



## **COUN 690: Qualitative Research**

Course Syllabus:

*Spring 2022*

*1/17/23-5/12/23*

*Tuesdays, 7:20-10:10pm*

*CHEC*

### **INSTRUCTOR INFORMATION**

**Instructor:** Edith Gonzalez, PhD, NCC

**Office Location:** Binnion Hall 223

**Office Hours:** By appointment only

**University Email Address:** edith.gonzalez@tamuc.edu

**Preferred Method of Communication:** email

**Communication Response Time:** 24-48 hours, Monday-Friday

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. The Guilford Press.

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. American Psychological Association.

\*\*\*Note: This course uses D2L as its Learning Management System

##### **Required Supplemental Readings**

Hays, D. G., & Wood, C. (2011). Infusing qualitative traditions in counseling research designs. *Journal of Counseling & Development*, 89, 288-295. <https://doi.org/10.1002/j.1556-6678.2011.tb00091.x>

Hays, D. G., Wood, C., Dahl, H., & Kirk-Jenkins, A. (2016). Methodological rigor in Journal of Counseling & Development qualitative research articles: A 15-year review. *Journal of Counseling & Development*, 94, 172-183. <https://doi.org/10.1002/jcad.12074>

Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development*, 89(3), 296-300. <https://doi.org/10.1002/j.1556-6678.2011.tb00092.x>

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Larsen, D. J., & Stege, R. (2012). Client accounts of hope in early counseling sessions: A qualitative study. *Journal of Counseling & Development, 90*, 45-54.  
<https://doi.org/10.1111/j.1556-6676.2012.00007.x>

Sackett, C. R., Lawson, G., & Burge, P. L. (2015). Supervisor, counselor-in-training and client perspectives in counseling: A qualitative exploration. *The Professional Counselor, 5*, 163-174. <https://doi.org/10.15241/crs.5.1.163>

Springer, S. I., Land, C. W., Moss, L. J., & Cinotti, D. (2018). Collecting school counseling group work data: Initiating consensual qualitative research through practitioner-researcher partnerships. *The Journal for Specialists in Group Work, 43*(2), 128-143.  
<https://doi.org/10.1080/01933922.2018.1431346>

Whisenhunt, J. L., Chang, C. Y., Parrish, M. S., & Carter, J. R. (2019). Addressing single parents' needs in professional counseling: A qualitative examination of single parenthood. *The Family Journal, 27*(2), 188-198.  
<https://doi.org/10.1177/1066480719835343>

***Other Helpful Textbooks:***

Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five traditions* (2nd ed.). Sage.

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

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

**Moustakas, C. (1994). *Phenomenological research methods*. Sage.**

**Patton, M. Q. (2014). *Qualitative research and evaluation methods* (4th ed.). Sage.**

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

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

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

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



## COURSE DESCRIPTION

### **Catalogue Description of the Course**

690. *Qualitative Research*. Three semester hours.

This practicum experience is designed to complement and build upon knowledge gained in HIED 696 or EDAD 698. This course is an approved Level IV doctoral research tools course.

Prerequisites: HIED 696 or EDAD 698. Note: The course is intended for advanced doctoral students who plan to do a qualitative study for their dissertations and/or seek in-depth practical experience in the use of qualitative research methods used in educational research (e.g., interview strategies, participant observation, and case studies). Students will engage in practice and skill development in analyzing and interpreting qualitative data, communicating results, and evaluating qualitative research. Each student will complete a qualitative research project and write a journal length article based on the research.

### **General Course Information**

This course is experiential and involves an active lecture-discussion format. It will involve lecture, class and small group discussions, reading and writing assignments, and student presentations. There will be substantial emphasis on learning to access and utilize the research literature, to critically analyze the results of published research, to design qualitative studies, and to translate research into practical applications in professional contexts.

### **Course Goals and Objectives:**

Upon completion of the course, students will be able to:

1. Identify and describe different types of qualitative approaches and designs.
2. Understand the historical and political influences impacting qualitative evaluation and research.
3. Develop and reflect on their identity and role as a researcher.
4. Recognize ethical considerations in qualitative research.
5. Apply and tailor various approaches and designs for educational and social programs.
6. Pose qualitative research questions and develop problem statements.
7. Describe data collection alternatives and develop various types of data collection tools and guides.
8. Collect data using tools developed in class.
9. Understand how to enhance the quality and credibility of qualitative research findings.
10. Become familiar with specific topics and issues in qualitative research such as ethnography, case studies, qualitative interviews, focus groups, open-ended items on questionnaires, participant observation, document review, sampling techniques, and triangulation.
11. Read, summarize, and critique qualitative research reports.
12. Write a qualitative research proposal.

