I. CNEP 6384 Qualitative Research (3 semester hours)
This course is experientially based on the philosophy, design, and practice of qualitative research. It is understood that participants have a solid background in methods (as defined by the positive and post-positivist tradition) and statistics. Students will situate qualitative inquiry/research in their philosophical, theoretical, and historical situations, learn methods of qualitative design, and develop a capacity to collect, analyze, and interpret qualitative empirical materials.

II. Rationale
Course content is founded on the assumption that qualitative as well as quantitative research methods are necessary in studying, understanding, and explaining social and cultural phenomena.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors (NA)

IV. TExES Competencies (NA)

V. Course Objectives/Learning Outcomes (Standard in bold indicate objective which is primarily met and measured in this class)
This course is designed to enable students to meet the following CACREP doctoral learning objectives/outcomes:
A. CACREP Standard E-2: Knowledge - Understands qualitative designs and approaches to qualitative data analysis.
B. CACREP Standard F-1: Skill/Practices - Demonstrates the ability to formulate research questions appropriate for professional research and publication.
C. CACREP Standard F-2: Skill/Practices - Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.

The primary student learning outcome for this course includes the following:
Learning Outcome: Students will demonstrate understanding of qualitative designs and approaches to qualitative data analysis through the design of a qualitative semester research project which will be presented and evaluated via a poster presentation and analysis of data sets provided by the instructor. See poster evaluation form.

By the end of this course, students will also be able to:
D. Describe the philosophical underpinnings of qualitative approaches to scientific research, including historical roots, major philosophical debates, relevance, and factors leading to the emergence of interest in qualitative methods.
E. Explain how qualitative and quantitative paradigms complement each other and identify when would be more appropriate than for specific research questions.
F. Identify and compare a variety of qualitative research approaches including constructivist (naturalistic inquiry), grounded theory, phenomenology, narrative, and ethnography.

G. Explain and apply, in a beginning way, a variety of qualitative data collection methods including interviewing, observation, focus groups, nonverbal communication, and documents and records.

H. Articulate an understanding of “Person as Instrument” and demonstrate the role reflexivity plays in qualitative and naturalistic inquiry.

I. Articulate elements of qualitative research design.

J. Discuss qualitative constructions of trustworthiness and compare and contrast credibility, transferability, dependability, confirmability etc. with quantitative constructions of reliability and validity.

K. Describe and demonstrate beginning skills in the analysis and interpretation of qualitative data according to naturalistic inquiry tenets.

L. Describe and demonstrate beginning skills in the analysis and interpretation of qualitative data including coding, categorizing, theoretical sampling, memos, and diagrams used in grounded theory methodology.

M. Discuss pros and cons of using computer programs in analysis of data and identify current programs available on the commercial market.

N. Identify and practice basic skills necessary to write, present, and report qualitative research results in a clear, easy to understand format.

O. Identify ethical issues related to the use of qualitative methods.

P. Value diverse orientations to knowledge development and personally explore different ways of knowing.

VI. Course Topics

The major topics to be considered are:
Philosophical orientation, qualitative research design and methodology, data collection, analysis, interpretation, presentation of results, and ethical considerations.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Complete reading assignments for each class in order to fully benefit from in-class learning activities including articles critiques, data collection, participation in focus group, data analysis, and other applied learning activities.

B. Prepare IRB proposal for semester project (not to be submitted to IRB).

C. During the first month of class, take or identify and print at least 6-8 photographs that represent “hope” to you. Bring paper copies of photos/pictures to class for visual analysis during class learning activity on assigned date. Analysis information will become part of a data set.

D. Beginning the first week of school, keep a reflective journal about “hope” by making a minimum of two journal entries each week. Journals will be used as part of a data set to be analyzed initially by student. Be aware that journal entries or parts thereof from entries will be used in group analysis of a data set, and make your entries with that knowledge in mind. In addition, copies of your journals will be turned in to the instructor.

E. Design 5-7 semi-structured questions to address the topic of hope in accordance with the overarching question designed in class. Interview one of your peers and transcribe the interview. Give the transcription to the interviewee for initial analysis.

