



COUN 7372: QUALITATIVE METHODOLOGY

FALL, 2017

*Course Number is a required course for Doctor of Philosophy Degree in
Counselor Education*

College of Education, Department of COUNSELOR EDUCATION

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Class Format: COURSE FORMAT AND ADDITIONAL INFORMATION IF NECESSARY

Class day and time: Monday/5:30pm-8:20pm

Class location: TWC 348

This course will be taught in class and will focus on learning the basic tenants of completing a qualitative research study and will include:

- Online mini-lectures and demonstrations based on your reading assignments.
- Application of topics discussed.
- Interpretation of qualitative data.
- Hand-on data collection techniques (e.g., *interviewing, transcribing, focus group interviewing, observing, member-checking*) will be used if time allows.

Course Description: COUN 7372 Qualitative Methodology: This course is designed to teach qualitative research methodology within a counseling problems-based contextual framework. The course will emphasize qualitative techniques through lecture, discussion, readings, and field-based research projects using the methods learned. Prerequisite: COUN 7362. Credit 3.

Textbooks

Required Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association*. 6th ed. Washington D.C.: APA.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five traditions* (4th ed.). Thousand Oaks, CA: Sage. ISBN: 978-1506330204

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage. ISBN: 978-1412981194

Recommended Text:

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage. ISBN: 978-1452257877

Additional qualitative methods books will be available to check out from the library and possibly from the professor. Assigned readings will be provided for you to take home or read in-class. The text materials for this course provide guidelines for the methodologies most often selected by our doctoral students for their dissertation research. They are intended as handbooks or references. Students are expected to use the provided text materials, as well as other text sources, as needed to complete assignments successfully and to answer their individual questions.

Course Objectives: The following objectives will be met during this course:

This course is designed to introduce the student to the meaning and use of qualitative research in diverse educational settings. The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. Attention will be focused upon developing the skills and knowledge needed to conduct critical evaluations and use the findings of published research in educational. All course objectives are designed to enhance the student's ability to become a consumer and producer of qualitative research. By the end of the semester, the student will be able to:

1. Describe the philosophical underpinnings and logic of justification underlying the qualitative data analyses
2. Define terms and concepts commonly utilized in qualitative data analyses
3. Understand and describe the steps involved in the qualitative data analysis process
4. Understand and use a variety of qualitative data analysis techniques
5. Align qualitative data analysis techniques to research purposes and research questions
6. Identify and describe the major threats to validity/trustworthiness/legitimation/truth value of qualitative research findings
7. Demonstrate knowledge of how to evaluate qualitative data analysis and results sections of research reports
8. Present and discuss the data analysis process and results
9. Write up the results section pertaining to an array of qualitative data analysis techniques
10. Demonstrate skill in writing in the format of the American Psychological Association
11. Demonstrate basic skills with electronic information-retrieval systems
12. Demonstrate how to utilize effectively the library and its resources as part of the qualitative research process
13. Identify ethical and legal considerations involved in conducting and reporting qualitative data analyses
14. Apply guidelines for presenting qualitative research studies professionally

Matrix:

- Course Objectives - stated in measurable performance terms/behavior (From CACREP 2016 Standards)
- Course Activities/Assignments
- Performance Assessments

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment CACREP 2016 Standards
Research designs appropriate to quantitative and qualitative research questions	Textbook readings and classroom discussions Qualitative Critiques	Qualitative Critiques Class Presentations	CACREP: DSCES B.4.a
Qualitative designs and approaches to qualitative data analysis	Class Discussions Qualitative Critiques	Qualitative Critiques	CACREP: DSCES B.4.c
Research questions appropriate for professional research and publication	Class Discussions	Development of a research question that could be used for the student's dissertation or other research	CACREP: DSCES B.4.g
Design and evaluation of research proposals for a human subjects/institutional review board review	IRB Training	Prepare a description of the IRB application process	CACREP: DSCES B.4.J
Ethical and culturally relevant strategies for conducting research	Class Discussions Qualitative Critiques	Qualitative Critiques	CACREP: DSCES B.4.I

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: LIST ESSENTIAL OBJECTIVES

- Gaining factual knowledge (terminology, classifications, methods, trends)

