

# EVALUATION AND MEASUREMENT (EVAL)

## **EVAL 45610 CLASSROOM ASSESSMENT 3 Credit Hours**

(Slashed with EVAL 55610 and EVAL 75610) Instruction on contemporary and classic theories and issues in classroom assessment. Students learn about the purposes and strengths of informal and formal, traditional and alternative approaches to classroom assessment. Students examine both selected response assessments and constructed response assessments, develop assessment frameworks, identify alternative models of assessments, evaluate best practices in classroom assessment, and discuss respective advantages and disadvantages of multiple kinds of assessments.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## **EVAL 50093 VARIABLE TOPIC WORKSHOP EVALUATION AND MEASUREMENT 1-4 Credit Hours**

(Repeatable once for a maximum of 6 credit hours) (Slashed with EVAL 70093) Offered on request of school system. Enrollment limited to teachers, administrators or supervisors who are employed in sponsoring system and who are accepted to the university.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Workshop

**Contact Hours:** 1-4 other

**Grade Mode:** Satisfactory/Unsatisfactory

## **EVAL 55610 CLASSROOM ASSESSMENT 3 Credit Hours**

(Slashed with EVAL 45610 and EVAL 75610) Instruction on contemporary and classic theories on and issues in classroom assessment. Students will learn about the purposes and strengths of informal and formal, traditional and alternative approaches to classroom assessment. Students will examine both selected response assessments and constructed response assessments, develop assessment frameworks, identify alternative models of assessments, evaluate best practices in classroom assessment, and discuss respective advantages and disadvantages of multiple kinds of assessments.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## **EVAL 60199 THESIS I 2-6 Credit Hours**

Thesis student must register for total of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Masters Thesis

**Contact Hours:** 2-6 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

## **EVAL 60299 THESIS II 2 Credit Hours**

Thesis students must continue registration each semester until all degree requirements are met.

**Prerequisite:** EVAL 60199; and graduate standing.

**Schedule Type:** Masters Thesis

**Contact Hours:** 2 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

## **EVAL 65510 STATISTICS I FOR EDUCATIONAL SERVICES 3 Credit Hours**

(Slashed with EVAL 75510) Introduction to descriptive and inferential statistics used in educational services research: univariate and bivariate techniques (correlations and simple regression); hypothesis testing; non-parametric techniques. Ordinarily taken in graduate course sequence.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## **EVAL 65511 RESEARCH IN EDUCATIONAL SERVICES 3 Credit Hours**

Introduction to purposes and practice of qualitative and quantitative research related to educational services. Emphasis on elements of doing research and using products of research to support and enhance practice. Authentic examples used as illustration.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## **EVAL 65515 QUANTITATIVE RESEARCH DESIGN AND ANALYSIS 3 Credit Hours**

(Slashed with EVAL 85515) Introduction to quantitative research design and analysis in the social sciences. Students are introduced to various concerns and issues that arise in conducting quantitative research, as well as various quantitative research designs, including experimental, quasi-experimental, and non-experimental research approaches. Students will also learn to critically examine quantitative research reports in terms of reliability and validity. Additionally, students will be introduced to analysis of variance (ANOVA) procedures for analyzing quantitative research designs.

**Prerequisite:** EVAL 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## **EVAL 65516 QUALITATIVE RESEARCH DESIGN 3 Credit Hours**

(Slashed with EVAL 85516) Introduction to qualitative research approaches, design, and methods. Students learn about the theoretical underpinnings, nature, characteristics, and methods of qualitative research. Students are introduced to several types of qualitative research designs. They learn to engage in critical reading of qualitative research reports. Students also learn to design qualitative research studies.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## **EVAL 65522 BASICS OF QUALITATIVE INTERVIEWING 1 Credit Hour**

(Slashed with EVAL 75522) Specialized interviewing methods and techniques prior to engaging in qualitative research.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**EVAL 65530 PRACTITIONER INQUIRY 3 Credit Hours**

(Slashed with EVAL 85530) This course prepares students to engage in practitioner research. It provides an overview of the history, theoretical, ethical, and practical issues related to engaging in practitioner work in a variety of fields. Research design, data collection and analysis are explored and practiced. Students will critique practitioner research and design their own practitioner research study.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 65533 INTRODUCTION TO NARRATIVE INQUIRY AND ANALYSIS 1 Credit Hour**

(Slashed with EVAL 75533) This course will introduce students to the "rapidly maturing" methodology, providing a foundational exploration of narrative techniques, the craft of good academic writing, and a practice of narrative analysis.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter-IP

**EVAL 68710 CLASSICAL TEST THEORY 3 Credit Hours**

(Slashed with EVAL 78710) Students develop an understanding of ideas and procedures related to classical test theory sufficient for test development and meaningful interpretation of results from standardized tests and other assessments.

