



Course Syllabus: **Qualitative Decision Analysis**

Gordon T. and Ellen West College of Education

EDLE 6123 Qualitative Decision Analysis

Fall 2023- Aug 28-Dec 7, 2023

Contact Information

Instructor: Kym Acuña

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Office hours: Tuesday 2:00-4:00pm, Wednesday 2:00-3:00pm, Thursday 2:00-4:00pm, and By appointment

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How to Contact Me

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours, however, it could be a little longer on weekends or holidays.

Course Description

Course focuses on the tools of qualitative research including problem identification, analysis, and interpretation of information relevant to the problem. However, it will be in the context of formal and informal inquiry processes for practitioners where questions are answered from multiple perspectives.

BIG QUESTIONS

- *What social justice issues should be considered in qualitative research inquiry and interpretation?*

Textbooks

Required texts:

Miles, M., Huberman, A., & Saldaña, J. (2020). *Qualitative Data Analysis: A methods sourcebook*. 4th Ed. Sage. 978-1506353074

Creswell, J., & Creswell Baez, Johanna. (2021). 30 Essential Skills for the Qualitative Researcher. 2nd Ed. Sage. 978-1544355702

Recommended texts for further reference:

Duradella, N. (2019). Qualitative Dissertation Methodology: A guide for research design and methods. Sage. 978-1506345161

Course Goals and Objectives

Candidate will:

- Examine and demonstrate skills in ethical dilemmas and issues related to the research process, including issues and processes related to Institutional Review Board certification approval.
- Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What is the origin of qualitative research?
- Reflect on one's own presuppositions and subjectivities in regard to the research processes.
- Specify the units of analysis examined in qualitative research and the nature of the explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?
- Identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems, to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.

NELP Standards

- Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
- Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.
- Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity.
- Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Grades

Table 1: Graded Assignments

Activities	Points
Research Question	5
Problem Identification Exercise	10
Coding Exercise	15
Validation Exercise	15
Interview Protocol	10
Focus Group Exercise	10
Document Examination Exercise	10
Data Analysis Software Exercise	15
Decision Analysis Paper	10
Total	100

Table 2: Total points for final grade.

Grade	Points
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

Academic Dishonesty: Cheating, collusion, use of AI passed off as original writing, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Attendance Policy

Our projected dates for the Saturday courses in the Fall are:

September 16th, 2023 9:00 a.m. -12:00 p.m.

October 21st, 2023 9:00 a.m. -12:00 p.m.

December 2nd, 2022 9:00 a.m. -12:00 p.m.

Regular attendance is expected. If a class must be missed, please discuss with the professor beforehand. If an emergency arises, please either telephone or email the professor, if possible.

One of the cornerstones to the WCOE Ed.D experience is the opportunity to interact with colleagues from across other campuses, districts and professions. To this end, we hold Saturday classes three times per long semester. Students are expected to maintain a physical and professional engagement in these experiences. However, we do understand some circumstances cannot be avoided. Therefore, we have established the following policy

1 absence = make up required experiences/coursework with colleagues

2 absences = final grade will be lowered by one letter and make up required experiences/coursework with colleagues

3 absences = F

Quality Requirements

- "Turning in" all assignments is not enough to insure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment in dropbox on D2L.
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Please note: By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course.

The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” [Student Handbook 2022-23](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Senate Bill 11 Handgun Policy

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at: [Campus Carry](#)

Extra Credit

No extra credit will be considered in this course.

Late Work

Work should be turned in on time. Any issues that impact your timeliness should be discussed with the instructor.

Important Dates

Last day for term schedule changes: 08/31/23

Deadline to file for graduation: December graduation- 9/25/23; May graduation 10/2/23

Last Day to drop with a grade of “W:” 10/30/23

Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. For help, log into [D2L](#).

