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. CACREP Standards and Student Learning Outcomes
This course is designed to enable students to meet the following 2016 CACREP doctoral standards:
A. CACREP Standard B4a: Research designs appropriate to quantitative and qualitative research questions
B. CACREP Standard B4c: Qualitative designs and approaches to qualitative data analysis
C. CACREP Standard B4d: Emergent research practices and processes
D. CACREP Standard B4g: Research questions appropriate for professional research and publication
E. CACREP Standard B4j: Design and evaluation of research proposals for a human subjects/institutional review board
F. CACREP Standard B4l: Ethical and culturally relevant strategies for conducting research

By the end of this course, students will also be able to:
G. 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.
H. Explain how qualitative and quantitative paradigms complement each other and identify when each would be more appropriate for specific research questions.
I. Identify and compare a variety of qualitative research approaches including constructivist (naturalistic inquiry), grounded theory, phenomenology, narrative, and ethnography.
J. 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.

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

L. Discuss and demonstrate understanding of qualitative constructions of trustworthiness appropriate to various qualitative research designs.

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

N. Describe and demonstrate beginning skills in the collection, analysis, and interpretation of qualitative data including but not limited to coding, categorizing, sampling, memos, and diagrams used in various qualitative approaches.

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

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

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

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

Course Objectives/Learning Outcomes

The primary student learning outcome for this course includes the following:

1. Learning Outcome: Students will develop a line of inquiry that can be pursued from a qualitative perspective and design a study to address that inquiry in an ethical and responsible way, including an IRB protocol for a qualitative research project that demonstrates understanding of requirements of ethical research standards for working with human subjects (CACREP B4a, c, g, j, l). Outcome will be assessed by 80% of students earning a rating of 80% or above on the IRB protocol, critique of peer’s protocol, and data collection and analysis assignments.

2. Learning Outcome: Students will construct a report that demonstrates requirements of ethical research standards in qualitative designs that involve human subjects (CACREP B4 l). Outcome will be assessed by 80 percent of students earning a rating of 80% or above on the critique of peer’s protocol.

3. Learning Outcome: Students will design a qualitative study utilizing a particular qualitative design orientation, including at minimum terminology, research questions, data collection and analysis proposal, plans to establish trustworthiness/credibility, and reflexivity and role of researcher from the orientation chosen (CACREP B4a, c). Outcome will be assessed as met by 80% of students earning a rating of 80% or above on the IRB proposal and data collection and analysis assignments.

4. Learning Outcome: Students will collect data and generate themes and interpret data using sound qualitative methods that are ethical and culturally relevant (CACREP 4Bc). Outcome will be assessed as met by 80% of students earning a rating of 80% or above on data collection and analysis assignments.

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 protocol for semester project (not to be submitted to IRB). If working collaboratively on the semester project, a separate IRB unrelated to the semester project must be submitted by each individual, but no protocol will be required for the semester project.

C. Critique one peer’s IRB protocol.

D. During the first month of class, take or identify and print at least 6-8 photographs that represent Integrity 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.

E. Beginning the first week of classes, keep a reflective journal about integrity by making a minimum of two journal entries each week. Journals will be used as part of a data set to be analyzed by your peers. Be aware that journal entries or parts thereof 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. Note: You will be able to redact information prior to providing it to peers and the instructor. Journal prompts will be provided for each week.

F. Design 5-7 semi-structured questions to address the topic of integrity in accordance with the overarching question designed in class. Interview one of your peers and transcribe the interview. Complete an initial data analysis to arrive at initial themes.

G. Work collaboratively in small groups to analyze group data regarding integrity.

H. Critique a qualitative research article. Obtain approval from professor for article selection and use analysis guidelines provided by the instructor. Submit paper in narrative form providing both a numerical rating and a rationale based on scholarly writings about qualitative research. You may, but are not required to, use the rubric form that is provided in this syllabus for the format of the paper. The article must be a purely qualitative design. Mixed methods research is not acceptable for this assignment.

I. Critique an approved qualitative dissertation according to the main topics covered in Patton text and material presented by professor. Mixed methods studies may not be used. Some choices are located in Blackboard. Submit paper in narrative form providing both a numerical rating and a rationale based on scholarly writings about qualitative research. You may, but are not required to, use the rubric form that is provided in this syllabus for the format of the paper.

J. Design a qualitative semester research project using proposal guidelines distributed by professor. Prepare and present a poster to class and post relevant information to Blackboard. The presentation must include citations for literature of topic and methodology. Project will demonstrate mastery of learning objectives.