Important: LIST IMPORTANT OBJECTIVES

- Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Course/Instructor Requirements: ADDITIONAL COURSE/INSTRUCTOR SPECIFIC REQUIREMENTS (E.G. FIELD EXPERIENCE)

- **Late assignment policy:** All work is due on the date specified. **Late work will not be accepted or awarded credit.**
- **Time requirement:** Students are expected to participate in all activities for the course on a weekly basis including any on-line discussions. Students should expect to spend time preparing for all aspects of the course. Students are expected to attend all classes and to be on-time for each class.
- **Professionalism policy:** All students should act in accordance with university policies. Counseling students are expected to follow the Code of Ethics of the American Counseling Association. Violations of the ACA Code of Ethics can result in disciplinary action by the faculty of the Counseling programs.
- **Academic Dishonesty policy:** Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an "F" for the course.**
- Cell Phone Policy [Sam Houston State University Academic Policy Statement 100728](#)
- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>

Course Outline

Assignments

- A. Participation 140 (maximum 10 points per class):** Participation points based on case studies, peer critiques, discussion, attendance, and attitude. Students will be evaluated on professionalism for each class. This is especially related to acting in accordance with the ACA Code of Ethics and expectations for students in the doctoral counseling program. (Each absence will result in the loss of participation points for that class.) Students who are late for class will lose 2 points for each 15 minutes late or portion thereof.

Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.

Grading Rubric

- 9-10 points---active involvement in all discussions in each class and providing significant input
- 7-8 points---involvement in all discussions reflecting understanding of the topics
- 5-6 points---minimal participation in discussions

- B. Individual/Group Presentation 50** (oral presentation, handout, written product)

Doctoral Students are the future counselor educators and as such they are preparing to train the future generation of counselors and that would include the teaching of various research designs. The purpose of this assignment is to give the students experience researching and preparing lecture materials so they could teach a qualitative research course. Students will complete an classroom presentations and will be graded on their presentation, handout materials, and overall presence during the presentation.

Grading Rubric:

- General Presentation: (uses of technology and class interaction) 30
- Handout Materials: (Quality and design) 10
- Delivery 10

- C. Qualitative Critique Journal Article (2 @ 50 pts) 100**

Doctoral students are viewed as researchers and as thus must possess the knowledge to construct, complete, publish, and present research. Qualitative is one of the many forms of research conducted by professional counselors and counselor educators.

Use the Critique Format provided, the report should be no more than three typed, double-

spaced pages, 12-point Times New Roman font, one inch margins. The articles to be critiqued will be provided.

Grading Rubric

40 points - Critique pays close attention to research design/includes all components of critique

10 points - Critique has correct grammar and spelling, and follows the guidelines of the developed Critique Sheet including APA format.

Qualitative Research Critique Format

Summarize the qualitative study using the following questions. Be sure to answer or address each and every question and sub-question. Be sure to write your answers in paragraph form with complete and grammatically appropriate sentences being sure to write using APA format as appropriate. Use correct reference citations when writing answers and be sure to include an APA formatted reference page. Please only use sources that you have read.

1. Bibliographic Information (APA Style): Provide an appropriate APA reference citation and discuss the author(s)' use and application of APA writing format in the article. Make note if they used 5th or 6th edition.
2. Problem Identification: What is the stated problem or need for this study? Is the problem stated clearly? Logical? Convincing? If yes, describe how.
3. Purpose Identification: What is the stated use or purpose of this study? Does the purpose focus the research? How? Does the purpose follow the problem statement logically? How? Describe objectively whether or not this study is worthwhile.
4. Theoretical or Conceptual Framework: Is there evidence of a theoretical or conceptual foundation for the research study? What theoretical or conceptual foundation was used? Is it well-established in the literature review? How?
5. Prior research or Literature review: What previous research qualitative and/or quantitative has been done leading up to this study? Just give a general description of what research was discussed without giving citations of the articles contained in the study. Is there any major body of research missing in the literature review?
6. Method research question(s): What is/are the research question(s) for this study? Are the research questions specific and clear? Are the research question(s) related to the purpose? How?
7. Methodology--Data Collection and Analysis: Are participants, sampling techniques, and context for the study explicit and appropriate? What evidence is provided for this? Is the research design (qualitative methodology) stated specifically and clearly described? Give the name of the methodology if it is given or if not describe the methodology? Are the collection and analysis of data based on a solid referenced method? Is the method the best choice in the study? If so why? If not why? What improvements would you suggest to improve this study?

