COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDA 7415</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Qualitative Research Design</td>
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<table>
<thead>
<tr>
<th>Course Credit:</th>
<th>3 semester hours</th>
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<tbody>
<tr>
<td>Course Hours:</td>
<td>3 per week</td>
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<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
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<tbody>
<tr>
<td>Department:</td>
<td>Educational Leadership and Human Services</td>
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</table>

All candidates in the Educational Leadership program are required to purchase a TaskStream account. The Taskstream Code for this course is: 42XZ26

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Warren C. Hope, Ed. D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term and Year:</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>GEC-B, Rm. 100, Saturday 8:00PM – 11:00 AM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Location:</th>
<th>GEC-A, Rm. 305</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>850-599-3191 (ofc), 850-599-3173 (ofc), 229-227-6400 (H)</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:warren.hope@famu.edu">warren.hope@famu.edu</a>, <a href="mailto:wchope@mchsi.com">wchope@mchsi.com</a></td>
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<tr>
<th>Office Hours</th>
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<th>Wednesday</th>
<th>Thursday</th>
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Course Description

This course is an introduction to the knowledge base that comprises the Qualitative Research paradigm. Content focuses on qualitative research methods (design, approaches, traditions) and data collection techniques. Course experiences are related to Candidates are provided experiences in which to acquire knowledge, skills, and abilities to engage in qualitative research.

Course Purpose

The primary purpose of this course is to provide candidates experiences appropriate for the conduct of qualitative research. Engagements in this course permit candidates to experience the broad range of qualitative research data collection techniques in order to apply to research projects. Candidates acquire research skills necessary to conduct qualitative research on phenomenon(a) of interest.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
CRITICAL THINKING

- CF4

Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
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<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
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</table>

**Academic Learning Compact**

**Standards Crosswalk**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>PEU Conceptual Framework</th>
<th>Program Standard</th>
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<tbody>
<tr>
<td></td>
<td>Know and be able to employ the various qualitative research techniques.</td>
<td>Program Standard 7. Research and Data Analysis: Demonstrate an understanding of research methodology and how to collect, analyze, interpret, and communicate results of analyses to various audiences.</td>
<td>Program Standard 7. Research and Data Analysis:</td>
</tr>
<tr>
<td>able to employ the various qualitative research techniques. Be able to transform rich thick data into narrative form. Be able to develop interview protocols to collect data.</td>
<td>Demonstrate an understanding of research methodology and how to collect, analyze, interpret, and communicate results of analyses to various audiences.</td>
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<td>Know the various methods, approaches, traditions related to qualitative research. Be able to distinguish appropriate unit(s) of analysis(es) for conducting qualitative research.</td>
<td><strong>Program Standard 7. Research and Data Analysis:</strong> Demonstrate an understanding of research methodology and how to collect, analyze, interpret, and communicate results of analyses to various audiences.</td>
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<td>Be able to use at least one qualitative software application in qualitative data analysis. Understand the purpose related to conducting qualitative research.</td>
<td><strong>Program Standard 7. Research and Data Analysis:</strong> Demonstrate an understanding of research methodology and how to collect, analyze, interpret, and communicate results of analyses to various audiences.</td>
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<td>Know the various methods, approaches, traditions related to qualitative research.</td>
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**Overall Goals of the Course**

1. Introduce candidates to the qualitative research paradigm.
2. Provide opportunities for candidates to engage in qualitative research on a limited scale.
3. Provide candidates with opportunity to acquire qualitative research vocabulary.
4. Understand the difference between the Qualitative and Quantitative research paradigms.
5. Understand the advantages and disadvantages of Qualitative research.

**Specific Behavioral Objectives**

Candidates will:
1. Understand the purpose related to conducting qualitative research.
2. Know the various methods, approaches, traditions related to qualitative research.
3. Know and be able to employ the various qualitative research techniques.
4. Understand what is meant by naturalist inquiry.
5. Understand the process for acquiring access to research settings.
6. Be able to distinguish appropriate unit(s) of analysis(es) for conducting qualitative research.
7. Understand the role of the literature review in qualitative research.
8. Be able to develop interview protocols to collect data.
9. Be able to use at least one qualitative software application in qualitative data analysis.
10. Be able to transform rich thick data into narrative form.

