College of Education
Signature Page

TYPE: Change Existing Course

LEVEL: Doctorate

NAME/TITLE OF SUBMISSION: Theory and Practice of Program Evaluation

Faculty Contact: Liliana Rodriguez-Campos

Faculty Contact Telephone: 4-1163

COLLEGE OF EDUCATION APPROVALS
List appropriate Department Chair, Committee Chair, Faculty Council Chair and Associate Dean Approving:

Dr. Constance Hines  
Department Chair  
Signature  
DATE  9-1-2010

Dr. Jane Applegate - GPC  
Committee Chair  
Signature  
DATE  9-10-10

Dr. Bill Young or Dr. Nell Faucett  
Faculty Council Chair  
Signature  
DATE  9/24/10

Harold Keller, Ph.D.-Graduate  
Associate Dean  
Signature  
DATE

CONSULTING DEPARTMENTS/UNITS
List other units and department of the University that have been consulted, comments and supporting remarks:

CONSULTING DEPARTMENT/UNIT
CHECK: □ APPROVED  □ DISAPPROVED*  □ COMMENTS ATTACHED  
(*)MUST attach comments explaining rationale for disapproval

Name/Title  
Signature  
Date

CONSULTING DEPARTMENT/UNIT
CHECK: □ APPROVED  □ DISAPPROVED*  □ COMMENTS ATTACHED  
(*)MUST attach comments explaining rationale for disapproval

Name/Title  
Signature  
Date

COUNCIL/DEAN APPROVALS
Recommendation of Council:  _____ Graduate Council  _____ Undergraduate Council

_____ Approved  _____ Disapproved

Signature of Council Chair:  
Date

Action by the Dean of:  _____ Graduate Studies  _____ Undergraduate Studies

_____ Approved  _____ Disapproved

Signature of Dean:  
Date

Effective Date (Term):  

Graduate Curriculum Approval Form
New or Changed Course

Prefix and Number
Title
Proposed Effective Term (i.e. Spring 2006)
Faculty Contact
Email
College
Dept and Mail Code
Is this course part of a recently approved Program / Concentration / Or Certificate?  No (yes/no)

New or Changed Course - Follow the guidelines outlined by the Graduate Council at: http://www.grad.usf.edu/coursepro.asp 
For Graduate Council Review check the appropriate action and submit the items as required:

☐ New Course Proposals Require:
  o the Graduate Curriculum Approval form (this form)
  o Course Syllabus that meets the requirements of the Provost's Course Syllabus Policy (see below)

X Changed or Terminated Course proposals require:
  o the Graduate Curriculum Approval form (this form)
  o Course Syllabus that meets the requirements of the Provost's Course Syllabus Policy (see below)

X Course Syllabus that meets the requirements of the Provost’s Course Syllabus Policy (Must include the following):
  o course title, course prefix, number and section
  o instructor's name, office hours and location, phone number (Email and Fax also suggested)
  o course objectives, dates of scheduled exams, course outline including assignments and dates due
  o attendance policy, grading policy, a policy statement on make up of missed work (suggested)
  o notice of permission/non-permission to sell notes or tapes of class lectures
  o titles of required textbooks and readings
  o a reminder that students who anticipate being absent from class due to religious observance should inform the instructor by the second class meeting (suggested)

Submit completed form and proposal and submit to the Faculty Council Office in EDU 105.

<table>
<thead>
<tr>
<th>APPROVALS</th>
<th>Name</th>
<th>Signature</th>
<th>Action</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dept. Chair</td>
<td>Dr. Constance Hines</td>
<td>Constance Hines</td>
<td>☑ Approve ☐ Disapprove</td>
<td>9-7-2008</td>
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<tr>
<td>College GPC</td>
<td>Dr. Jane Applegate</td>
<td>Jane Applegate</td>
<td>☒ Approve ☐ Disapprove</td>
<td>9-10-10</td>
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<tr>
<td>Committee Chair</td>
<td>Dr. William Young</td>
<td>William Young</td>
<td>☒ Approve ☐ Disapprove</td>
<td>9/24/10</td>
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<td>or Dr. Neil Faurette</td>
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<tr>
<td>Faculty Council Chair</td>
<td>Dr. Harold Keller</td>
<td>Harold Keller</td>
<td>☒ Approve ☐ Disapprove</td>
<td>2/29/10</td>
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<td>Associate Dean</td>
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<td>Concurrence*</td>
<td>Dept: Chair:</td>
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<tr>
<td>Grad Council</td>
<td>☐ Approve ☐ Disapprove</td>
<td>Graduate School:</td>
<td>☐ Approve ☐ Disapprove</td>
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*Concurrence - Consultation with units and departments providing related offerings or expertise is expected and encouraged
College of Education
GRADUATE COURSE CHANGE PROPOSAL