8. Definition(s): Which terms are defined? (Be sure to look for definitions throughout the article.) Are the definitions operational? Are the definitions included within the introduction, the methods section, or somewhere else in the manuscript?

9. Credibility and reliability issues in design: What does the author say regarding issues of credibility and/ internal and/or external validity? Respond to each of the internal/external validity issues as noted in both the Creswell text and the Maxwell text. Check each one to see if the item is included or if the item has been overlooked. How does the author(s) address issues of transferability? (Use the Maxwell book Chapter 6)

10. Method instrumentation: Describe the instrument(s) for interviews, focus groups, etc. This includes semi-structured interview questions and demographic questionnaire. Were they pre-existing, or specially created? How were they related? How was reliability established?

11. Ethics: Does the author(s) discuss ethical issues that may have affected this study? Do you see any ethical issues in the study? Are the ethical issues properly addressed? Be sure to address how the ACA ethical guidelines for research were followed.

12. Limitations and delimitations: What limitations and delimitations are identified and discussed? How do these limit transferability? To what extent do the limitations and delimitations (stated or unstated) affect the value of the research? What limitations would you have included in this manuscript and why?

13. Results and Discussion: Are the research questions answered? Give examples. Is existing literature brought into the discussion? Give examples. Are supportive/representative statements used from the data when appropriate? Give examples.

14. Implications and recommendations: What are the implications/recommendations for theory, further research, and/or practice that were presented by the author(s)? What implications or recommendations would you add.

D. Qualitative Critique Dissertation 100

Use the Critique Format provided, the report should be no more than five typed, double-spaced pages, 12-point Times New Roman font, one inch margins. The articles to be critiqued will be provided.

Grading Rubric

40 points - Critique pays close attention to research design/includes all components of critique

10 points - Critique has correct grammar and spelling, and follows the guidelines of the developed Critique Sheet including APA format.

Qualitative Research Critique Format

Summarize the qualitative study using the following questions. Be sure to answer or address each and every question and sub-question. Be sure to write your answers in paragraph form with complete and grammatically appropriate sentences being sure to write using APA format as appropriate. Use correct reference citations when writing answers and be sure to include an APA formatted reference page. Please only use sources that you have read.

1. Bibliographic Information (APA Style): Provide an appropriate APA reference citation and discuss the author(s)' use and application of APA writing format in the article. Make note if they used 5th or 6th edition.
2. Problem Identification: What is the stated problem or need for this study? Is the problem stated clearly? Logical? Convincing? If yes, describe how.
3. Purpose Identification: What is the stated use or purpose of this study? Does the purpose focus the research? How? Does the purpose follow the problem statement logically? How? Describe objectively whether or not this study is worthwhile.
4. Theoretical or Conceptual Framework: Is there evidence of a theoretical or conceptual foundation for the research study? What theoretical or conceptual foundation was used? Is it well-established in the literature review? How?
5. Prior research or Literature review: What previous research qualitative and/or quantitative has been done leading up to this study? Just give a general description of what research was discussed without giving citations of the articles contained in the study. Is there any major body of research missing in the literature review?
6. Method research question(s): What is/are the research question(s) for this study? Are the research questions specific and clear? Are the research question(s) related to the purpose? How?
7. Methodology--Data Collection and Analysis: Are participants, sampling techniques, and context for the study explicit and appropriate? What evidence is provided for this? Is the research design (qualitative methodology) stated specifically and clearly described? Give the name of the methodology if it is given or if not describe the methodology? Are the collection and analysis of data based on a solid referenced method? Is the method the best choice in the study? If so why? If not why? What improvements would you suggest to improve this study?
8. Definition(s): Which terms are defined? (Be sure to look for definitions throughout the article.) Are the definitions operational? Are the definitions included within the introduction, the methods section, or somewhere else in the manuscript?
9. Credibility and reliability issues in design: What does the author say regarding issues of credibility and/ internal and/or external validity? Respond to each of the internal/external validity issues as noted in both the Creswell text and the Maxwell text. Check each one to see if the item is included or if the item has been overlooked. How does the author(s) address issues of transferability? (Use the Maxwell book Chapter 6)
10. Method instrumentation: Describe the instrument(s) for interviews, focus groups, etc. This includes semi-structured interview questions and demographic questionnaire. Were they pre-

existing, or specially created? How were they related? How was reliability established?