### **Doctoral Student Learning Outcomes**

#### **2016 CACREP Standards Addressed in COUN 690**

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Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Assessment
<b>6.B.4.a.</b> research designs appropriate to quantitative and qualitative research questions	<ul style="list-style-type: none"> <li>• Lecture (weeks 2-3)</li> <li>• Reading (Hays &amp; Singh, 2012 [Chapters 2-4]; Hays &amp; Wood, 2011)</li> <li>• In-class demonstrations (weeks 15-16)</li> </ul>	1. Prospectus Paper and Presentation	1. Prospectus Paper & Presentation Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.4.c.</b> qualitative designs and approaches to qualitative data analysis	<ul style="list-style-type: none"> <li>• Lecture (weeks 9-10)</li> <li>• Reading (Hays &amp; Singh, 2012 [Chapters 10-11])</li> <li>• In-class demonstrations (weeks 15-16)</li> </ul>	1. Prospectus Paper and Presentation	1. Prospectus Paper & Presentation Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

**CONTENT AREAS include, but are not limited to, the following:**

- I. Research Paradigms
- II. Historical Influences
- III. Philosophical Influences
- IV. Research Questions and Goals
- V. Data Collection Methods
- VI. Conceptual Framework
- VII. Research Traditions “Clusters” and Accompanying Methods
- VIII. Data Management and Analysis
- IX. Issues in Qualitative Inquiry
- X. Writing a Research Prospectus

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### **Instructional Methods**

Face to face instruction, experiential activities, discussion, small group activities, and seminar based learning

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In this course, we will be utilizing peer review teams. I will assign you a writing/research consultation to serve as your reviewer and editor for assignments. During this time, you will have one hour to utilize in class. Your peer will provide this service for homework assignments and the final paper. More information will be provided below in assignments.

### **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with readings. Keep in mind you have the whole week to prepare (for online courses only).
9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete (in online courses). Due dates are just that...due dates. You are always welcome to complete work ahead of time.
10. Be open to the process. This degree takes time, work, effort, and growth.

### **Assignments/Assessments**

\*\*Note. All assignments are to be submitted in D2L

#### **1. Class Attendance & Participation (10 points)**

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

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### Class Participation Rubric

3 – *Exceeds Expectations* (9-10 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness

2 – *Meets Expectations* (8 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-7 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

## 2. Prospectus Outline (25 points)

Each student or group will outline in 2-3 pages their proposal. The outline should include the a) title of the proposed study, b) research questions, c) qualitative research paradigm, d) research design, e) proposed data collection processes, f) IRB outline and ethical considerations.

### Prospectus Outline Rubric

	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
<b>Outline Content (10 points)</b>	Knowledge of content was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework (0-7.9 points)	Knowledge of content mostly identified/addressed with 2-3 missing details; meets standards of doctoral level coursework (8-8.9 points)	Knowledge of content clearly identified/addressed with no missing detail; meets standards of doctoral level coursework (9-10 points)
<b>IRB Content (10 points)</b>	Knowledge of content was not identified/addressed or information	Knowledge of content mostly identified/addressed	Knowledge of content clearly identified/addressed

	provided was underdeveloped  (0-7.9 points)	with 2-3 missing details  (8-8.9 points)	with no missing detail  (9-10 points)
<b>APA/Grammar (5 points)</b>	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work  (0-3.4 points)	Some APA errors (3-4 errors). Good quality indicative of graduate level work.  (3.5-4.9 points)	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.  (5 points)

### Data Collection

You will be gathering a small amount of qualitative research data during this semester. You will learn through experiencing the research process from beginning to end, including negotiating research relationships, collecting data, analyzing data, and writing up and presenting results.

You will collect data from at least three 30-45 minute individual interviews.