**Prerequisite:** EVAL 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 68711 MODERN TEST THEORY: ITEM RESPONSE THEORY 3 Credit Hours**

(Slashed with EVAL 78711) The primary objective of the course is to provide students with knowledge and skills necessary to use item response theory methods and to organize, manipulate, analyze and interpret data from IRT applications. Some of the popular IRT computer programs are introduced.

**Prerequisite:** EVAL 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 68713 MULTIVARIATE ANALYSIS IN EDUCATIONAL RESEARCH 3 Credit Hours**

(Slashed with EVAL 78713) Objectives are to enable students to select and use multivariate methods appropriately, to develop knowledge and skills necessary to conduct multivariate analyses using various statistical packages (SPSS, SAS) and to develop knowledge and skills necessary for interpreting results of multivariate analysis.

**Prerequisite:** EVAL 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 68714 FACTOR ANALYSIS IN EDUCATIONAL RESEARCH 3 Credit Hours**

(Slashed with EVAL 78714) This course develops the ability of students to conceptualize and apply the logic and techniques of factor analysis. The focus is on both exploratory and confirmatory procedures.

**Prerequisite:** EVAL 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 68715 SURVEY DESIGN AND APPLIED RESEARCH IN EDUCATION 3 Credit Hours**

Designed to be an introduction to survey design including the use of online survey applications data collection and will focus on applied quantitative research using SPSS. Open to any graduate students with appropriate prerequisite courses and an interest in applied quantitative research. The project-based course has two major components: survey construction and applied research. Students will perform tasks typically requested of data analysts, institutional researchers, and program evaluators including but not limited to SPSS data management, data transformations, descriptive and inferential analysis, and interpretation of results.

**Prerequisite:** EVAL 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 68716 STATISTICS II: ANOVA AND NONPARAMETRIC TESTS 3 Credit Hours**

The primary objective of the course is to develop students' understanding of statistical concepts and procedures sufficient for both conducting appropriate statistical analysis and interpreting the results. Authentic research examples are used throughout the course as illustrations of the different methods of conducting statistical analyses for the social sciences. This course is designed to lead students to become informed consumers of intermediate level statistical analyses, specifically analysis of variance (ANOVA) procedures, used in the social sciences.

**Prerequisite:** EVAL 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 68728 MULTIPLE REGRESSION 3 Credit Hours**

(Slashed with EVAL 78728) The purpose of this course is to develop an understanding of use of multiple regression in the social sciences and related issues, including examining assumptions, diagnosis of outliers and influential data points, determining statistical power, testing for moderation and mediation, etc. The course begins with an introduction to simple models with two predictor variables, and continues to more advanced models, including those with three or more variables, categorical predictors, interactions, non-linear models, and logistic regression.

**Prerequisite:** EVAL 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 68735 STRUCTURAL EQUATION MODELING 3 Credit Hours**  
(Slashed with EVAL 78735) The purpose of this course is to develop an understanding of the basic concepts of structural equation modeling and the use of path analysis, confirmatory factor analysis, bi-factor and second-order CFA, multitrait-multimethod analysis, multiple sample-multiple group SEM, latent class model, and latent growth modeling covered under the theoretical framework of structural equation modeling. The course familiarizes students with these methods in order to (a) critique a research study with respect to the statistical analysis, and (b) select an appropriate model and be able to apply it.  
**Prerequisite:** EVAL 65510 and EVAL 68728; and graduate standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