11. Ethics: Does the author(s) discuss ethical issues that may have affected this study? Do you see any ethical issues in the study? Are the ethical issues properly addressed? Be sure to address how the ACA ethical guidelines for research were followed.

12. Limitations and delimitations: What limitations and delimitations are identified and discussed? How do these limit transferability? To what extent do the limitations and delimitations (stated or unstated) affect the value of the research? What limitations would you have included in this manuscript and why?

13. Results and Discussion: Are the research questions answered? Give examples. Is existing literature brought into the discussion? Give examples. Are supportive/representative statements used from the data when appropriate? Give examples.

14. Implications and recommendations: What are the implications/recommendations for theory, further research, and/or practice that were presented by the author(s)? What implications or recommendations would you add.

E. Research Question (10 points)

Research questions are a beginning but not an end in and of themselves. They give the qualitative researcher direction and point to the qualitative methodology used to complete a research study. Research questions allow readers of research to understand what the study was intended to learn, but the research question also helps the researcher narrow the focus of the study and to give guidance on how to conduct the study. The purpose of this assignment is to provide students with the opportunity to develop a research question that could be the basis for a dissertation study or a general research study.

Based on the student's research interest, each student will write a research question focused on the topic for their dissertation that is consistent with one of the five qualitative methods found in the Creswell & Poth (2018) text.

Grading Rubric:

Research question is concise and follows the format of a qualitative research question as found in the Creswell and Poth (2018) text on pages 137-143. Maximum 10 points

F. IRB Summary Paper (25 points)

Qualitative research like any other research project involving human participants must follow very specific protocols. To that end it is important that students are familiar with the IRB application procedure and can describe the procedure so that they can competently apply the IRB application process. This assignment is designed to give students the opportunity to demonstrate their understanding of the IRB application process and to describe the process.

Students will complete an APA formatted paper describing the IRB application process based on information found on the SHSU IRB website and an in class presentation by a member of the SHSU IRB staff.

Grading Rubric

25-23 points	Student is able to demonstrate accurate and complete knowledge of the IRB process and provides a complete description of the process.
22-20.5 points	Student is able to demonstrate basic knowledge of the IRB process and provides an overall complete description of the process.
20-18	Student is unable to demonstrate basic knowledge of the IRB process and is not able to provide an overall complete description of the process.

All assignments must be completed to earn credit for this course. No assignment may be omitted. No assignment will be accepted late.

Rubrics for grading and specific assignments are either provided herein or will be given under separate cover.

Grades

DESCRIBE HOW STUDENTS' GRADES WILL BE CALCULATED

Course Grade:

Participation	140
Presentation	50
Qualitative Critique Journal (2@50 each)	100
Qualitative Critique Dissertation	100
Research Question	10
IRB Summary Paper	25

Total Points: 425

A	425-391
B	390-348.5
C	348-306
F	Below 306

Schedule

PROVIDE AN OUTLINE OF COURSE ACTIVITIES, INCLUDING ASSIGNMENT DUE DATES

Learning Activities/Course Schedule (Subject to Change with Notice):

Cres: Creswell & Poth Book

Max: Maxwell Book

ALL ASSIGNMENTS MUST BE SUBMITTED IN BLACKBOARD. NO EXCEPTIONS.

