

Syllabus for
GADM 875—Qualitative Research
3 Credit Hours
Fall 2013—Online

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Designed to acquaint the student with qualitative methods commonly used in educational research. Emphasis is on design features, scholarly rigor, and evaluation of selected studies. Students also implement data collection and analysis for a selected qualitative method. (Offered online only.)
Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the doctoral candidate to do the following:

- A. Become acquainted with qualitative research methodologies, techniques, and designs.
- B. Access resources pertinent to conducting qualitative research.
- C. Develop the ability to write a qualitative research proposal.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

After successfully completing this course, the student will be able to do the following:

- A. Identify assumptions underlying the naturalistic-inductive paradigm.
- B. Compare commonly used qualitative methods in educational research: case study, phenomenology, grounded theory, and ethnography.
- C. Analyze design features of each of these methods, including defining the research questions and purpose statements, techniques for sampling and data collection, analysis, interpretation, and (re)presentation.
- D. Describe techniques for ensuring scholarly rigor of qualitative research projects.
- E. Evaluate selected studies for adherence to standards for qualitative research.
- F. Access resources pertinent to conducting qualitative research projects. Demonstrate use of computer technology for data management.
- G. Implement data collection and analysis for a selected qualitative method.

- H. Draft a preliminary proposal for a qualitative research study.
- I. Describe the School of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
Creswell, J. U. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
ISBN 9781412995306
 - 2. Other
None
- B. Optional Material
 - 1. Textbooks
None
 - 2. Other
None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
 - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 - 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. College and/or Department Policies and Procedures
 - 1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
 - 2. Assessment Requirements

Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education classes.

3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. Grading:

Journal Assignments	60%
Project	20%
Threaded Discussion	20%
 - b. All evaluation is based on the stated objectives.

2. Whole Person Assessment Requirements
The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
3. Other Policies and/or Procedures
Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

VI. COURSE CALENDAR

The course begins October 22, 2012.

Session	Topic
1	Introductions
2	Variations of Qualitative Research
3	Data Collection
4	Data Analysis
5	Individual Approaches
6	Group Approaches
7	Writing and Validation
8	Projects/Exam

Course Inventory for ORU's Student Learning Outcomes
GADM 875—Qualitative Research
Fall 2012—Online

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contributio n	Minimal Contributio n	No Contributio n
1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity		X		

This course specifically addresses the ORU College of Education Institutional Standards: 1, 3, 4, 5, 6, 7, 8, 10, 11, and 15.