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Competencies Situation?; Theory; Practice; Now What? Where Might the Field of Program Evaluation Go From Here?; Practical Considerations; Theoretical Considerations; References; 3 The State of Preparing Evaluators; What Do We Need to Know to Be an Evaluator? Evaluation Education Over Time An Evolving Definition of "Program"; Where Might Would-Be Evaluators Receive Preparation?; University Programs; Professional Development Workshops; Webinar; On-Site Training Opportunities; Program Delivery: In-Person, Distance, and Blended; In-Person; Distance; Blended; Our Current Questions About Evaluation Education Programs; New Directions for Research on Evaluation Education Programs; References; 4 How Does Accreditation Fit Into the Picture?; Background: Concepts, Principles, and Intended Benefits of Accreditation Professionalization at a Glance: Key Terms and Concepts The Basic Accreditation Process; Intended Benefits of Accreditation; Experiences in Initiating and Launching Accreditation: Examples From the Fields of Business, Accounting, and Human Resource Development; Business Management; Accounting; Human Resource Development; Critical Perspectives on Accreditation: Applying Institutional and Critical Theory Lenses; Institutional Forces: Professional Parameters and the Search for Legitimacy; Critical Theory: Who Makes the Rules and Enforces Them?; Concluding Thoughts; Notes; References 5 Credentialed Evaluator Designation Program, the Canadian Experience Practice-Based Membership; Laying the Foundations to Become a Profession; Canadian Debate on Professionalizing Evaluation Practice; Competencies-Based Professional Designations Program; Administration of the Professional Designations Program; CES Credentialing Board; Professional Learning Requirements for Credentialed Evaluators; Challenges, Collaborations, Continuum-Learning as We Go; Some Lessons Learned; References 6 Evaluator Certification and Credentialing Revisited: A Survey of American Evaluation Association Members in the United States

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Sommario/riassunto

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