**EVAL 68745 HIERARCHICAL LINEAR MODELING 3 Credit Hours**  
(Slashed with EVAL 78745) This course introduces methods for the analysis of multilevel data and emphasizes practical, hands-on development, analysis and interpretation of hierarchical linear models. Applications will be drawn from education, psychology, other social sciences, and health-related disciplines. Topic coverage includes development of multilevel models, estimation, hypothesis testing, statistical inference, model assessment and residual diagnostics, centering options and impact, treatment of heterogeneity, and introduction to longitudinal analysis via multilevel models.  
**Prerequisite:** EVAL 65510 and EVAL 68728; and graduate standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

**EVAL 68791 SEMINAR IN EVALUATION AND MEASUREMENT 1-5 Credit Hours**  
(Repeatable for credit) Variable topic seminar for advance study of specialized topics and areas in evaluation and measurement; emphasis on theory and research findings as related to educational practice.  
**Prerequisite:** Graduate standing; and special approval.  
**Schedule Type:** Seminar  
**Contact Hours:** 1-5 other  
**Grade Mode:** Standard Letter

**EVAL 68795 SPECIAL TOPICS IN EVALUATION AND MEASUREMENT 1-3 Credit Hours**  
(Repeatable for credit) Specific topic course offering in response to emerging student or program needs in evaluation and measurement.  
**Prerequisite:** Graduate standing; and special approval.  
**Schedule Type:** Lecture  
**Contact Hours:** 1-3 lecture  
**Grade Mode:** Standard Letter

**EVAL 68796 INDIVIDUAL INVESTIGATION IN EVALUATION AND MEASUREMENT 1-3 Credit Hours**  
(Repeatable for credit) Specific topic course offering in response to emerging student or program needs in evaluation and measurement.  
**Prerequisite:** Doctoral standing; and special approval.  
**Schedule Type:** Individual Investigation  
**Contact Hours:** 1-3 other  
**Grade Mode:** Satisfactory/Unsatisfactory-IP

**EVAL 68798 RESEARCH IN EVALUATION AND MEASUREMENT 1-15 Credit Hours**  
(Repeatable for credit) Students pursue an individual research project on a specific topic in evaluation and measurement with approval and under direction of instructor.  
**Prerequisite:** Graduate standing; and special approval.  
**Schedule Type:** Research  
**Contact Hours:** 1-15 other  
**Grade Mode:** Satisfactory/Unsatisfactory-IP

**EVAL 68806 HIGHER EDUCATION DATA AND INSTITUTIONAL RESEARCH 3 Credit Hours**  
(Slashed with EVAL 78806) This course is designed to be an overview of institutional research function and practice, introducing students to the purpose and history of IR, IR terminology and metrics, and IR application to a variety of university areas. The target audiences for this course are: 1) students with an evaluation and measurement background who are interested in applying their skills in a higher education context and 2) students from a higher education and or student affairs background who are looking to better understand higher education data and the applied research that occurs within an institution.  
**Prerequisite:** Graduate standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

**EVAL 68807 PROGRAM EVALUATION 3 Credit Hours**  
(Slashed with EVAL 78807) Study of principles and techniques of evaluation and measurement, and utilization of evidence to improve teaching, learning and implementation programs.  
**Prerequisite:** Graduate standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

**EVAL 70093 VARIABLE TOPIC WORKSHOP IN EVALUATION AND MEASUREMENT 1-4 Credit Hours**  
(Repeatable for credit) (Slashed with EVAL 50093) Offered on request of school system. Enrollment limited to teachers, administrators or supervisors who are employed in sponsoring system and who are accepted to the university.  
**Prerequisite:** Doctoral standing; and special approval.  
**Schedule Type:** Workshop  
**Contact Hours:** 1-4 other  
**Grade Mode:** Satisfactory/Unsatisfactory

**EVAL 75510 STATISTICS I FOR EDUCATIONAL SERVICES 3 Credit Hours**  
(Slashed with EVAL 65510) Introduction to descriptive and inferential statistics used in educational services research: univariate and bivariate techniques (correlations and simple regression); hypothesis testing; non-parametric techniques. Ordinarily taken in graduate course sequence.  
**Prerequisite:** Doctoral standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

**EVAL 75522 BASICS OF QUALITATIVE INTERVIEWING 1 Credit Hour**  
(Slashed with EVAL 65522) Specialized interviewing methods and techniques prior to engaging in qualitative research.  
**Prerequisite:** Doctoral standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 1 lecture  
**Grade Mode:** Standard Letter

