



## COUN 690: Qualitative Research

Course Syllabus:

*Spring 2026*

Meets 1/29/2026 through 5/8/2026

*Tuesdays 5:00 pm to 7:30 pm*

*Dallas Room number 814*

### INSTRUCTOR INFORMATION

**Instructor:** Ajitha Chandrika Prasanna Kumaran, PhD, NCC

**University Email Address:** Ajitha.Kumaran@tamuc.edu

**Preferred Form of Communication:** E-mail

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

**Main Office Location:** Commerce

**Office Hours:**

Tuesday: noon to 4 pm at Dallas

Virtual

*Email for appointment*

### COURSE INFORMATION

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

##### Required Textbook

Creswell, J. W., & Poth, C. N. (2025). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.

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

Students will need **color** highlighters and sticky notes to do hand data coding in class.

\*\*\*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.15566678.2011.tb00091.x>

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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>

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:***

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

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. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications**

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

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

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## 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, zoom classes, experiential activities, discussion, small group activities, and seminar based learning

#### **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.

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## Assignments/Assessments

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

### 1. Class Attendance & Participation (25 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:

### 2. Qualitative dissertation Critique Presentation (100 points)

Students will explore and present two published qualitative dissertations, with each dissertation representing a different research design or qualitative paradigm. For example, the student cannot select two phenomenology dissertations. Students will critically evaluate each dissertation's problem statement, purpose statement, research question, methodology, data collection procedures, trustworthiness strategies, data analysis methods, results, and discussion (Appendix A).

Submit your PowerPoint a day before presentation

The presentation should be 25 to 30 minutes long

Criteria	Description	Points
<b>Dissertation Selection &amp; Overview</b>	Two published qualitative dissertations are selected. Each represents a different qualitative research design or paradigm. A clear overview of each study is provided.	<b>10</b>
<b>Problem, Purpose, &amp; Research Question Alignment</b>	Evaluates whether the problem statement, purpose statement, and research questions connect and align. Clearly explains how they align or where disconnects exist.	<b>15</b>
<b>Research Paradigm, Design &amp; Methodology</b>	Identifies and explains the research design and paradigm used by the author and the rationale provided. Evaluates alignment between the research questions, research paradigm, design. Discusses clarity of the methodology section. If the author missed the paradigm, choose one fits better and rationale.	<b>15</b>
<b>Data Collection &amp; Data Analysis</b>	Clearly describes data collection and data analysis procedures. Identifies strengths and weaknesses and discusses what was clear and unclear in these sections.	<b>15</b>
<b>Trustworthiness Strategies</b>	Identifies trustworthiness strategies used and evaluates how clearly, they were explained. Discusses strengths and challenges, notes whether trustworthiness was addressed in the limitations section, and reflects on clarity.	<b>15</b>

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Criteria	Description	Points
<b>Results, Discussion, &amp; Future Implications</b>	Summarizes key findings, discussion, and future research or practice implications presented by the author.	<b>10</b>
<b>Presentation Quality &amp; Engagement</b>	Presentation is 25–30 minutes, well-organized, supported by PowerPoint, and engages the class through meaningful discussion questions.	<b>20</b>
<b>Total</b>		<b>100</b>

### 3. Journal and Theme Analysis (100 points)

Students will complete a reflective journal over five consecutive days using a single journal prompt. Each daily journal entry must be a minimum of one full page (Times New Roman, 1.5 line spacing).

Upon completion, students are required to print all journal entries and place them in a sealed envelope. A pseudonym (not your real name) should be written on the outside of the envelope.

During class, the instructor will randomly interchange the sealed envelopes among students. Each student will then analyze the assigned journal entries and identify emerging themes. The analysis and presentation should include:

- Writing journal (25)
- Explain the steps of data analysis, use references and citations (15)
- Add picture of the data analysis in Appendix (25)
- A theme title (10)
- A clear definition of each theme (15)
- Direct quotes from the journal entries to support the themes and definition of the theme (review research articles and dissertations) (10)

This activity is designed to help students practice qualitative data analysis, thematic development, and ethical handling of sensitive personal narratives.

Options for prompt (choose one for all your journals, do not change the prompt mid-way)

1. How do you experience meaning making throughout your life?
2. What does gratitude look like for you in your day today life?
3. What does emotions or emotion regulation look like growing up?
4. What is your experience with well-being?



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Criteria	Excellent	Satisfactory	Developing	Needs Improvement
Writing Journal (25 pts)	23–25 pts: Journal entries are complete, well-written, and demonstrate thoughtful reflection and strong engagement with the prompt.	19–22 pts: Journal entries are complete and relevant but show limited depth or clarity.	15–18 pts: Journal entries are partially complete or minimally reflective.	0–14 pts: Journal entries are incomplete, unclear, or do not address the prompt.
Explanation of Data Analysis Steps with References (15 pts)	14–15 pts: Clearly explains data analysis steps using appropriate qualitative methods; includes accurate references and in-text citations.	11–13 pts: Explains analysis steps with minor gaps or limited use of references.	8–10 pts: Explanation is unclear or lacks sufficient references or citations.	0–7 pts: Analysis steps are missing, inaccurate, or lack references.
Appendix: Picture of Data Analysis (25 pts)	23–25 pts: Appendix includes clear, relevant picture(s) of the data analysis process (e.g., coding, theme development) that enhance understanding.	19–22 pts: Picture is included but lacks clarity or explanation.	15–18 pts: Picture is unclear, incomplete, or weakly related to the analysis.	0–14 pts: Picture is missing or irrelevant.
Theme Title (10 pts)	9–10 pts: Theme title is clear, meaningful, and accurately represents the underlying data.	7–8 pts: Theme title is relevant but somewhat vague.	5–6 pts: Theme title is unclear or loosely connected to the data.	0–4 pts: Theme title is missing or inappropriate.
Definition of Themes (15 pts)	14–15 pts: Each theme includes a clear, concise definition well-grounded in the data.	11–13 pts: Definitions are present but lack clarity or depth.	8–10 pts: Definitions are vague or inconsistently aligned with themes.	0–7 pts: Theme definitions are missing or inaccurate.
Use of Direct Quotes (10 pts)	9–10 pts: Well-selected direct quotes clearly support each theme.	7–8 pts: Quotes support themes but are limited or weakly integrated.	5–6 pts: Quotes are minimal or loosely related to themes.	0–4 pts: Quotes are missing or do not support themes.

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#### 4. IRB lab

Part 1: Research Paradigm (10 points)

Students will write a 1½-page paper explaining the research paradigm that guides their study. In this paper, students will identify the paradigm that best fits their proposed study, and explain why it is appropriate. Students must clearly connect the chosen paradigm to their research question and methodology, and support their rationale using existing scholarly literature.

Part 2: This IRB can be fake or real research project; the students will complete a full IRB in Cayuse including informed consent, research recruitment forms, data collection . . .  
(Completed or incomplete)

### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

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

#### Final Grading

Class participation & attendance	25 points
Qualitative dissertation Critique Presentation	100 points
Journal Text and Theme Analysis	100 points
Research Paradigm	10 points
IRB	Not graded

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<b>Total</b>	<b>145 points</b>
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Total points possible = 145. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 145. The resulting value is multiplied by 100 to yield a percentage. For example:  $(123 \text{ [points earned]} / 145) \times 100 = 84.83\%$

**No late assignments**

### TECHNOLOGY REQUIREMENTS

#### Browser support

D2L is committed to performing key application testing when new browser versions are released.

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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.

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-SystemRequirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.

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- \*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/>
- 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

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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.

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

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

Written assignments are due on the day noted in the syllabus.

#### **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.

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<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)  
<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>

### **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:

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## **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**

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&MCommerce 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/34Safe\\_t\\_yOfEmployeesAndStudents/34.06.02.R1.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safe_t_yOfEmployeesAndStudents/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

### Tentative

Date	Topic	CACREP Standard(s)	Readings/class format	Assignments
Week 1 Feb 3 <sup>rd</sup>	-Introductions - Review Syllabus and course expectations		Syllabus In-person	
Week 2 Feb 10th	Philosophical assumptions and interpretive frameworks  Phenomenology	<b>6.B.4.a.</b>	In-person	
Week 3 Feb 17 <sup>th</sup>	Grounded Theory	<b>6.B.4.a.</b>	Zoom class at 5	
Week 4 Feb 24 <sup>th</sup>	Ethics in Qualitative Inquiry		Zoom IRB at 5	
Week 5 March 3 <sup>rd</sup>	Hand coding Data Analysis Journal: Theme analysis in class		In-person	Bring your journals printed in an envelope, do not fold and do not write your name. Use pseudonym.
Week 6 March 10 th	SPRING BREAK		No class	
Week 7 March 17 <sup>th</sup>	No class			Work on IRB

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Week 8 March 24 <sup>th</sup>	Data analysis using Quirkos		Zoom class at 5:00pm	
Week 9 March 31 <sup>st</sup>	Narrative, case study, and ethnographic		In-person	
Week 10 April 7 <sup>th</sup>	Data collection Method Paradigm	<b>6.B.4.c.</b>	In-person  <b>Read before class</b>  Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. <i>International Journal of higher education</i> , 6(5), 26-41.  Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. <i>Journal of counseling psychology</i> , 52(2), 126.  Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. <i>Qualitative health research</i> , 17(10), 1316-1328.	

Week April 14 <sup>th</sup>	Validity and Qualitative Research -Role of the Researcher -Criteria of Trustworthiness -Strategies of Trustworthiness		In-person	
Week 12 April 21 <sup>st</sup>	Qualitative dissertation Critique Presentation	Presentation	In-person	<b>Qualitative dissertation Critique Presentation Due</b>

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# Counseling

EAST TEXAS A&M

Week 13 April 28 <sup>th</sup>	Qualitative dissertation Critique Presentation	Presentation	In-person	<b>Qualitative dissertation Critique Presentation Due</b>
Week 14 May 5 <sup>th</sup> Submit assignments	Qualitative dissertation Critique Presentation	Presentation	In-person	<b>Qualitative dissertation Critique Presentation Due Journal theme analysis paper due IRB part 1 Due</b>

*The syllabus/schedule are subject to change*

## Appendix A

Evaluate whether the **problem statement, purpose statement, and research questions** are aligned and coherently connected. If they are aligned, explain how they complement and build upon one another. If they are not aligned, explain where the disconnect occurs and why.

Examine whether the **research questions align with the selected research design**. If alignment is evident, explain how the design appropriately addresses the research questions. If not, explain why the research design does not adequately support the research questions.

Identify the **strategies of trustworthiness** implemented by the researcher and assess whether these strategies are clearly described. If they are clearly explained, discuss how they enhance the credibility of the study. If they are not clearly explained, suggest additional or alternative ways trustworthiness could have been established. Discuss the **strengths and challenges** of the trustworthiness strategies used. Indicate whether trustworthiness was addressed in the **limitations section**, and summarize what the author reported. Finally, reflect on whether this section was understandable and well-articulated.

Assess the **research design** by evaluating whether the author clearly identified and justified the chosen design. Explain the research design used and discuss what aspects of the author's explanation were most helpful for your understanding.

Describe and evaluate the **data collection and data analysis procedures**, explaining what the author did in each phase. Identify what was clear and what remained unclear in this section of the dissertation.

Summarize the **results, discussion, and future implications** presented by the dissertation author.