Materials to accompany each data collection source include:

Individual Interview/ Focus Group Interview- contact summary sheet, transcription, informed consent, interview protocol

All of your data collection must address the same topic. You may choose any topic for your research as long as: it is related to your course of study and you are able to use all data collection methods. You are encouraged to discuss possible topics, settings or groups with the instructor to make sure you have a feasible project.

It is required that you study a “homogenous” group of individuals, i.e., those who hold similar roles (not necessarily similar opinions)- students or teachers or individuals. In addition, you will need to screen potential participants in your study.

Covert research is not permitted. All research participants should have free and informed choice to participate or not. It is part of the learning process for you to personally negotiate research relationships with all of your participants in line with ethical research procedures. All interview and focus group participants must sign a consent form prior to the interview. If you are interviewing children, adolescents or a vulnerable adult population, you must obtain written parent or guardian consent prior to the interview.

Students will practice coding these data during class sessions.

Students may work in groups of 2 or 3.

3. **Prospectus Paper and Presentation (120 points)**

At a minimum, each student will complete a proposal: (a) outlining a sound conceptual framework for the study (includes literature review, research questions, paradigms and influences related to the project) and method section (includes a description of participants how data will be collected and analyzed); and (b) addressing issues related to the project (e.g., validity, trustworthiness, ethical and cultural considerations, implications of the study). Most importantly, you should discuss “preliminary” findings from your pilot data (see “Data Collection” assignment) and potential implications.

You will rely on 2-3 peers in the course to facilitate the completion of a rigorous and thorough prospectus by providing feedback throughout the course. Peer comments/edits should be turned in with the final assignment. The prospectus should be concise, and you should aim 20-30 pages (includes title page, abstract, and references). Students are encouraged to form research teams to serve as peer debriefers for various phases of prospectus development. While there will be some class time devoted to this, student should consider setting aside time to meet with their peers outside the class.

The prospectus should be concise. You are encouraged to meet regularly with their research teams for various phases of prospectus and pilot study development.

The prospectus will include 3 major sections DUE Week 13:

- Introduction and Literature Review with References
- Method and Data Collection documents
- Findings and Discussion with Audit Trail

At the end of the semester, you will give a presentation based on what you have accomplished in the course. You will present your research proposal paper in a presentation format. You need to include the topics above and any other important information. Each student will have 20 minutes to briefly present your topic. DUE Week 15

This assignment meets CACREP standards 6.B.4.a. & 6.B.4.c.

**Prospectus Paper & Presentation Rubric**

	1 – Does Not Meet Expectations (0-15.9 points)	2 – Meets Expectations (16-17.9 points)	3 – Exceeds Expectations (18-20 points)
<b>Content</b>	Knowledge of content was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of content clearly identified/addressed with no missing detail; meets standards of doctoral level coursework

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<p><b>Completeness (Lit Review &amp; Research Question)</b></p>	<p>Completeness of each Literature Review was underdeveloped; Research questions do not accurately reflect a qualitative study; does not meet standards of doctoral level coursework</p>	<p>Completeness of Literature Review but missing one or two key considerations (e.g. statement of the problem, current literature, gaps in the literature research questions, paradigms and influences related to the project); Research questions somewhat accurately reflect a qualitative study; meets standards of doctoral level coursework</p>	<p>Completeness of Literature Review with no missing detail (e.g. statement of the problem, current literature, gaps in the literature, research questions, paradigms and influences related to the project); Research questions accurately reflect a qualitative study; meets standards of doctoral level coursework</p>
<p><b>Completeness (Method &amp; Data Collection)</b></p>	<p>Completeness of Method and Data Collection was underdeveloped; data analysis is not appropriate for research study; does not meet standards of doctoral level coursework</p>	<p>Completeness of Method &amp; Data Collection (e.g., a description of participants how data will be collected and analyzed; validity trustworthiness) but missing one or two key considerations; data analysis is somewhat appropriate for research study; meets standards of doctoral level coursework</p>	<p>Completeness of Method &amp; Data Collection (e.g., a description of participants how data will be collected and analyzed; validity trustworthiness) with no missing detail; data analysis is appropriate for research study; meets standards of doctoral level coursework</p>
<p><b>Completeness (Findings &amp; Discussion)</b></p>	<p>Completeness Findings and Discussion was underdeveloped; does not meet standards of doctoral level coursework</p>	<p>Completeness of Findings and Discussion (e.g., preliminary findings, ethical and cultural considerations, implications of the study, but missing one or two key considerations; meets standards of doctoral level coursework</p>	<p>Completeness of Findings and Discussion (e.g., preliminary findings, ethical and cultural considerations, implications of the study) with no missing detail; meets standards of doctoral level coursework</p>