**EVAL 75533 INTRODUCTION TO NARRATIVE INQUIRY AND ANALYSIS**  
**1 Credit Hour**

(Slashed with EVAL 65533) This course will introduce students to the "rapidly maturing" methodology, providing a foundational exploration of narrative techniques, the craft of good academic writing, and a practice of narrative analysis.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter-IP

**EVAL 75550 INTRODUCTION TO QUANTITATIVE RESEARCH IN EDUCATION**  
**3 Credit Hours**

This course provides an introduction to the purposes, practices, and applications of quantitative research in the field of education. The course focuses on foundational knowledge related to the methods used for conducting quantitative research, evaluating quantitative research, and using products of research to support and enhance practice.

Authentic examples are used as illustrations throughout the course. The course is designed to allow students to become informed consumers of quantitative research in education.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 75610 CLASSROOM ASSESSMENT**  
**3 Credit Hours**

(Slashed with EVAL 45610 and EVAL 55610) Instruction on contemporary and classic theories and issues in classroom assessment. Students will learn about the purposes and strengths of informal and formal, traditional and alternative approaches to classroom assessment. Students will examine both selected response assessments and constructed response assessments, develop assessment frameworks, identify alternative models of assessments, evaluate best practices in classroom assessment, and discuss respective advantages and disadvantages of multiple kinds of assessments.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78710 CLASSICAL TEST THEORY**  
**3 Credit Hours**

(Slashed with EVAL 68710) Students develop an understanding of ideas and procedures related to classical test theory sufficient for test development and meaningful interpretation of results from standardized tests and other assessments.

**Prerequisite:** EVAL 65510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78711 MODERN TEST THEORY: ITEM RESPONSE THEORY**  
**3 Credit Hours**

(Slashed with EVAL 68711) The primary objective of the course is to provide students with knowledge and skills necessary to use item response theory methods and to organize, manipulate, analyze and interpret data from IRT applications. Some of the popular IRT computer programs are introduced.

**Prerequisite:** EVAL 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78713 MULTIVARIATE ANALYSIS IN EDUCATIONAL RESEARCH**  
**3 Credit Hours**

(Slashed with EVAL 68713) Objectives are to enable students to select and use multivariate methods appropriately, to develop knowledge and skills necessary to conduct multivariate analyses using various statistical packages (SPSS, SAS) and to develop knowledge and skills necessary for interpreting results of multivariate analysis.

**Prerequisite:** EVAL 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78714 FACTOR ANALYSIS IN EDUCATIONAL RESEARCH**  
**3 Credit Hours**

(Slashed with EVAL 68714) This course develops the ability of students to conceptualize and apply the logic and techniques of factor analysis. The focus is on both exploratory and confirmatory procedures.

**Prerequisite:** EVAL 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78715 SURVEY DESIGN AND APPLIED RESEARCH IN EDUCATION**  
**3 Credit Hours**

Designed to be an introduction to survey design including the use of online survey applications data collection and will focus on applied quantitative research using SPSS. Open to any graduate students with appropriate prerequisite courses and an interest in applied quantitative research. The project-based course has two major components: survey construction and applied research. Students will perform tasks typically requested of data analysts, institutional researchers, and program evaluators including but not limited to SPSS data management, data transformations, descriptive and inferential analysis, and interpretation of results.

**Prerequisite:** EVAL 65510 or EVAL 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78716 STATISTICS II: ANOVA AND NONPARAMETRIC TESTS**  
**3 Credit Hours**

(Slashed with EVAL 68716) The primary objective of the course is to develop students' understanding of statistical concepts and procedures sufficient for both conducting appropriate statistical analysis and interpreting the results. Authentic research examples are used throughout the course as illustrations of the different methods of conducting statistical analyses for the social sciences. This course is designed to lead students to become informed consumers of intermediate level statistical analyses, specifically analysis of variance (ANOVA) procedures, used in the social sciences.

**Prerequisite:** EVAL 65510 or EVAL 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter



**EVAL 78728 MULTIPLE REGRESSION 3 Credit Hours**

(Slashed with EVAL 68728) The purpose of this course is to develop an understanding of use of multiple regression in the social sciences and related issues, including examining assumptions, diagnosis of outliers and influential data points, determining statistical power, testing for moderation and mediation, etc. The course begins with an introduction to simple models with two predictor variables, and continues to more advanced models, including those with three or more variables, categorical predictors, interactions, non-linear models, and logistic regression.