F. Work collaboratively in small groups to analyze group data regarding hope.
G. Critique a qualitative research article based on naturalistic inquiry. Obtain approval from professor for article selection and use analysis guidelines provided by the instructor. Submit paper in narrative form using APA guidelines.

H. Discuss and analyze an approved dissertation according to the main topics covered in Patton text and material presented by professor. Some choices are located in Blackboard.

I. Working alone or with a peer, design a qualitative semester research project using proposal guidelines distributed by professor. Prepare handout and reference list which includes citations for literature review of topic and methodology. Prepare and present a poster to class. Project will demonstrate mastery of learning objectives.

VIII. Evaluation and Grade Assignment
A. Evaluation Points for Each Assignment and Final Grade:
   100 “Hope” data collection (photography, reflective journal, individual interview)
   100 IRB Proposal
   100 Collaborative data analysis and discussion of results
   100 Analysis of qualitative journal article
   250 Analysis of dissertation
   350 Semester Project (Research design, poster of qualitative methodology including handout & reference list)
   1000 Total Grade

B. Grading Scale
   A = 900-1000;  B = 800-890;  C = 700-790;  D = 600–690;  F = 590 and below

IX. Course Schedule and Policies
A. Marvarene Oliver, Ed.D., LPC, LMFT, Approved Supervisor
   ECDC 149
   E-mail: marvarene.oliver@tamucc.edu
   Office Hours: TBA

*The following schedule is subject to change at the discretion of the instructor to accommodate needs of class, guest lecturers, and other issues that might arise. Class members will be notified in advance of changes.

**Some classes will use on-line instructional processes, including discussion threads. Such assignments will utilize BlackBoard. Dates are indicated on the schedule below.

Date | Topics, Readings, Assignments
--- | ---
09/08 | Overview of course
     | Theoretical foundations & diverse orientations to knowledge development
     | Comparison of qualitative & quantitative methods
     | Criteria for selecting qualitative methods
     | Qualitative research questions and semester projects
Components of qualitative article

09/15 Read Strategic Themes in Qualitative Inquiry, Patton pp. 37-73
Qualitative Research design: Essential components of semester research projects
Naturalistic inquiry: Phenomenology, Narrative, Ethnology, Grounded Theory
Review of Components of Qualitative Article
IRB & ethical considerations

09/22 Read Theoretical Orientations in Qualitative Inquiry, Patton pp. 75-142
In-class journal article analysis

09/29 Read all materials on the IRB process <See http://research.tamucc.edu/irbhome.html>
*The schedule of this session is subject to change based on availability of speaker.
  Guest speaker: Erin Sherman, Research Compliance Officer, Division of Research, Commercialization, and Outreach

10/06 Read Applications of Qualitative Inquiry, Patton pp. 143-205
In-class journal article analysis
Select semester research project

10/13 Read Qualitative Study Design, Patton pp. 207-257 Online meeting only
Submit draft of semester research project
**This session will be on-line. Specific instructions will be provided for participation.

10/20 Submit final draft of semester research project
Read Fieldwork Strategies & Observational Methods, Patton pp. 259-338
Person as Instrument
Data collection: interviewing, focus groups, observation, nonverbal (including art, photos, music), communication, documents, and records
**This session will be on-line. Specific instructions will be provided for participation.

10/27 Submit IRB proposal to be approved by instructor
Read Qualitative Interviewing, Patton pp. 339-427
The qualitative interview: in class demonstration and practice
In class demonstration of focus group
Submit journal article critique

11/03 Trustworthiness: credibility, transferability, dependability, confirmability
Read Credibility of Qualitative Research, Patton pp. 541-598
Bring 6 - 8 photos visually representing “Joy” for in-class analysis

11/10 Read Qualitative Analysis & Interpretation, Patton pp. 429-539
Person as Instrument
Data analysis & interpretation: coding, categorizing, theoretical sampling, memos, diagrams. Bring reflective journal entries on “Joy”: In-class data analysis and interpretation

11/17 Computer assisted qualitative data analysis programs: pros and cons
Overview of qualitative dissertation
11/24 Submit qualitative dissertation critique
Examination

12/01 Presenting Findings: Models, Tables, Figures, Themes
Poster & PowerPoint guidelines; Writing up the findings
Resources:
Lincoln & Guba: Ch. 13; Erlandson et al: Ch. 8; Strauss & Corbin: Ch. 15.