	1 – Does Not Meet Expectations (0-7.9 points)	2 – Meets Expectations (8-8.9 points)	3 – Exceeds Expectations (9-10 points)
<b>Structure</b>	Structure disorganized and lacks any headings, subheadings, and/or transitions with significant errors (more than 2); does not meet standards of doctoral level coursework	Structure organized but may lack headings, subheadings, and/or transitions and some errors (1-2); meets standards of doctoral level coursework	Structure well organized with headings, subheadings, and transitions and no errors; meets standards of doctoral level coursework
<b>Mechanics</b>	Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate)	Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate)	Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate)
<b>Presentation</b>			
	1 – Does Not Meet Expectations (0-7.9 points)	2 – Meets Expectations (8-8.9 points)	3 – Exceeds Expectations (9-10 points)
<b>Content (10 points)</b>	Knowledge of content was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of content clearly identified/addressed with no missing detail; meets standards of doctoral level coursework
<b>Presentation Style (10 points)</b>	Information provided appears disorganized/disjointed; presenter appeared unrehearsed; proposal quality was inappropriate for doctoral level work; scholarly sources not utilized	Information provided appears fairly organized; presenter appeared rehearsed but missed one or two key points; proposal quality was appropriate for doctoral level work; scholarly sources utilized	Information provided appears well organized; presenter appeared rehearsed; proposal quality was appropriate for doctoral level work; scholarly sources utilized

#### 4. Memory Text and Theme Analysis (40 points)

First, you will write and submit a 1-page descriptive memory and distribute to the entire

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class. Then you will select 3 of those and find common themes. The paper involves writing a theme analysis and conclusions. This paper includes a brief literature review with minimum/suggested of 3 sources.

**Memory Text and Theme Analysis Rubric**

	1 – Does Not Meet Expectations (0-7.9 points)	2 – Meets Expectations (8-8.9 points)	3 – Exceeds Expectations (9-10 points)
<b>Content and Completeness (10 points)</b>	Knowledge of content was not identified/addressed or information provided was underdeveloped; Completeness of assignment was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing one or two key considerations; Completeness of assignment but missing one or two key considerations; meets standards of doctoral level coursework	Information is well organized and informative, provides a balanced presentation of the varied view of the topic, and indicates evidence of the student’s thoughtful analysis of the topic; meets standards of doctoral level coursework
<b>Analysis (10 points)</b>	Did not effectively identify, compiled, and effectively utilized detailed, accurate and appropriate evidence to support all points. Themes chose were not convincing and supported with evidence.	Identified, compiled, and effectively utilized detailed, accurate and appropriate evidence to support most points but missed 2-3 key points. Themes chose are convincing with some supported with evidence.	Identifies, compiles, and effectively utilized detailed, accurate and appropriate evidence to support all points. Themes chose are convincing and supported with evidence.
<b>Research (10 points)</b>	The paper lacks evidence of comprehensive review of the research on the topic selected; does not demonstrate understanding of readings and course concepts. Literature is not incorporated into the paper and utilized long block quotes.	The paper indicates evidence of literature review of the research on the topic selected; demonstrates understanding of readings and course concepts. Literature is incorporated into the paper with minimal long block quotes.	The paper indicates evidence of comprehensive review of the research on the topic selected; demonstrates a high depth of understanding of readings and course concepts. Literature is incorporated into the paper rather than

			just inserted using long block quotes.
<b>Structure and Mechanics (10 points)</b>	Structure disorganized and lacks any headings, subheadings, and/or transitions with significant errors (more than 2); Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate); does not meet standards of doctoral level coursework	Structure organized but may lack headings, subheadings, and/or transitions and some errors (1-2); Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework	Structure well organized with headings, subheadings, and transitions and no errors; Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework

5. **Observation/Ethnographic Record (40 points)**

Identify a public place to observe, conduct the observation and your ethnographic record (field notes); complete a final paper summarizing what you observe and tying themes together then making broad implications and conclusions.