COURSE AND SYLLABUS INFORMATION

A. Submission Type: Change Existing Course

B. Prefix: EDF

C. Level: 7000 - Advanced Graduate/Doctoral Level

D. Number: 7485

E. Full Course Title: (62 characters maximum) Theory and Practice of Program Evaluation

F. Abbreviated Title: (30 characters maximum) Theory/Prac Program Evaluation

G. The course title is variable? No

H. Is a permit required for registration? No

I. Are the credit hours variable? No

J. Credit hours (list max –min if variable): 3

K. Section Type: NO CHANGE

L. Grading option: NO CHANGE

M. This Course if offered: On Campus

N. If an online course, what is the percentage of time a student must go to campus? 100%

O. Prerequisites (Prefix and Number only):

   EDF 6481

Verify the course(s) exist AT USF: http://scns.fldoe.org/scns/public/ph_inst_dtl.jsp

P. Corequisites: (Prefix and Number only):

   none

Verify the course(s) exist AT USF: http://scns.fldoe.org/scns/public/ph_inst_dtl.jsp
Q. Course Description (255 characters maximum - including spaces-please include registration restrictions)

In-depth study of contemporary program evaluation theory, models and methods; standards of quality for professional evaluation practice; evaluation ethics; appropriate evaluation uses; and impact of evaluation on decision making.

R. Course Objectives

Students will be taught: (1) principles of program evaluation theory; (2) contemporary literature in program evaluation; (3) approaches and models for program evaluation; (4) components of the program evaluation plan (4) program evaluation standards; (5) AEA guiding principles; (6) methods of reviewing program evaluation reports; and (7) process to develop a program evaluation proposal.
5. Student Learning Outcomes

Upon completion of this course, students will be able to:
1. Define terms and concepts frequently used in program evaluation.
2. Demonstrate knowledge of the history of program evaluation.
3. Review and critique current program evaluation literature.
4. Compare and contrast various approaches and models for program evaluations.
5. Apply several conceptual approaches to designing program evaluations.
6. Recognize and address key issues in the implementation and management of program evaluations.
7. Demonstrate knowledge of the professional standards for program evaluation.
8. Demonstrate knowledge of the AEA Guiding Principles.
9. Analyze the benefits and drawbacks of various techniques used in program evaluation.
10. Identify the means for reporting and using program evaluation findings.
11. Justify selection of specific techniques and processes for a planned program evaluation.
12. Demonstrate ability to develop a program evaluation proposal.
T. Major Course Topics

1. Fundamentals of program evaluation
2. History of program evaluation
3. Philosophy and approaches to program evaluation
4. Program evaluation models
5. Components of the program evaluation proposal
6. Multiple-site evaluation studies
7. Program evaluation standards
8. AEA Guiding Principles
U. Course Textbooks


V. Course Readings, Online Resources, and other purchases (e.g. lab supplies, instruments, etc.)


For additional information, you may also visit: http://www.eval.org/Resources/bibliography.asp
### W. Student Expectations/requirements and Grade Policy with Percentages (e.g. 2 Exams and One Paper, each work 33%)

<table>
<thead>
<tr>
<th>Class Activities</th>
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<tr>
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Grades will be assigned on the following basis:
- A 90 – 100
- B 80 – 89
- C 70 – 79
- D 60 – 69

1. **Class Activities:** Periodically students will be given the opportunity to practice the material learned in class. These in-class assignments are designed to simulate and replicate real-life problems, challenges, and decisions related to the course topics.