**Prerequisite:** EVAL 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78735 STRUCTURAL EQUATION MODELING 3 Credit Hours**

(Slashed with EVAL 68735) The purpose of this course is to develop an understanding of the basic concepts of structural equation modeling and the use of path analysis, confirmatory factor analysis, bi-factor and second-order CFA, multitrait-multimethod analysis, multiple sample and multiple group SEM, latent class model, and latent growth modeling covered under the theoretical framework of structural equation modeling. The course familiarizes students with these methods in order to (a) critique a research study with respect to the statistical analysis, and (b) select an appropriate model and be able to apply it.

**Prerequisite:** EVAL 75510 and EVAL 78728; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78745 HIERARCHICAL LINEAR MODELING 3 Credit Hours**

(Slashed with EVAL 68745) This course introduces methods for the analysis of multilevel data and emphasizes practical, hands-on development, analysis and interpretation of hierarchical linear models. Applications will be drawn from education, psychology, other social sciences, and health-related disciplines. Topic coverage includes development of multilevel models, estimation, hypothesis testing, statistical inference, model assessment and residual diagnostics, centering options and impact, treatment of heterogeneity, and introduction to longitudinal analysis via multilevel models.

**Prerequisite:** EVAL 75510 and EVAL 78728; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78806 HIGHER EDUCATION DATA AND INSTITUTIONAL RESEARCH 3 Credit Hours**

(Slashed with EVAL 68806) This course is designed to be an overview of institutional research function and practice, introducing students to the purpose and history of IR, IR terminology and metrics, and IR application to a variety of university areas. The target audiences for this course are: 1) students with an evaluation and measurement background who are interested in applying their skills in a higher education context and 2) students from a higher education and or student affairs background who are looking to better understand higher education data and the applied research that occurs within an institution.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78807 PROGRAM EVALUATION 3 Credit Hours**

(Slashed with EVAL 68807) Study of principles and techniques of evaluation and measurement, and utilization of evidence to improve teaching, learning and implementation programs.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 78898 COMPARATIVE RESEARCH DESIGN 3 Credit Hours**

(Repeatable for credit) The course develops the ability of the student to conceptualize the design elements of educational research and to write results of studies.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Research

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**EVAL 80090 DOCTORAL RESIDENCY SEMINAR 3 Credit Hours**

Advanced doctoral residency seminar for students in all areas of educational foundations. Focus on current and emergent issues research and trends in education in multiple settings.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**EVAL 80199 DISSERTATION I 15 Credit Hours**

(Repeatable for credit) Doctoral dissertation for which registration in at least two semesters is required, first of which will be semester in which dissertation work is begun and continuing until the completion of 30 hours.

**Prerequisite:** Doctoral standing; and special approval.

**Schedule Type:** Dissertation

**Contact Hours:** 15 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**EVAL 80299 DISSERTATION II 15 Credit Hours**

(Repeatable for credit) Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until all degree requirements are met.

**Prerequisite:** EVAL 80199; and doctoral standing.

**Schedule Type:** Dissertation

**Contact Hours:** 15 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**EVAL 85515 QUANTITATIVE RESEARCH DESIGN AND ANALYSIS 3 Credit Hours**

(Slashed with EVAL 65515) Introduction to quantitative research design and analysis in the social sciences. Students are introduced to various concerns and issues that arise in conducting quantitative research, as well as various quantitative research designs, including experimental, quasi-experimental, and non-experimental research approaches. Students will also learn to critically examine quantitative research reports in terms of reliability and validity. Additionally, students will be introduced to analysis of variance (ANOVA) procedures for analyzing quantitative research designs.

**Prerequisite:** EVAL 65510 or 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 85516 QUALITATIVE RESEARCH DESIGN 3 Credit Hours**

(Slashed with EVAL 65516) Introduction to qualitative research approaches, design, and methods. Students learn about the theoretical underpinnings, nature, characteristics, and methods of qualitative research. Students are introduced to several types of qualitative research designs. They learn to engage in critical reading of qualitative research reports. Students also learn to design qualitative research studies.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 85517 ADVANCED QUANTITATIVE RESEARCH IN EDUCATIONAL SERVICES 3 Credit Hours**

Advanced quantitative research design and application in educational services. Statistical packages of instructional strategies with methodological principles focus, theoretical models and practical application of experimental and multivariate research design.