VIII. Evaluation and Grade Assignment

A. Evaluation Points for Each Assignment and Final Grade:

100 “Integrity” data collection (photography, reflective journal, individual interview)
100 IRB proposal
25 IRB proposal critique
25 Evidence of preparation for class discussion
100 Collaborative data analysis and discussion of results
100 Analysis of qualitative journal article
150 Analysis of dissertation
200 Final Examination
200 Semester Project (Research design, poster of qualitative methodology including electronic 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 MAY use on-line instructional processes, including discussion threads. Such assignments will utilize BlackBoard.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/29</td>
<td>Overview of course</td>
</tr>
<tr>
<td></td>
<td>Theoretical foundations &amp; diverse orientations to knowledge development</td>
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<tr>
<td></td>
<td>Comparison of qualitative &amp; quantitative methods</td>
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<td></td>
<td>Criteria for selecting qualitative methods</td>
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<tr>
<td></td>
<td>Qualitative research questions and semester projects</td>
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<tr>
<td></td>
<td><strong>Read</strong> Nature, Niche, Value, and Fruit of Qualitative Inquiry, <em>Patton</em> pp. 2-44</td>
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<tr>
<td>09/05</td>
<td><strong>Read</strong> Strategic Themes in Qualitative Inquiry, <em>Patton</em> pp. 45-84</td>
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<tr>
<td></td>
<td>Qualitative Research design: Essential components of semester research projects</td>
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<td></td>
<td>Naturalistic inquiry: Phenomenology, Narrative, Ethnology, Grounded Theory</td>
</tr>
<tr>
<td></td>
<td>Review of Components of Qualitative Article</td>
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<tr>
<td>09/12</td>
<td><strong>Read</strong> Variety of Qualitative Inquiry Frameworks, <em>Patton</em> pp. 85-168</td>
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<td></td>
<td>In-class journal article analysis for demonstration purposes</td>
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<tr>
<td>09/19</td>
<td><strong>Read</strong> Practical and Actionable Qualitative Applications, <em>Patton</em> pp. 169-242</td>
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<tr>
<td></td>
<td><strong>Select semester research project</strong></td>
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<tr>
<td>09/26</td>
<td><strong>Read</strong> all materials on the IRB process &lt;See <a href="http://research.tamucc.edu/irbhome.html">http://research.tamucc.edu/irbhome.html</a>&gt;</td>
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<td>IRB procedures and processes; ethical considerations in qualitative research</td>
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<tr>
<td>10/01</td>
<td>Online</td>
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<tr>
<td>10/10</td>
<td><strong>Read</strong> Designing Qualitative Studies, <em>Patton</em>, pp. 244-326</td>
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<tr>
<td></td>
<td><strong>Submit draft purpose and research questions for semester research project</strong></td>
</tr>
</tbody>
</table>
Framing questions for research; designing interview questions

10/17  Read  Fieldwork Strategies & Observational Methods, Patton pp. 327-420
Person as Instrument
Data collection: interviewing, focus groups, observation, nonverbal (including art, photos, music), communication, documents, and records

10/24  Submit IRB proposal for critique by peer and approval by instructor
Read  Qualitative Interviewing, Patton pp. 421-518
The qualitative interview: in class demonstration and practice
In class demonstration of focus group
Submit journal article critique

10/31  Read  Credibility of Qualitative Research, Patton pp. 652-743
Submit IRB protocol critique to peer and instructor
Bring 6 - 8 photos visually representing integrity for in-class analysis
Trustworthiness: credibility, transferability, dependability, confirmability

11/07  Read  Qualitative Analysis & Interpretation, Patton pp. 520-651
Person as Instrument
Data analysis & interpretation: coding, categorizing, theoretical sampling, memos, diagrams. Bring reflective journal entries on integrity. In-class data analysis and interpretation

11/14  Computer assisted qualitative data analysis programs: pros and cons
Overview of qualitative dissertation

11/21  Submit qualitative dissertation critique
Bring interview dissertation critique
Bring interview transcripts and initial analysis: In-class data analysis

11/28  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.

12/05  Poster presentation of semester research projects

12/12  Final Examination Due

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:**
Creswell, J. W. (2016). *Qualitative inquiry and research design: Choosing from among

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.
Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the
dissertation literature review in research preparation. *Educational Researcher, 34*,
3-15.
Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and
Denzin and Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (3rd ed.) (pp.
Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in
CA: Sage Publications.
Delaine, M. (2000). *Fieldwork, participation and practice: Ethics and dilemmas in


**Bibliography: Selected Journal Article Publications**


evaluation & research 2004 yearbook (pp. 67-71). Corpus Christi, TX: College of Education, Texas A&M University-Corpus Christi


**Bibliography: Selected Dissertations**


Walker, M. E. (2007). *Because it is my heart: A qualitative case study of the influence of spirituality and creativity in the recovery of a mother and daughter from childhood incest trauma.*


**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

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

_Instructor Only:_

200 possible points

I, XI, XII, XIV less weighted

Total Points Earned__________

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

Comments:

10 points each for journal article (100 pts.)          Total Points Earned________
20 points each for dissertation (200 pts.)
IRB Protocol Grading Rubric

Below 70: Confusing, fails to address all of the required elements, critical information either missing or presented in such a way as to not be understandable; may be presented in a way that lacks logic and coherence; may have significant writing problems

70-79 pts.: Addresses most required elements, but of insufficient depth to provide required information; may lack critical information; may have mechanical errors in writing

80-89 pts.: Addresses all required elements, addresses key issues critical to IRB, may have minor omissions, may lack some clarity; may have minor mechanical writing issues

90-100 pts.: Excellent, with all required elements presented with clarity

IRB Protocol Critique Grading Rubric

Below 17.5: Failed to address significant issues in the protocol, including missed elements or confusing presentation, and/or failed to address specific strengths; failed to address writing issues present in the protocol; generally unhelpful critique

17.5-19 pts.: Provided some information that will be helpful to author; however, several points of important feedback are missing

20-22 pts.: Provided generally useful information; addressed most potential issues in the protocol but missed some important information

22.5-25 pts.: Excellent review with helpful information included; clearly helped make the protocol better; where protocol already excellent, identifies what makes it so.