Online Professional Etiquette

Please remember to use professional communication in all parts of this class. Think about the message you want to communicate and how the way in which you communicate it reflects on you as a professional.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week	Dates	Reading	Assignment Due
1	Aug 28-Sep 3	30 ES Ch 1-5 p. 1-33	
2	Sep 4-10	QDA Ch 2 p. 13-47 Provided Readings	Research Question due September 10
3	Sep 11-17	QDA Ch 3 p. 49-60 and 30ES Ch 7 51-59	Face-to-Face Session 1 Saturday, September 16 9:00am-12:00pm
4	Sep 18-24	Provided Readings	Problem Identification Exercise due September 24
5	Sep 25-Oct 1	30 ES Ch 15-17 p. 130-155 and Provided Readings	Interview Protocol Exercise due October 1
6	Oct 2 – 8	Provided Readings	Focus Group Protocol due October 8

7 & 8	Oct 9-22	QDA Ch 5-10 p. 103-270	Face-to-Face Session 2 Saturday, October 21 9:00am-12:00pm
9	Oct 23-29	30ES Ch 22 198-206 and Provided Readings	Validation Exercise due October 29
10	Oct 20 – Nov 5	30ES Ch 18-20 p. 157-187 QDA Ch 4 p. 61-99	Coding Exercise due Nov 5
11	Nov 6 - 12	Provided Readings	Document Examination Exercise due November 12
12	Nov 13 - 19	ES 30 Ch 21 p. 180-187	
13	Nov 20 - 26	Provided Readings	Decision Analysis Software Exercise due November 26
14 & 15	Nov 27 – Dec 7	QDA Ch 11 p. 273-314	Decision Analysis Paper December 6 Face-to-Face Session 3 Saturday, November 5 9:00am-12:00pm

30ES 30 Essential Skills for the Qualitative Researcher
QDA Qualitative Data Analysis: A methods sourcebook

[References/Scientifically-Based Research/Additional Readings:](#)

- Bernard, H., Wutich, A., & Ryan, G. (2017). *Analyzing Qualitative Data: systematic approaches*. Sage: Los Angeles.
- Billups, F. (2021). *Qualitative Data Collection Tools: design, development, and applications*. Sage: Los Angeles.
- Brinkman, S. & Kvale, S. (2015). *Interviews: learning the craft of qualitative research interviewing*. Sage: Los Angeles.
- Durdella, N. (2019). *Qualitative Dissertation Methodology: A guide for research design and methods*. Sage: Los Angeles.
- Saldaña, J. (2021). *The Coding Manual for Qualitative Researchers*. Sage: Los Angeles.
- Yin, R. (2016). *Qualitative Research from Start to Finish*. Guilford Press, New York.

[Appendix A: Standards/Competencies](#)

Course Objectives or Student Learning Outcomes	Standard or Competency
<ul style="list-style-type: none"> Examine and demonstrate skills in ethical 	NELP Component 3.2

Course Objectives or Student Learning Outcomes	Standard or Competency
<p>dilemmas and issues related to the research process, including issues and processes related to Institutional Review Board certification approval.</p>	
<ul style="list-style-type: none"> • Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What is the origin of qualitative research? 	<p>NELP Component 6.3</p>
<ul style="list-style-type: none"> • Reflect on one's own presuppositions and subjectivities in regard to the research processes. 	<p>NELP Component 3.2 NELP Component 7.4</p>
<ul style="list-style-type: none"> • Specify the 	<p>NELP Component 7.4</p>

Course Objectives or Student Learning Outcomes	Standard or Competency
<p>units of analysis examined in qualitative research and the nature of the explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?</p>	
<ul style="list-style-type: none"> Identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems, to select pertinent data sources, data collection methods, and data analysis 	<p>NELP Component 3.2</p>

Course Objectives or Student Learning Outcomes	Standard or Competency
methods, and to assess the results of such efforts.	

Appendix B:

Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Problem Identification Exercise	NELP Component 3.2 NELP Component 7.4
Coding Exercise	NELP Component 3.2
Validation Exercise	NELP Component 3.2
Interview Protocol	NELP Component 3.2
Focus Group Exercise	NELP Component 5.3
Document Examination Exercise	NELP Component 3.2
Data Analysis Software Exercise	NELP Component 6.3
Decision Analysis Paper	NELP Component 7.4