**Prerequisite:** EVAL 85515; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 85518 ADVANCED QUALITATIVE RESEARCH IN EDUCATIONAL SERVICES 3 Credit Hours**

Utilizes qualitative data in educational services. Applications in qualitative methodology (video techniques) and protocol analysis are applied and evaluated. Generate findings; develop applications to theory; reliability and validity considerations.

**Prerequisite:** EVAL 85515; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 85520 MIXED METHODS RESEARCH 3 Credit Hours**

This course provides an overview of theoretical and practical issues pertaining to mixed methods research in educational settings. This overview includes the history and philosophy of mixed methods research, types of mixed methods designs, and various strategies for mixed methods data collection and analysis. Course outcomes include the development of a rationale for mixed methods approaches, critique of published mixed methods educational research, and the design and preliminary implementation of a mixed methods research project.

**Prerequisite:** EVAL 85515 and EVAL 85516; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 85530 PRACTITIONER INQUIRY 3 Credit Hours**

(Slashed with EVAL 65530) This course prepares students to engage in practitioner research. It provides an overview of the history, theoretical, ethical, and practical issues related to engaging in practitioner work in a variety of fields. Research design, data collection and analysis are explored and practiced. Students will critique practitioner research and design their own practitioner research study.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 85540 GROUNDED THEORY AND PHENOMENOLOGICAL RESEARCH 3 Credit Hours**

This course prepares students to engage in and argue for phenomenological research and grounded theory research. It provides an overview of the history, theoretical, and practical background related to various forms of phenomenological and grounded theory research. Research design, data collection and analysis are explored and practiced. Students will critique phenomenological and grounded theory research and design their own study or pilot a study of one of the two types.

**Prerequisite:** EVAL 85516; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 85550 ETHNOGRAPHY AND CASE STUDY RESEARCH 3 Credit Hours**

The purpose of this course is to provide doctoral students advanced instruction in two approaches to qualitative inquiry: ethnography and case study research. In addition to providing students with an understanding of the theoretical perspectives which underlie the methodological approach to case study and ethnographic research, the course is designed to provide numerous opportunities for students to learn and practice techniques for generating, analyzing, writing-up, and using both ethnographic and case study data.

**Prerequisite:** EVAL 85516; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 85560 CRITICAL SOCIAL RESEARCH 3 Credit Hours**

Critical social research refers to a diverse set of approaches to research that employ a critical ontological and epistemological lens. Critical researchers work from sets of assumptions about power in the social world articulated by some form of critical theory. This graduate course surveys a range of approaches to critical social research, engaging students in learning about the theoretical foundations and inquiry methods of these diverse approaches.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EVAL 88791 SEMINAR: EVALUATION AND MEASUREMENT 1-5 Credit Hours**

(Repeatable for credit) Variable topic seminar for advance study of specialized topics and areas in evaluation and measurement; emphasis on theory and research findings as related to educational practice.

**Prerequisite:** Doctoral standing; and special approval.

**Schedule Type:** Seminar

**Contact Hours:** 1-5 other

**Grade Mode:** Standard Letter

**EVAL 88795 SPECIAL TOPICS: EVALUATION AND MEASUREMENT 1-3 Credit Hours**

(Repeatable for credit) Specific topic course offering in response to emerging student or program needs in evaluation and measurement.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Lecture

**Contact Hours:** 1-3 lecture

**Grade Mode:** Standard Letter

**EVAL 88796 INDIVIDUAL INVESTIGATION IN EVALUATION AND MEASUREMENT 1-3 Credit Hours**

(Repeatable for credit) Specific topic course offering in response to emerging student or program needs in evaluation and measurement.

**Prerequisite:** Doctoral standing; and special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 1-3 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**EVAL 88798 RESEARCH IN EVALUATION AND MEASUREMENT 1-15 Credit Hours**

(Repeatable for credit) Students pursue an individual research project on a specific topic in evaluation and measurement of education with approval and under direction of instructor.

**Prerequisite:** Doctoral standing; and special approval.

**Schedule Type:** Research

**Contact Hours:** 1-15 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP