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Analysis of Qualitative Research

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Education
Department Name: Department of Counseling
Course Name: Qualitative Research Design

COURSE INFORMATION

- Course Number/Section: COUN 865
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

COUN 830

COURSE DESCRIPTION

This course explores advanced principles of qualitative research and approaches in counseling and development, including grounded theory, phenomenology, case study, and ethnography. Additionally, students will engage in central concepts, issues, dilemmas, and ethical issues associated with qualitative research.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

A. DOCTORAL PROFESSIONAL IDENTITY

Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum. The following CACREP standards are fulfilled in this course.

B. RESEARCH AND SCHOLARSHIP

- SLO 1 : 6.B.4.a. Research designs appropriate to quantitative and qualitative research questions
- SLO 2 : 6.B.4.c. Qualitative designs and approaches to qualitative data analysis
- SLO 3 : 6.B.4.d. Emergent research practices and processes
- SLO 4 : 6.B.4.g. Research questions appropriate for professional research and publication
- SLO 5 : 6.B.4.i. Ethical and culturally relevant strategies for conducting research

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed). Thousand Oaks, CA: Sage.

REQUIRED MATERIALS:

SUGGESTED COURSE MATERIALS

Course Syllabus (rev 05-15-20 by the Extended Campus)

SUGGESTED READINGS/TEXTS:

SUGGESTED MATERIALS:

Patton, M. (2014). *Qualitative Research & Evaluation Methods Integrating Theory and Practice*(5thed.). Thousand Oaks, CA: Sage.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*(2nd ed.). Thousand Oaks, CA: Sage.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Siedman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and social sciences*. New York: Teachers College Press.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Strauss, A. & Corbin, J. (1998). *Basics of qualitative research: Grounded theory procedures and techniques*(2nd ed.). Newbury Park, CA: Sage.

Wolcott, H. F. (2001). *Writing up qualitative research*(2nd ed.). Thousand Oaks, CA: Sage.

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
NVM Data Collection/Analysis	3	45%
NVM Data Presentation: MUSE	1	15%
Research Proposal	1	15%
Open Discussion	15	25%
Total	20	100%

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54
EXTRA CREDIT

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES (e.g., Copyright Guidelines, Confidentiality, etc.)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

<https://www.ncat.edu/current-students/student-complaint-form.php>

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

For GRADUATE STUDENTS: Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Introduction and Syllabus Review Unit 1: Introduction and Syllabus Review page options	ULO 1: Describe the expectations of the course (SLO N/A) ULO 2: Explain the assignments and topical calendar for the semester. (SLO N/A)	1. Complete: Discussion Board#1 Open Discussion 1 (ULO 1-2)
	Unit 2: Introduction to Qualitative Research	ULO 1: Define qualitative research. (SLO 2) ULO 2: Compare and contrast the goals and strategies of qualitative and quantitative research. (SLO 1-2)	1. Complete: Discussion Board #2: Qualitative Research Definition and Application (ULO 1-2)
	Unit 3: Philosophical Assumptions and Interpretive Frameworks	ULO 1: Where (or how) philosophy and theoretical frameworks fit into the over-all research process. (SLO 3) ULO 2: The four philosophical assumptions that exist in qualitative research. (SLO 3) ULO 3: How philosophical assumptions are used and written into a philosophical study.	1. Read Textbook: Creswell, J. W. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed). Thousand Oaks, CA: Sage. a. Chapter 2 2. Read: The supplemental readings. 3. Complete: Discussion Board#3: Open Discussion 2 (ULO 1-4)

		(SLO 3) ULO 4:How philosophical assumptions and interpretive frameworks are linked. (SLO 3)	
	Unit 4: Five Qualitative Approaches to Inquiry	ULO 1:Describe the meaning and origins, defining features, different types of approaches, procedures, and challenges for each of the (5) qualitative inquiry types. (SLO 1-2)	<ol style="list-style-type: none"> 1. Read Textbook: Creswell, J. W. (2018). Qualitative inquiry and research design: Choosing among five approaches (4thed). Thousand Oaks, CA: Sage. a. Chapter 5 2. Read: The supplemental readings 3. Complete: Discussion Board#4: Open Discussion (ULO 1)
	Unit 5: Designing a Qualitative Study and Ethics	ULO 1:Identify the key characteristics of qualitative research. (SLO 1-2) ULO 2:Present problems best suited for qualitative inquiry. (SLO 1-2)	<ol style="list-style-type: none"> 1. Read Textbook: Creswell, J. W. (2018). Qualitative inquiry and research design: Choosing among five approaches (4thed). Thousand Oaks, CA: Sage. a. Chapter 5 2. Read: The supplemental readings 3. Complete: NVM Data Collection/Analysis #1 (ULO 1-2) 4. Complete: Discussion Board #5: Open Discussion (ULO 1-2)
	Unit 6: Five Different Qualitative Studies	ULO 1:Describe the meaning and origins, defining features, different types of approaches, procedures, and challenges for each of the (5) qualitative inquiry types. (SLO 1-2)	<ol style="list-style-type: none"> 1. Complete: Discussion Board#6: Open Discussion (ULO 1)
	Unit 7: Introduction to Focusing on the Study (Data	ULO 1:Explain the basic aspects of qualitative	<ol style="list-style-type: none"> 1. Read: The supplemental articles a. Fundamentals of QR

	Collection)	data collection. (SLO 1-2)	<p>Resource Book</p> <p>b. Health Educ Behav-2004-Safman-Creswell Chapt 7</p> <p>c. The Counseling Psychologist-2007-Haverkamp-Creswell Chapt 6</p> <p>d. The Counseling Psychologist-2007-Morrow-Creswell Chapt 6</p> <p>2. Complete: Discussion Board #7 (ULO 1)</p>
	Unit 8: Standards of Validation and Evaluation	ULO 1: Explain the process for validating qualitative research, and the various ways a researcher can validate their work. (SLO 1-2)	<p>1. Read the supplemental articles:</p> <p>a. J Health Psychol-2006-Meyrick-Creswell Chapter 10</p> <p>b. Organizational Research Methods-2010-Gibbert-Creswell Chapt 10</p> <p>c. Qual Health Res-2006-Farmer-Creswell Chap 10</p> <p>d. Qualitative Inquiry-2007-Polkinghorne-Creswell Chapt 10</p> <p>e. Qualitative Inquiry-2010-Tracy-Creswell Chap 10</p> <p>2. Complete: NVM Data Collection/Analysis #2: Analysis (ULO 1)</p> <p>3. Complete: Discussion Board #8 (ULO 1)</p>
	Unit 9: Data Analysis I : First Cycle Coding	<p>ULO 1: Become familiar with coding. (SLO 3-4)</p> <p>ULO 2: Advance their knowledge on data analysis. (SLO 3-4)</p>	<p>1. Read the supplemental articles</p> <p>a. Coding article - Taylor-Powell_Renner_2003</p> <p>b. Coding Manual</p> <p>c. Coding tips</p> <p>d. Qualitative Research-2008-Temple-Creswell Chap 8</p> <p>e. Qualitative Research-2009-Keats-Creswell Chap 8</p> <p>2. Complete: Discussion Board#9 (ULO 1-2)</p>
	Unit 10: Second	ULO 1: Describe the	1. Read Chapter 8: Creswell, J.

	Cycle Coding	<p>various types of 2nd Cycle Coding Methods (SLO 3-4)</p> <p>ULO 2: Gain familiarity with applying 2nd cycle coding (SLO 3-4)</p>	<p>W. (2018). <i>Qualitative inquiry and research design: Choosing among five approaches (4thed)</i>. Thousand Oaks, CA: Sage</p> <p>a. To become familiar with 2nd Cycle Coding.</p> <p>2. Complete: Discussion Board #10 (ULO 1-2)</p>
	Unit 11: Writing a Qualitative Study	<p>ULO 1: Examine and Discuss major writing strategies related to ethics, reflexivity, audience, encoding qualitative language, and quotes. (SLO 3-4)</p> <p>ULO 2: Review and summarize the overall and embedded writing structures for each of the five approaches. (SLO 3-4)</p>	<p>1. Read Textbook: Creswell, J. W. (2018). <i>Qualitative inquiry and research design: Choosing among five approaches (4thed)</i>. Thousand Oaks, CA: Sage</p> <p>a. Chapter 9</p> <p>2. Read: The supplemental articles</p> <p>a. EDUCATIONAL RESEARCHER-2009- Holley-Creswell Chap 9</p> <p>b. Qualitative Research-2005- Sikes-Creswell Chap 9</p> <p>c. The American Review of Public Administration-2011- Greer-Creswell Chap 9</p> <p>d. Written Communication- 2008-Lillis- Creswell Chap 9</p> <p>3. Complete: Discussion Board #11 (ULO 1-2)</p>
	Unit 12: Guest Lecturer	ULO 1: Extend qualitative analysis knowledge (SLO 3-4)	<p>1. Complete: NVM Data Collection/Analysis #3 (ULO 1)</p> <p>2. Complete: Discussion Board #12 (ULO 1)</p>
	Unit 13: Qualitative Dissertations	ULO 1: Describe the qualitative dissertation writing process and how it compares/contrast with quantitative (SLO 5)	<p>1. Read: Dissertations</p> <p>Several NCA&T alums have sent their dissertations for your review. These documents can serve as references for future consideration.</p> <p>2. Complete: Discussion Board #13 (ULO 1)</p>
	Unit 14:	ULO 1: Present their data	1. Complete: NVM Data

	Presentations	analysis and conclusions to the MUSE Staff and Board of Directors. (SLO 5)	Presentation: MUSE (ULO 1) 2. Complete: Research Proposal (ULO 1) 3. Complete: Discussion Board #14 (ULO 1)
	Unit 15: Course Wrap-Up	ULO 1: Describe any issues related to the course curricula, to the faculty to attain understanding, before moving forward to the next term. (SLO 5)	1. Complete: Discussion Board #15 (ULO 1)

** These descriptions and timelines are subject to change at the discretion of the instructor.*