and theories of qualitative research and are offered an opportunity to practice qualitative research. Students explore theoretical underpinnings as well as consider methodological strategies in preparation for designing a qualitative research project.

Additional Methods Courses (3 credits; choose one)
GREV 515 Educational Measurement I (3 credits)
This course provides an overview of the theory and practice of testing and measurement in educational settings. Content includes assessment purposes, validity and reliability, assessment techniques and communicating assessment findings.

GREV 611 Statistics III (3 credits)
Prerequisite: GREV 610 Statistics II
The course covers multiple regression analysis, multivariate analysis of variance and covariance, factor analysis, canonical correlation, discriminant function analysis and logistic regression.

GREV 612 Statistics IV (3 credits)
Prerequisite: GREV 611 Statistics III
The course covers structural equation modeling procedures. It is intended to be very applied in the sense of how to estimate models, evaluate them, revise them, and report the results. The course provides a rigorous treatment of the theory underlying SEM, including discussions of causality and inference, model assumptions and consequences of their violation, and limitations.

GREV 722 Advanced Methods in Qualitative Research (3 credits)
Prerequisite: Theoretical Foundations of Qualitative Research (GREV 721) and Advisor Approval
This course develops advanced understandings and applications of specific qualitative research methods. Students examine various methodological and inquiry paradigms. Emphasis is placed on the use of methods that are contextually congruent with students' disciplinary research needs.

Practical Courses (9 credits)
GREV 601 Program Evaluation Practicum (3 credits)
Prerequisite: Program Planning and Evaluation (GREV 501)
This course is an advanced study of evaluation models, theory and techniques in program evaluation. Content includes experimental design, cost analysis, public program evaluation and ethics. Students participate in field applications.

GREV 603 Program Evaluation Practicum (3 credits)
Prerequisite: Program Evaluation Practice (GREV 601) and Advisor Approval
This course is designed for students seeking advanced understanding and skill development in program evaluation. Students participate in field-site program evaluations under the supervision of an approved faculty member.

GREV 650 Supervised Practicum in Program Evaluation (3 credits)
Prerequisite: Advisor Approval
In this course, students register for supervised work on a project approved by their advisors. The required research paper/evaluation report must demonstrate a student's ability to perform independent work and show evidence of professional-level writing skills.

Certification Program (18 credits)
Core Courses
GREV 501 Program Planning and Evaluation
AND
GREV 502 Budget and Grant Writing
OR
GREV 503 Business and Project Management

Methods Courses (choose three)
GREV 510 Statistics I
GREV 515 Educational Measurement
GREV 550 Instrumental Design
GREV 701 Research Methods and Design
GREV 721 Theoretical Foundations of Qualitative Research

Practical Course
GREV 650 Supervised Practicum in Program Evaluation
Prerequisite: Advisor Approval

Requirements for Admission
To be considered for admission to all graduate programs in the School of Education, applicants must submit the following documents to the School of Education Graduate Office:
1. A completed School of Education graduate online application.
2. Official transcripts from the accredited college, university or seminary where the applicant obtained a bachelor’s degree.
3. One letter of recommendation, written by a former or current academic advisor, or by a colleague who can attest to your interest in program evaluation.
4. A statement of purpose, which should be 2-3 pages in length and explains the relevance of evaluation to your current and future work or career aspirations.
5. Pre-application interview with Program Coordinators.

Contact Information
Megan Vicarel
Program Assistant
Department of Foundations and Leadership
401 Canevin Hall
p: 412.396.5568
f: 412.396.1681
vicarelm@duq.edu
www.duq.edu/program-evaluation

Updated 8/13