2. **Presentations:** Students working individually or in groups (four members maximum) will present and discuss issues inherent to evaluation. This will help identify literature bases (e.g., journal articles, evaluation reports) in order to frame, design, and conduct your own evaluations. The maximum time for these presentations is two minutes with unlimited time for questions/comments afterwards from the audience (PowerPoint presentation is not necessary). Please provide a copy of any relevant material to the audience.

3. **Midterm Examination:** Students working individually will write a review of an evaluation book. (1) Summarize major arguments of the literature being reviewed, and then reflect upon: (2) how its content relates to your experience, and (3) does the content make sense (and why)? Please write a four-page report and make a presentation to the class (e.g., PowerPoint, posters). The maximum time for this presentation is five minutes with additional time for questions/comments. Please submit an electronic copy (e.g., pdf, Word document).

4. **Evaluation Proposal:** Students working individually or in groups (three members maximum) will develop a specific evaluation proposal of interest to them. The length of this report is about fifteen to twenty double-spaced pages (content). Please submit an electronic copy (e.g., pdf, Word document) of this evaluation proposal. An example of the outline for this type of proposal will be distributed the first day of classes.

5. **Final Presentation:** For the presentation of the evaluation proposal, students are encouraged to use visual aids (e.g., PowerPoint presentations, posters) to enhance the quality of their presentations. The maximum time for this presentation is five minutes with unlimited time for questions/comments afterwards from the audience. I will be glad to advise students with little experience in this area.
X. Assignments, exams and tests

Introduction to evaluation, uses, basic distinctions (e.g., formative, summative), history, and evaluation today

Philosophy and different approaches to evaluation.
Objectives and management-oriented approaches.
Consumer and expertise-oriented evaluation approaches.
Adversary, participant, and other alternative evaluation approaches.
Consultation.

Models (e.g., Logic Model, CIPP, MCE).
Clarifying the evaluation request and responsibilities.
Setting boundaries and analyzing the evaluation context.
Identifying and selecting evaluation questions and criteria.
Discussion about the evaluation proposal.

Midterm Examination

Planning and dealing with evaluation aspects.
Quantitative and qualitative information.
Reporting and using evaluation findings.

The Program Evaluation Standards, AEA Guiding Principles.
Discussion about the evaluation proposal.

American Evaluation Association Conference

Conducting multiple-site evaluation studies.
Evaluating training programs.
The future of evaluation.
Discussion about the evaluation proposal.

Presentation of the Evaluation Proposal (Part 1)

Presentation of the Evaluation Proposal (Part 2).
Evaluation Proposal Due
Y. Attendance Policy (including reference to University Policies)

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101, http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm)

Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm)

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information. “Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.”

All students have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy.
2. Policy on Make-up Work (including referenced to University Policy on Academic Integrity)

"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work."

"Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course."

I believe that we are all held accountable for meeting deadlines, so I will be firm in my requirement to get work in on time. An assignment is late when it is submitted one day or later beyond the due date. Your grade on any late assignment will be reduced 10 percent for each day it is late. If an unexpected emergency does arise and you cannot get your assignment in on time, it is your responsibility to contact me in advance of the due date, as feasible, to avoid a reduction in your grade.
AA. What program does this course support?

Measurement and Evaluation, Ph.D. and Ed.S.

AB. Is this course part of the core program requirements or is it an elective? [Core Requirement]

AC. Is this course part of a required sequence in the program? [Yes]

AD. If yes to AB or AC what is the Banner Major Code? [CUR ED-PHD]