Week	Content/Topic	Learner Outcomes	Research/Field Components and	Assigned Readings
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			Assignments Due on date noted for week @ 5:30pm	
1 9/11	Overview of course; syllabus Nature of Qualitative Research	Brief Overview of Qualitative Research and multicultural applications History of Qualitative Research Characteristics of Qualitative Research		Cres Ch 1 Max 2
2 9/18	Assumptions and Frameworks <u>ON LINE CLASS</u>	Philosophical Assumptions and Frameworks		Cres 2 Max 3
3 9/25	Designing a Qualitative Study	Characteristics Process Structure		Cres Ch 3
4 10/2	Qualitative Research Design	Case Study Biography	Presentation 1 Presentation 2	Cres Ch 4,5
5 10/9	Qualitative Research Design	Phenomenology Grounded Theory	<i>Presentation 3</i> <i>Presentation 4</i>	Cres Ch 4,5
6 10/16	Qualitative Research Design	Grounded Theory Ethnography	Presentation 5 Presentation 6 Critique of qualitative research <u>due</u> (first journal article) Due by 5:30pm 10/16/2017	Cres Ch 4,5
7 10/23	Qualitative Research Design	Document Analysis		
8 10/30	Focusing the study Conceptual Framework/Theoretical Framework	Problem statement Purpose statement Research questions Literature Review	IRB Summary Due	Cres Ch 6 Max 4
9 11/6	Data Collection	Types of Data Collection Procedures Access Participants Site Sampling Protocols	Research Question Due	Cres Ch 7 Max5

		Mock Interviews		
10 11/13	Data Analysis	Validity Reliability Analysis procedures Triangulation Interpretation of qualitative data Writing your results	Critique of qualitative research <u>due</u> (second journal article) Due by 5:30pm 11/13/2017	Cres Ch 8 Max 5 Blackboard readings on trustworthiness, reliability, and validity
11 11/20	Writing a Qualitative Study	Writing strategies Ethical Considerations		Cres Ch 9
12 11/27	Standards of Validation and Evaluation	Validation and reliability of qualitative research		Cres Ch 10 Max CH 6
13 12/1		<u>Final critique paper due by 5:30 p.m. On-Line in Blackboard.</u> <u>This assignment will not be accepted after 5:30pm.</u>	Critique of qualitative research <u>due</u> (dissertation) Due by 5:30pm 11/17/2014	

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

ATTENDANCE EXPECTATIONS

COUNSELING PROGRAM ATTENDANCE POLICY

The following represents the attendance policy for all courses in the Counseling Program:

1. Students are permitted to miss one class (3 Hours) with no penalty, but a call to the professor of the class is expected.
2. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. **Because summer classes meet fewer times than during a regular semester, missing a second class will be the same as missing two classes and will result in the loss of a letter grade.**
3. A drop of a letter grade will occur for each subsequent absence.

Course Expectations

COURSE EXPECTATIONS NOT ADDRESSED IN OTHER SECTIONS (E.G. PARTICIPATION, PROFESSIONALISM, ETC.)

Expectations:

- Students will arrive on time to each class unless professional or personal emergencies arise and can be documented. Students late 5 minutes or less will have that noted and upon being late twice will lose 10 participation points and students will lose 5 additional points

for additional lateness. Students late 15 minutes or more for any class session will lose the participation points for that class. Students with a continued pattern of being late will be subject to losing a letter grade and will be requested to meet with the instructor.

- Students will not get behind in class assignments. No incompletes will be given for this course. Additionally, no assignments will be accepted late. If there is an extenuating circumstance, the student must contact the instructor prior to the beginning of the class when an assignment is due. If the instructor chooses to allow for a late turn-in of an assignment, the maximum points available for the assignment will be reduced by a minimum of 20%.
- Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in team arrangements to learn what they missed when late or unavoidably absent. No make-up assignments will be given; points will be deducted from participation grade based on number of hours (%) of time missed or tardy.
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class. Late assignments will result in a lower participation grade and grade for that assignment since the course syllabus is designed to provide time to share and analyze research assignments. Remember that late assignments will not be accepted.
- Students will visit the library at SHSU, UH, or TAMU to supplement their readings on the various methodologies and will share these accounts of qualitative research (published in refereed journals) during class discussions.
- This class will require students to meet outside class, develop mini-presentations over assigned topics, to engage in lessons on-line, to conduct field research on one topic (selected by student with approval of professor in cooperation with a professor who will serve as mentor) and to read outside the textbooks in qualitative methodology.
- All student work will be submitted to www.turnitin.com, a subscribed service that checks for plagiarism. **Plagiarized work will automatically receive a failing grade.** All student work, including drafts, must be submitted via Blackboard.

Bibliography

- REFERENCES USED IN CREATION OF SYLLABUS (APA FORMAT)

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.