**National, State, PEU, and Program Standards Addressed in the Course**

1. **PEU Conceptual Framework Standards –Critical Thinking 4.5**

3. **Educational Leadership Ph. D. program standard 7. Research and Data Analysis**

Demonstrate an understanding of research methodology and how to collect, analyze, interpret, and communicate results of analyses to various audiences.

**Topical Outline**

1. **Qualitative Research in Education.**
   Characteristics of Qualitative Research.
   Traditions of Qualitative Research.
   Theoretical Underpinnings.
   Ethics.
2. **Research Design.**
   Choosing a Study.
   Case Studies.
   Multi-Site Studies.
3. **Fieldwork.**
   Gaining Access.
   First Days in the Field.
   The Participant/Observer Continuum.
   Doing Fieldwork in Another Culture.
   Researcher Characteristics and Special Problems with Rapport.
   Be Discreet.
   Research in Politically Charged and Conflict-Ridden Settings.
   How Long Should an Observation Session Be?
   Interviewing.
   Visual Recording and Fieldwork.
   Triangulation.
   Leaving the Field.
4. **Qualitative Data.**
   Fieldnotes.
   The Process of Writing Fieldnotes.
   Transcripts from Taped Interviews.
   Documents.
   Photography.
5. Data Analysis.
Analysis in the Field.
Analysis After Data Collection.
The Mechanics of Working with Data.

6. Writing It Up.
Writing Choices.
Criteria for Evaluating Writing.

Teaching Methods

Lecture Discussion
Document analysis
Student Presentations
Cooperative Learning Groups
Field Work

Course Evaluation

Class Work: Candidates are evaluated on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, contribution to discussions, examinations, and projects. Active participation in and positive contributions to class activities, and timely completion of tasks are basic to success in the course. The instructor will exercise the option to issue an “F” for the course to students who miss three class sessions.

Readings: Candidates are expected to read assigned materials. The instructor will provide readings and references in some areas; however, it is your responsibility to find resources that will support your learning in the event that the materials recommended are insufficient to provide the background or content you need to succeed in this course.

Tools of the Qualitative Researcher. Notepad and pens, tape recorder, camera/camcorder, transcriber, qualitative analysis software

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit count. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. A final grade in this course will be based on the following assignments:

1. Participant/Non Participant Observation [Ethnography] (10%). This requirement should be uploaded to Taskstream. The rubric for this course requirement is located in TaskStream and is available for candidates to review and print.. CF 4.5/Program Standard 7. Research and Data Analysis

   Identify a setting in which to observe and describe culture, social interactions of a particular group [Bible study, football games, nursing home, Retired Educators meetings, Mall shoppers, Funeral, Supermarket]

   Ask the question what is transpiring here?

2. Interview and Protocol [Case Study] (20%). This requirement should be uploaded to Taskstream. The rubric for this course requirement is located in TaskStream and available for candidates to review and print. CF 4.5/Program Standard 7. Research and Data Analysis

   [Historical personalities. Identify particular phenomenon. Segregation, Church history, political event]

   [Leader, teacher, class, school,

3. Focus Group (20%). This requirement should be uploaded to Taskstream. The rubric for this course requirement is located in TaskStream and available for candidates to review and print. CF 4.5/Program Standard 7. Research and Data Analysis

   Look for participants who have common (same) experiences. [Honor students, gang members, class of 1960, pastors, emergency room nurses, death row inmates, chain smokers]

4. Qualitative Dissertation Critique (15%). CF 4.5/Program Standard 7. Research and Data Analysis

   See requirement parameters at the end of syllabus.

5. Qualitative Software Use and Evaluation (15%). CF 4.5/Program Standard 7. Research and Data Analysis

   [Candidates will select and become familiar with a Qualitative software program. Candidates will make a presentation on the selected software in class.]