**BANNER MAJOR CODES**

- AAE ED – Adult Education - MA
- ABE ED – Business & Office Education (Plan 1, 2 or 3) - MA
- ACT ED – Career & Technical Education (Plan 3) - MA
- CUR ED – Curriculum & Instruction – MED
- ADE ED – Distributive & Marketing Education (Plan 1, 2 or 3)-MA
- ANK ED – Early Childhood Education (Plan 1 or 3) - MA
- CAS ED – Educational Leadership - MED
- AEE ED – Elementary Education (Plan 1, 2 or 3) -MA
- TEE ED – Elementary Education - MAT
- AEN EJ – English Education (Plan I and 3) - MA
- TEN ED – English Education - MAT
- FLE EJ – Foreign Language Education (Plan 1 & 3) - MA
- TFL ED – Foreign Language Education - MAT
- AGC ED – Guidance & Counselor Education – MAT
- AMA EJ – Mathematics Education (Plan 1 and 3) – MA
- TMA ED – Middle Grades Mathematics - MAT
- TSM ED – Mathematics Education (6-12) –MAT
- ARD ED – Reading Education (Plans 1, 2 or 3) – MA
- ASP EJ – School Psychology – MA
- SCE EJ – Science Education (Plan 1 or 3) – MA
- TSC ED – Science Education – MAT
- ASO EJ – Social Science Education (Plan 1 and 3) – MA
- TSS ED – Social Science Education – MAT
- ABD EJ – Special Education – Behavior Disorders (Plan 1, 2 or 3) –MA
- AGI ED – Special Education – Gifted – (Plan 1 or 3) – MA
- AMR ED – Special Education – Mental Retardation (Plan 1, 2 or 3) – MA
- AMD ED – Special Education – Motor Disabilities –MA
- ALD ED – Special Education – Specific Learning Disabilities (Plan 1, 2 or 3) – MA
- AVE ED – Special Education – Varying Exceptionalities – (Plan 1, 2 or 3) – MA
- TEV ED – Special Education – Varying Exceptionalities – MAT
- TCR 00 – Teacher Certification/Recertification- 00000
- CUR ED – Curriculum & Instruction - PHD
- DSG ED – School Psychology – PHD
- DLT EJ - Second Language Acquisition & Instructional Technology – PHD
- EAS ED – Educational Leadership – EDD
- EPD ED – Educational Program Development – EDD
- SAS ED – Educational Leadership – EDS
- CUR ED – Curriculum & Instruction – EDS
AF. At a minimum, a terminal degree (typically a doctorate) is required to teach graduate courses. What other qualifications, training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

| Doctoral degree in Educational Measurement and Research or related field; specialization coursework in evaluation methods; experience conducting evaluations and metaevaluations; and meet the Department criteria for teaching doctoral level courses in the area of evaluation. |
AG. What other programs would the course service? (List all that apply)

- Adult Education
- Educational Leadership
- Higher Education
- School Psychology
- Special Education
- Instructional Technology
- Secondary Education

JUSTIFICATION:

AH. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

AI. What is the need or demand for this course?

Given the widespread application of program evaluation in education and related fields, it is anticipated that many students in the program and from other programs and colleges will choose this course.

AJ. Has this course been offered as Selected Topics/Experimental Topics course?

Yes, 3 or more times

FACULTY CONTACT INFORMATION

AK. Faculty Contact Person: Liliana Rodríguez-Campos

AL. Faculty Access Password (online only)

AM. Faculty Phone: 4-1163

AN. Faculty Email: liliana@usf.edu

(all lower case please, e.g. rockybull@usf.edu)

AO. Campus Affiliation: Tampa

AP. College: EDUCATION

AQ. Department: Educational Measurement & Research

AR. Budget Account Number: 171100 Educational Measurement & Research

(the account number of the administrator of the course where SCH is to be credited)
AS. Please describe what changes need to be made: Change in course Title
OTHER: (type in here)

Course title changed from "Theory and Practice of Educational Evaluation" to "Theory and Practice of Program Evaluation." Prerequisite changed from EDF 7493 to EDF 6481. Content revised to accommodate broader audience.

COLLEGE REQUIREMENTS

AR. Course Syllabus - Please attach a copy of the syllabus to this form.
(Use ONLY the COEDU revised form -2008)

AS. Program of Study form Please attach a copy(s) of the updated Program of Study form(s) showing the proposed changes, if applicable.
UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL MEASUREMENT AND RESEARCH

The College of Education CAREs

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

THEORY AND PRACTICE OF PROGRAM EVALUATION
EDF 7485

Prerequisites: EDF 6481 (or equivalent) or CI.  Credit Hours: 3

Instructor: Liliana Rodriguez-Campos, Ph.D.
EDU 361
Work: (813) 974-1163
Mobile: (813) 528-5041
Fax: (813) 974-4495
Email: liliana@usf.edu
Web: http://www.coedu.usf.edu/main/departments/me/campos.htm

Office Hours: Wednesday & Thursdays 3:00-5:00 PM or by appointment. Also, you may call me Monday through Saturday (from 8 am to 8 pm).

Course Description
This course is designed to help students gain an in-depth understanding of contemporary evaluation theory, models and methods; standards of quality for professional evaluation practice; evaluation ethics; appropriate evaluation uses; and impact of evaluation on decision making. Students will apply the principles of program evaluation to design their own evaluation proposal.

Course Goals and Objectives
Students will be taught: (1) principles of program evaluation theory; (2) contemporary literature in program evaluation; (3) approaches and models for program evaluation; (4) components of the program evaluation plan (5) program evaluation standards; (6) AEA guiding principles; (7) methods of reviewing program evaluation reports; and (8) process to develop a program evaluation proposal.
Upon completion of this course, students will be able to:
1. Define terms and concepts frequently used in program evaluation.
2. Demonstrate knowledge of the history of program evaluation.
3. Review and critique current program evaluation literature.
4. Compare and contrast various approaches and models for program evaluations.
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7. Demonstrate knowledge of the professional standards for program evaluation.
8. Demonstrate knowledge of the AEA Guiding Principles.
9. Analyze the benefits and drawbacks of various techniques used in program evaluation.
10. Identify the means for reporting and using program evaluation findings.
11. Justify selection of specific techniques and processes for a planned program evaluation.
12. Demonstrate ability to develop a program evaluation proposal.

Textbooks
[ISBN 978-0205579358]

[ISBN 978-1412986564]

Optional Textbooks
Students will be expected to do outside readings related to the topical outline. For example:

[ISBN 978-0761928935]

[ISBN 978-0761929307]

[ISBN 978-1576753484]

[ISBN 978-1593854065]

[ISBN 978-1412909518]


For additional information, you may also visit: [http://www.eval.org/Resources/bibliography.asp](http://www.eval.org/Resources/bibliography.asp)

**Prerequisite Skill Expectations**

This course is designed to capitalize on previously acquired skills and experiences. Class presentations and coursework expectations have been developed with an assumption that:

1. Students have previous skills and knowledge in the use of personal computers, the University Libraries’ online catalog, and related reference databases.
2. Students can use various software applications for all course assignments (e.g., Word, Excel, PowerPoint).
3. Students have skills and knowledge in the use of e-mail and the Internet.
4. Students have skills and knowledge of concepts and procedures learned in the prerequisite course(s).

I do not expect students to be experts in any of these skills. If any student has a concern about his/her personal skill level, please talk with me early in the semester.

**Teaching/Learning Methods**

1. **Interactive Lecture and Discussion**: Information will be presented in class for instructional purposes. These interactive presentations will be designed to clarify, expand, and supplement material from the readings. Lectures will not be a reiteration of the readings. Therefore, it is necessary that students attend class and take thorough notes.

2. **Demonstrations**: Sample evaluation projects will be shown and/or explained in class. Also, speakers will be invited to participate in this class to clarify and expand on material in the readings and lecture presentations.

3. **Readings**: Students will be assigned reading material from professional literature. These readings are designed to facilitate initial learning. Students should not rely upon the instructor to present all information from the readings during class presentations. Therefore, students will be held responsible for all reading assignments. Students will also be expected to read course materials and ask the instructor any questions before, during, and/or after class.
Grading and Evaluation of Student Performance

The grading is set up so that students may earn a total of 100 percentage points in this course. By keeping a record of the grades, students may determine at any time what grade they are making in this course. Distribution of points to tests and assignments is shown below.

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Grades will be assigned on the following basis:

A 90 – 100  
B 80 – 89  
C 70 – 79  
D 60 – 69  

1. **Class Activities:** Periodically students will be given the opportunity to practice the material learned in class. These in-class assignments are designed to simulate and replicate real-life problems, challenges, and decisions related to the course topics.

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Late Assignments
I believe that we are all held accountable for meeting deadlines, so I will be firm in my requirement to get work in on time. An assignment is late when it is submitted one day or later beyond the due date. Your grade on any late assignment will be reduced 10 percent for each day it is late. If an unexpected emergency does arise and you cannot get your assignment in on time, it is your responsibility to contact me in advance of the due date, as feasible, to avoid a reduction in your grade.

ADA Statement
Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

Academic Dishonesty
Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course.

Information can be found in the on-line Graduate Catalog: (http://catalog.grad.usf.edu/2001-2003/section8.asp#academic%20conduct).

USF Policy of Religious Observances
Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Disruption
Disruption of the academic process is unacceptable and contrary to university policy. According to the seriousness of the offense, it may result in a mandatory, fee-liable drop of the disruptive elements, suspension or dismissal from the university.

Recording
All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.
Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: http://www.acomp.usf.edu/portal.htm.

Procedures for Continuation of Course Delivery In the Event of Campus Closure due to an Emergency
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/26</td>
<td>Introduction to evaluation, uses, basic distinctions (e.g., formative, summative), history, and evaluation today.</td>
<td>NONE</td>
</tr>
<tr>
<td>09/02</td>
<td>Philosophy and different approaches to evaluation. Objectives and management-oriented approaches.</td>
<td>Worthen, Sanders &amp; Fitzpatrick, Chapters 1 to 5.</td>
</tr>
<tr>
<td>09/16</td>
<td>Adversary, participant, and other alternative evaluation approaches.</td>
<td>Worthen, Sanders &amp; Fitzpatrick, Chapters 8 and 9.</td>
</tr>
<tr>
<td>09/23</td>
<td>Guest Speakers. Consultation</td>
<td>NONE</td>
</tr>
<tr>
<td>09/30</td>
<td>Models (e.g., Logic Model, CIPP, MCE).</td>
<td>Rodriguez-Campos, Section 1. Stufflebeam &amp; Shinkfield, Part 2.</td>
</tr>
<tr>
<td>10/07</td>
<td>Clarifying the evaluation request and responsibilities. Setting boundaries and analyzing the evaluation context.</td>
<td>Rodriguez-Campos, Section 1. Worthen, Sanders &amp; Fitzpatrick, Chapters 10 &amp; 11.</td>
</tr>
<tr>
<td>10/14</td>
<td>Identifying and selecting evaluation questions and criteria. Discussion about the evaluation proposal.</td>
<td>Rodriguez-Campos, Section 2. Worthen, Sanders &amp; Fitzpatrick, Chapter 12.</td>
</tr>
<tr>
<td>10/21</td>
<td><strong>Midterm Examination</strong></td>
<td>Review on Evaluation Literature due today.</td>
</tr>
<tr>
<td>11/11</td>
<td><em>American Evaluation Association Conference.</em></td>
<td>NONE</td>
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<tr>
<td>11/25</td>
<td>Thanksgiving</td>
<td>NONE</td>
</tr>
<tr>
<td>12/02</td>
<td><strong>Presentation of the Evaluation Proposal.</strong></td>
<td>Presentation</td>
</tr>
<tr>
<td>12/09</td>
<td><strong>Presentation of the Evaluation Proposal.</strong></td>
<td>Evaluation Proposal Due Today 8:00 AM</td>
</tr>
</tbody>
</table>
ATTACHMENT I

This attachment must be completed for the following graduate programs: all MATs; MA and PhD in School Psychology; Educational Measurement and Evaluation; Guidance and Counseling; Educational Leadership; MA programs in Early Childhood Education, Elementary Education, Secondary Education, Special Education, and Physical Education; and all programs that teach courses for majors in the above listed programs. This attachment is to be completed on a separate page(s) since it is for the College of Education files only.

Course Prefix and Number  EDF 7485
Course Name: Theory and Practice of Program Evaluation
Credit Hours  3

Briefly describe the following:

- The nature and duration of any field-based experiences.
  N/A

- Any experiences that include instruction, observation, practice, and/or competency demonstration in any of the following: instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances.
  N/A

- Activities and assessments that assess the impact on pk-12 student learning.
  N/A

- Any components of the course that prepare candidates in the use of technology in instruction, record-keeping, and other professional responsibilities.
  N/A

- Any components of the course designed to prepare teacher candidates to help pk-12 students achieve the Sunshine State Standards?
  N/A

- How issues of diversity are addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the teacher candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. (“all students” includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, regional/geographic origins, and achievement levels)
  N/A
COLLEGE OF EDUCATION  
UNIVERSITY OF SOUTH FLORIDA  
PH.D. PROGRAM OF STUDY  
Curriculum and Instruction

NAME:       SS#:        PHONE:        

ADDRESS:

Qualifying Examination: Option I □ (integrated)  Option II □ (subtests)  Option III □ (paper)  
(See Handbook, Section 3 6 3.)