**Observation/Ethnographic Record Rubric**

	1 – Does Not Meet Expectations (0-7.9 points)	2 – Meets Expectations (8-8.9 points)	3 – Exceeds Expectations (9-10 points)
<b>Content and Completeness (10 points)</b>	Knowledge of content was not identified/addressed or information provided was underdeveloped; Completeness of assignment was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing one or two key considerations; Completeness of assignment but missing one or two key considerations; meets standards of doctoral level coursework	Information is well organized and informative, provides a balanced presentation of the varied view of the topic, and indicates evidence of the student’s thoughtful analysis of the topic; meets standards of doctoral level coursework

<b>Analysis (10 points)</b>	Did not effectively identify, compiled, and effectively utilized detailed, accurate and appropriate evidence to support all points. Themes chose were not convincing and supported with evidence.	Identified, compiled, and effectively utilized detailed, accurate and appropriate evidence to support most points but missed 2-3 key points. Themes chose are convincing with some supported with evidence.	Identifies, compiles, and effectively utilized detailed, accurate and appropriate evidence to support all points. Themes chose are convincing and supported with evidence.
<b>Research (10 points)</b>	The paper lacks evidence of comprehensive review of the research on the topic selected; does not demonstrate understanding of readings and course concepts. Literature is not incorporated into the paper and utilized long block quotes.	The paper indicates evidence of literature review of the research on the topic selected; demonstrates understanding of readings and course concepts. Literature is incorporated into the paper with minimal long block quotes.	The paper indicates evidence of comprehensive review of the research on the topic selected; demonstrates a high depth of understanding of readings and course concepts. Literature is incorporated into the paper rather than just inserted using long block quotes.
<b>Structure and Mechanics (10 points)</b>	Structure disorganized and lacks any headings, subheadings, and/or transitions with significant errors (more than 2); Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate); does not meet standards of doctoral level coursework	Structure organized but may lack headings, subheadings, and/or transitions and some errors (1-2); Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework	Structure well organized with headings, subheadings, and transitions and no errors; Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

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90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

### Final Grading

Class Attendance and Participation	10 points
Prospectus Outline	25 points
Prospectus Paper & Presentation	120 points
Memory Text and Theme Analysis	40 points
Observation/Ethnographic Record	40 points

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**Total** **235 points**

Total points possible = 235. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 235. The resulting value is multiplied by 100 to yield a percentage. For example:  $(225 \text{ [points earned]}/235) \times 100 = 96$

**\*\*Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score. After a week late, you will receive a 0.**

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

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Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.

Device	Operating System	Browser	Supported Browser Version(s)
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.  
JavaScript is enabled.  
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

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- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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## **Interaction with Instructor Statement**

*[Example]*

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **ADA Statement**

### **Students with Disabilities**

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 have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

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Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### COURSE OUTLINE / CALENDAR

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1 Jan 17	-Introductions -Review Syllabus and course expectations		Syllabus	Review Syllabus
Week 2 Jan 24	-Rationale and Characteristics for Qualitative Research -The Qualitative-Quantitative Debate -History of Qualitative Research -Applied Research in Clinical and Educational Settings -Building Research Agenda -Philosophies of Science -Research Paradigms -Research Traditions -Theory Formulation	<b>6.B.4.a.</b>	-Hays & Singh (2012) Chapter 1: Introduction to Qualitative Inquiry -Hays & Singh (2012) Chapter 2: Qualitative Research Paradigms and Traditions -Hays & Wood (2011) Infusing qualitative traditions in counseling research designs.	

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	-Symbolic Interaction, Semiotics, Life History, Hermeneutics, Narratology, Ethnography, Ethnomethodology, Autoethnography, Participatory Action Research			
Week 3 Jan 31	-Ethics in Qualitative Inquiry -Ethical Guidelines -Key Ethical Concepts -Selecting a Topic -Research Goals -Conceptual Framework -Purpose Statement -Research Questions -Mixed-Methods	<b>6.B.4.a.</b>	-Hays & Singh (2012) Chapter 3: Ethical Issues in Qualitative Research -Hays & Singh (2012) Chapter 4: Selecting a Topic	<b>Complete CITI training and submit certificate</b>
Week 4 Feb 7	-Research Reflexivity -Subjectivity in Qualitative Inquiry -Participant's Voice -Peer Debriefers -Research Team -Sampling Methods -Sample Size -Selecting and Entering a Site -Building Rapport with Gatekeepers, Stakeholders, and Key Informants -Exiting Field		-Hays & Singh (2012) Chapter 5: Understanding the Researcher's Role -Hays & Singh (2012) Chapter 6: Entering the Field -Hays, Wood, Dahl, & Kirk-Jenkins (2016) Methodological rigor in Journal of Counseling & Development qualitative research articles: A 15-year review	<b>Submit typed research topic</b>
Week 5 Feb 14	Data Collection I: -Linking Method to Research Design -Observations, Individual Interviews, Focus Group Interviews, Other Data Collections -Triangulating Individual and Focus Group Interview Data		-Hays & Singh (2012) Chapter 8: Data Collection via Fieldwork, Interviewing, Focus Groups	<b>Prospectus Outline Due</b>



Week 6 Feb 21	Individual/Group Meetings			<b>IRB Due</b>
Week 7 Feb 28	Data Collection II: -Media as a method and source of data collection -Using Internet, Visual Methods, Written Material, and other documents for Data Collection		-Hays & Singh (2012) Chapter 9: Data Collection Via Internet, Documents, or Art-Based Methods	<b>1 page memory due</b>
Week 8 Mar 7	-Validity and Qualitative Research -Role of the Researcher -Criteria of Trustworthiness -Strategies of Trustworthiness		-Hays & Singh (2012) Chapter 7: Maximizing Trustworthiness	<b>Memory Text and Theme analysis</b>
Week 9 Mar 14	<b>Spring Break</b>		<b>Spring Break</b>	
Week 10 Mar 21	Data Management and Analysis I: -Steps of Qualitative Analysis -Coding Considerations -Qualitative Data Management -Case Displays -Qualitative Software Data Management and Analysis II: -Analysis by Research Tradition (Case Study) -Analysis in Experience and Theory Formulation (Grounded Theory, Consensual Qualitative Research, Phenomenology, and Heuristic Inquiry) -Analysis with Symbol and Text (Narratology,	<b>6.B.4.c.</b>	-Hays & Singh (2012) Chapter 10: The Basics of Qualitative Data Management And Analysis -Hays & Singh (2012) Chapter 11: Qualitative Data Analysis by Research Tradition	



	Biography, and Hermeneutics) -Analysis of Cultural Expressions of Process and Experiences (Ethnography, Ethnomethodology, and Autoethnography) -Analysis when research is a change agent (Participatory Action Research)			
Week 11 Mar 28	<b>CLASS WORKING DAY</b>	<b>CLASS WORKING DAY</b>	<b>CLASS WORKING DAY</b>	<b>CLASS WORKING DAY</b>
Week 12 Apr 4	Research Teams Coding			<b>Observation/Ethnographic record Assignment</b>
Week 13 Apr 11	Research Teams Coding			
Week 14 Apr 18	-Developing a Research Proposal -Writing a Quality Proposal -Writing the Research Report -Presenting Your Findings in Student and Professional Settings -Publishing your Findings		-Hays & Singh (2012) Chapter 12: Writing and Presenting Qualitative Research -Hunt (2011) ) Publishing qualitative research in counseling journals - Larsen & Stege (2012) Client accounts of hope in early counseling sessions: A qualitative study - Sackett, Lawson, & Burge (2015) Supervisor, counselor-in-training and client perspectives in counseling: A qualitative exploration - Springer, Land, Moss, & Cinotti (2018) Collecting school counseling group work data:	<b>Prospectus Paper Due</b>



			Initiating consensual qualitative research through practitioner-researcher partnerships. -Whisenhunt, Chang, Parrish, & Carter (2019) Addressing single parents' needs in professional counseling: A qualitative examination of single parenthood.	
Week 15 Apr 25	Prospectus Presentations			<b>Prospectus Presentation Due</b>
Week 16 May 2	Prospectus Presentations			<b>Prospectus Presentation Due</b>
Week 17 May 9	Prospectus Presentations			<b>Prospectus Presentation Due</b>