6. Final Examination (20%). CF 4.5/Program Standard 7. Research and Data Analysis
Outside reading and papers: Practicing professionals are expected to be current in regard to the knowledge base of their specialty area(s). It is recommended that extensive reading in applicable journals be an ongoing activity.

Oral reports: Yes

Laboratory/Field Experiences: Yes

### Grading

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Highest grade, excellent performance exceeding established criteria</td>
</tr>
<tr>
<td>B</td>
<td>Good performance approaching established criteria</td>
</tr>
<tr>
<td>C</td>
<td>Adequate performance meeting the established criteria</td>
</tr>
<tr>
<td>D</td>
<td>Basic performance falling short of established criteria</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory performance</td>
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</table>

#### Grading Scale

- **A (100-90)**: Highest grade, excellent performance exceeding established criteria.
- **B (89-80)**: Good performance approaching established criteria.
- **C (79-70)**: Adequate performance meeting the established criteria.
- **D (69-60)**: Basic performance falling short of established criteria.
- **F (Below 60)**: Unsatisfactory performance.

#### Grading Rubric

**Favorable** performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

**Acceptable** performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

**Unacceptable** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

### Course Policies

All assignments submitted for consideration of a grade are to be word processed and submitted on the date specified. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date. Plagiarism is unethical and unacceptable. Essays, papers, test and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged.

Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings.
Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Advanced Level
Candidate’s Name: ___________________ Student ID: ____________ Program Area: ______________

Criteria for rating

<table>
<thead>
<tr>
<th></th>
<th>Favorable</th>
<th>Acceptable</th>
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<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
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<td>consistently and</td>
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<td>performance.</td>
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Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior (Please use a ☑ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

Criteria for rating

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Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills (Please use a ☑ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

Criteria for rating

<table>
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</table>
Professional Practice: The Other Professional Educator Candidate demonstrates professional practice (Please use a ✓ to indicate level of performance.)

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

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Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.

Advanced Level Student Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior

a. Is punctual and regularly attends class
b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
c. presents oneself in a professional manner both in demeanor and appearance.
d. handles feelings appropriately (emotional management)
e. maintains integrity and high professional standards.
f. works in a reliable, dependable manner, utilizing initiative.
g. seeks opportunities for professional development and actively participates in professional organizations.
h. demonstrates academic honesty.

II. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices

a. is curious, willing to experiment with new ideas and techniques, and is receptive to change.
b. analyzes and evaluates concepts and clinical practices.
c. experiments, evaluates, and initiates innovative practices.
d. demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
e. recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
f. is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that students and colleagues bring to the learning environment.
g. continually deepens knowledge of practice and student learning.
h. understands the roles of assessment, including the roles of standards and outcomes in assessment.

III. Effective Communication

a. communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
b. is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
c. is willing to share information and ideas in a mutually respectful manner.
d. utilizes and models active listening and appropriate feedback skills.

IV. Systematic Thinking

a. critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
b. thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
c. thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
d. conducts self assessment through reflection in problem solving.

Academic Honor Policy

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance
To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

## Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/8</td>
<td>Chapter 1 Introduction &amp; Chapter 2 Philosophical, Paradigm, and Interpretive Frameworks/Tools of the Qualitative Researcher ((tape recorder, video recorder, transcriber, camera) Qualitative research as a Solo Act/Qualitative Research (Method/Approach/Design/Tradition)</td>
</tr>
<tr>
<td>2</td>
<td>1/15</td>
<td>Chapter 3 &amp; Chapter 4 Research Design Qualitative Research (Method/Approach/Design/Tradition) Qualitative Gathering Techniques (Interview, Observation, Documents) Observation (Participant/NonParticipant) and Field Notes Interview (Protocol)/Focus Group</td>
</tr>
<tr>
<td>3</td>
<td>1/22</td>
<td><strong>Field Work/Participant/NonParticipant Observation Due</strong> Fieldwork, entry or access, rapport, informants, field notes (ethnography), Software (HyperResearch, Atlas/ti, Ethnograph, HyperQual, NVivio Speech recognition software (Dragon Naturally Speaking 10)</td>
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<tr>
<td>4</td>
<td>1/29</td>
<td>Chapters 5 &amp; 6/Qualitative Data Collection and Data Analysis Qualitative Data Analysis [Transcribing Interviews (Coding, Themes, Patterns] Analyzing and organizing qualitative data Software (HyperResearch, Atlas/ti, Ethnograph, HyperQual, NVivio Speech recognition software (Dragon Naturally Speaking 10 or latest edition)</td>
</tr>
<tr>
<td>5</td>
<td>2/5</td>
<td>No Class/Interview Due</td>
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<tr>
<td>6</td>
<td>2/12</td>
<td>Interview and Observation as a Qualitative Research Data Collection Technique Ethnography</td>
</tr>
<tr>
<td>7</td>
<td>2/19</td>
<td><strong>Focus Group Due/Chapters 7 &amp; 8</strong></td>
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<tr>
<td>8</td>
<td>2/26</td>
<td>Transcription, Data analysis, triangulation, sources, interpretation</td>
</tr>
<tr>
<td>9</td>
<td>3/5</td>
<td>Transcription, Data analysis, triangulation, sources, interpretation</td>
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<tr>
<td>10</td>
<td>3/12</td>
<td>Spring Break/No Class/Chapter 9 Writing a Qualitative research report</td>
</tr>
<tr>
<td>11</td>
<td>3/19</td>
<td><strong>Qualitative Software Use and Evaluation</strong></td>
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<tr>
<td>12</td>
<td>3/26</td>
<td><strong>Qualitative Software Use and Evaluation</strong></td>
</tr>
<tr>
<td>13</td>
<td>4/2</td>
<td><strong>Qualitative Dissertation Critique Due</strong></td>
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<tr>
<td>14</td>
<td>4/9</td>
<td>Final Exam</td>
</tr>
<tr>
<td>15</td>
<td>4/23</td>
<td>Chapters 10 &amp; 11</td>
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</tbody>
</table>

**Note:** This is a tentative course outline and subject to change by the instructor. Course requirements are also subject to change.

## References


### Qualitative Dissertation Critique Parameters

Each candidate will prepare and submit a critical analyses (evaluation) of a qualitative dissertation that the student has not reviewed previously. The dissertation must be within the past 5 years (2005-2010). No page limit is imposed upon the length of the critique. In general, most dissertations can be analyzed within five typewritten pages. Please adhere to APA writing style in the submission of this requirement. The purpose of the evaluation is to comment upon the thoroughness of the dissertation as a research report by analyzing each component of the study. Indicate design and procedural errors that you detect, as well as strengths and desirable procedures. Be
sure to support your position on each outline factor with the research. Candidates are to be prepared to present an overview of the dissertation critique to the class.

Outline for a Critical Analysis of a Dissertation Employing a Qualitative Research Design

1. Identify the research methodology and Methods, Approach, Design, or Tradition;
2. Identify the qualitative research technique(s) employed in the study;
3. What was the purpose of the research? To what extent was the purpose achieved?
4. Was there a problem specified for this research?
5. Identify and describe the significance of the research;
6. Identify and describe the research questions (research hypotheses if used);
7. Where key informants identified?
8. Was there a statement of anticipated Ethical Problems?
9. What instrumentation was used (if any, beyond the researcher)
10. To what extent was triangulation employed in the research?
11. Describe the adequacy of the literature review (Was literature integrated or placed in single chapter?);
12. Specify the unit(s) of analysis employed in the study. Is(are) the unit(s) appropriate?
13. Describe the type of sampling employed in the research;
14. Briefly state the substantive conclusions supported by the design and analysis.
15. Identify and describe the delimitations and limitations of the study (if given)
16. Discuss degree of generalizability or transferability, reliability and validity.
17. Statement pertaining to Researcher bias.
18. Was access to the setting amply described?
19. Was the description for interpretation of data sufficient?
20. Did the dissertation contain rich thick description, a hallmark of qualitative dissertations?