12/08 Poster presentation of semester research projects

B. Class Policies
Reading assignments are to be completed prior to class, and students are expected
to be prepared and participate in seminar-style discussions of material and other
class activities. Learning objectives must be met in order to pass the course.
Attendance is required, and instructor must be notified and approve of excused or
unavoidable absences. Excessive absences (more than 3) will result in semester
grade being lowered by one letter grade. Late work will result in 10% deduction
of points. Out of class work will be typed in APA format (12 pt. font, double
spaced, 5 space indentions for paragraphs, 1 inch margins, and title page).
Electronic devices may not be used in class unless express permission is obtained
from the instructor. Students who must have cell phones on are required to set
them to silent/vibrate, and shall not accept calls or respond to texts unless there is
an emergency. Academic honesty must be observed, and plagiarism or other
forms of academic dishonesty will result in a 0 for that work, filing of academic
dishonesty paperwork with the appropriate university office, filing of a Student
Competency Evaluation in the department, and perhaps a failing grade in the
course. Incomplete grade requests are granted only in extraordinary circumstances
and must be requested in advance by the student.

X. Textbook(s)
The textbook adopted for this course is:
Recommended:

XI. Bibliography
The knowledge bases that support course content and procedures include:
psychological association (6th ed.). Washington D.C., Author
Berg, B. L. (2001). Qualitative research for the social sciences (4th ed.). Boston, MA:
Allyn & Bacon.


Bibliography: Selected Journal Article Publications

Bibliography: Selected Dissertations


**XII. Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**XIII. Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity***

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
CNEP 6384 Evaluation of Qualitative Research Poster Presentation

Each poster will be evaluated according to the appropriateness and quality of each of the 14 components (1 = component not present or woefully inadequate; 2 = component present but merely adequate; 3 = component good but of average quality; 4 = component very good but may lack rigor, detail, & clarity; 5 = component clearly outstanding with rigor, detail, & clarity).

Title of Poster

<table>
<thead>
<tr>
<th>I.</th>
<th>Title (indicates nature &amp; scope of study)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>Statement of problem</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>III.</td>
<td>Research question</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>IV.</td>
<td>Significance of the study</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>V.</td>
<td>Qualitative approach</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>VI.</td>
<td>Participants &amp; context of study</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>VII.</td>
<td>Data collection</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>VIII.</td>
<td>Data analysis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>IX.</td>
<td>Trustworthiness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>X.</td>
<td>Role of the Researcher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>XI.</td>
<td>Limitations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>XII.</td>
<td>Organization, neatness, &amp; creativity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>XIII.</td>
<td>Handout (Title, Abstract &amp; references)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>XIII.</td>
<td>Presenter’s style, knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:

25 points for each of 14 components
14 components x 25 points = 350 total points

Total Points Earned________
CNEP 6384 Evaluation of Journal Article, Dissertation Critique

Journal article and dissertation critiques should include narrative discussion of elements indicated below. If elements are missing from the article or dissertation, you should address the impact of the omission. Your critiques will be evaluated according to the following: 1 = evaluation not present or woefully inadequate; 2 = evaluation present but merely adequate; 3 = evaluation good but of average quality; 4 = evaluation very good but may lack rigor, detail, & clarity; 5 = evaluation clearly outstanding with rigor, detail, & clarity.

1. Statement of problem
2. Research question
3. Significance of the study
4. Qualitative approach
5. Participants & context of study
6. Data collection
7. Data analysis
8. Trustworthiness
9. Role of the Researcher
10. Results & Implications

Comments:

10 points each for journal article (100 pts.)

Total Points Earned________
25 points each for dissertation (250 pts.)

NAME ______________________________

IRB Proposal Grading Rubric

1. Unclear, fails to address significant required segments, lacks critical information; significant writing problems

2. Confusing, fails to address all of the required elements, critical information incomplete; may have significant writing problems

3. Addresses all required elements, but may be of insufficient depth to provide required information; may have mechanical errors in writing

4. Addresses all required elements, addresses key issues critical to IRB, may have minor omissions, may lack some clarity; may have minor mechanical writing issues.

5. Excellent, with all required elements presented with clarity