Residency - Semesters and Year(s):  
(See Handbook, Section 3 2 2.)

Catalog Date:  

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I. SPECIALIZATION  
(Minimum 45 Sem. Hrs.)

<table>
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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Sem/Yr</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>Select one:</td>
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<tr>
<td></td>
<td>EDG 7667 Anal of Curr &amp; Instruct (3)</td>
<td>Fall</td>
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<td>OR EDG 7692 Issues in Curr &amp; Instruc (3)</td>
<td>Fall</td>
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<td>OR EDH 7225 Curr Dev in Higher Ed (3)</td>
<td>Fall</td>
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<td>B</td>
<td>7980 Dissertation: Doctoral (24)</td>
<td>Fall</td>
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</table>

C. Specialization Course Work (18 hrs. - list specific courses and hours below)

Note: At least 12 hours must be at 7000 level, or 6000 level courses requiring advanced graduate standing.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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Total Sem. Hrs.
II. COGNATE AREA  
(Minimum 12 Sem. Hrs.)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Sem/Yr</th>
<th>Grade</th>
<th>University (if not USF)</th>
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Total Sem. Hrs. =

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III. MEASUREMENT/STATISTICS/RESEARCH DESIGN  
(Minimum 11-16 Sem. Hrs.)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Sem/Yr</th>
<th>Grade</th>
<th>University (if not USF)</th>
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<tr>
<td>Required:</td>
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</tr>
<tr>
<td>EDF 6407</td>
<td>Stat Anal Educ I</td>
<td>(4)</td>
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<td>Fall</td>
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<tr>
<td>EDF 7408</td>
<td>Stat Anal Educ II</td>
<td>(4)</td>
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</table>

Select one of the following courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Sem/Yr</th>
<th>Grade</th>
<th>University (if not USF)</th>
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</thead>
<tbody>
<tr>
<td>EDF 7410</td>
<td>Des of Sys Stud in Educ</td>
<td>(4)</td>
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<td>Fall</td>
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<tr>
<td>EDF 7437</td>
<td>Advanced Educ Meas I</td>
<td>(3)</td>
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<tr>
<td>EDF 7484</td>
<td>Stat Anal Educ III</td>
<td>(4)</td>
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<td>Fall</td>
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<tr>
<td>EDF 7493</td>
<td>Sys Approaches for Prog Planning, Eval, and Dev</td>
<td>(4)</td>
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<td>Fall</td>
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<tr>
<td>EDF 7477</td>
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<td>Fall</td>
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<tr>
<td>EDF 7478</td>
<td>Qual Res in Educ II (4)</td>
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<td>Fall</td>
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<tr>
<td>EDF 7485</td>
<td>Theory and Practice Evaluation</td>
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<td>Fall</td>
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</tbody>
</table>

Total Sem. Hrs. =
IV. FOUNDATIONS (Minimum 7-8 Sem. Hrs.)

List below a minimum of one appropriate 7000-level course (or other doctoral level course) required in each of the following areas:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Sem/Yr</th>
<th>Grade</th>
<th>University (if not USF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Philosophical/Social/Historical Foundations</td>
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<tr>
<td>B.</td>
<td>Educational Psychology</td>
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</tbody>
</table>

Total Sem. Hrs.

Total USF Semester Hours
Total Transfer Semester Hours (maximum of 8 hours or 3 courses)
Total Program Semester Hours (75-81 minimum hours)

Signatures:
Student: ___________________________ Date: ______________

Major Professor: ___________________ Date: ______________
Member: ___________________________ Date: ______________
Co-Major Professor: ________________ Date: ______________
Member: ___________________________ Date: ______________
Member: ___________________________ Date: ______________

Department Chairperson: ___________ Date: ______________
Coordinator of Graduate Studies: ___________ Date: ______________

Routing of Form:
1. Major Professor sends original (signed by student, committee, and chairperson/coordinator) and 2 copies to Coordinator of Graduate Studies (CGS), EDU 106.
2. After approval, the CGS files original and sends copies to the student and major professor.