UNIVERSITY OF THE FRASER VALLEY
GRADUATE STUDIES

OFFICIAL COURSE OUTLINE INFORMATION

FACULTY:	**GRADUATE STUDIES**	
COURSE NAME AND NUMBER:	FORMER COURSE NUMBER:	UFV CREDITS:
PREV 750		**1**

COURSE TITLE:

Professional Practice in Program Evaluation

CALENDAR DESCRIPTION:

This course offers the student an opportunity to explore and practice the personal and interpersonal competencies that professional evaluators are expected to master. This course also emphasizes the importance of values and ethical behaviour and professional standards in conducting evaluations. This course touches upon the human side of evaluations, how competing views and interests are often at play, how misunderstandings and conflicts may arise, and how one may deal with them in order to mitigate their adverse effect.

PREREQUISITES: **Admission to the Graduate Certificate in Program Evaluation, PREV 700, PREV 710.**

COREQUISITES:

TOTAL HOURS PER TERM: **15**

MAXIMUM ENROLLMENT: **25**

STRUCTURE OF HOURS:
Lectures: **5**
Seminar: **10**
Laboratory:
Field Experience:
Student Directed:
Other (Specify):

EXPECTED FREQUENCY OF COURSE OFFERINGS:
Annually depending on demand.

IS PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) AVAILABLE FOR THIS COURSE?
NO

AUTHORIZATION SIGNATURES:

COURSE DESIGNER(S):	GPC CHAIR:
Curriculum Committee	**Dr. Ding Lu**
DEAN:	GSC CHAIR:
Yvon Dandurand	**Yvon Dandurand**
GSC APPROVAL IN PRINCIPLE DATE:	GSC FINAL APPROVAL DATE: **Sept 24, 2009**

COURSE IMPLEMENTATION DATE:	April 2010
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED (4 years after implementation):	**April 2014**

COURSE OBJECTIVE:

The overall purpose of this course is to help students develop the personal and interpersonal competencies that evaluators are expected to master.

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

- recognize the importance of good judgment and effective communication during the conduct of a program evaluation
- understand the difference between a principled negotiation and an interest-based negotiation and be able to apply that knowledge to negotiations taking place in the course of conducting an evaluation
- demonstrate some intermediate level mediation skills and will be familiar with simple mediation and conflict resolution methods
- demonstrate familiarity with many of the ethical issues that typically arise within the program evaluation process and will have clarified their own values with respect to these issues
- understand, and discuss project planning and monitoring methods and approaches
- exhibit confidence in their own planning skills
- master some basic team building and team leadership skills
- able to engage in the reflective practice of program evaluation

METHODS:

Face to face and/or on-line.

COURSE CONTENT:

- Nature and practice of professional judgment in program evaluation
- Decision making in the program evaluation context
- Relationship with program managers and stakeholders
- Protecting the integrity and independence of the evaluation process
- Negotiating the parameters, scope and timelines of a proposed evaluation
- Communication styles and techniques
- Providing constructive feedback
- Team building, teamwork and team management
- Building consensus
- Dispute resolution.

STUDENT EVALUATION:

In class conflict analysis exercise: 30%
In class exercise on providing constructive feedback: 20%
Group exercise: Evaluation and rating of competing program evaluation proposals: 50%

TEXTBOOKS, REFERENCES, MATERIALS:
Textbook selection may vary by instructor.

Cousins, J.B. (Ed.). (2005). “Evaluator competencies”, Thematic Segment of Canadian Journal of Program Evaluation, 20(2), 69-191.
Lawton, A. (1998). Ethical management for the Public Services. Open University Press. (1998)
James C. McDavid & Laura R.L. Hawthorn (2005). Program Evaluation, Performance Measurement, Sage Publications.