



## Course Syllabus: **Qualitative Decision Analysis**

Gordon T. and Ellen West College of Education  
EDLE 6123 Qualitative Decision Analysis Y20  
Spring 2025- Jan 21-May 9, 2025

### Contact Information

Instructor: Kym Acuña

Office: Bridwell 104E

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

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### Instructor Response Policy

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.

### Textbook & Instructional Materials

Required texts:

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

Creswell, J., & Creswell Baez, Johanna. (2021). *30 Essential Skills for the Qualitative Researcher*. 2<sup>nd</sup> 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 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?*

## Course Objectives/Learning Outcomes/Course Competencies

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.

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

### Student Handbook

Refer to: [Student Handbook](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, 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 individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### Grading/Assessment

Table 1: Graded Assignments

<b>Activities</b>	<b>Points</b>
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.

#### 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.

#### 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.
- 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.

#### Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).

Deadline to file for graduation: Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).

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

#### 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.

#### Attendance

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

January 25, 2025 9:00 a.m. -12:00 p.m. at MSU

March 22, 2025 9:00 a.m. -12:00 p.m. at Flower Mound Site

May 3, 2025 9:00 a.m. -12:00 p.m. at MSU

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 WCOEPS 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*

#### 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.

#### Inclement Weather

In the case of campus closure due to inclement weather, the online portion of the course should not be impacted. If the campus is closed due to inclement weather, the Saturday sessions will be held via Zoom. However, if there are any concerns regarding this course related to inclement weather, please contact me.

#### 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) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

#### 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 MSU TEXAS. 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.

### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

### Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the

University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

#### Grade Appeal Process

Update as needed. 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

<b>Week</b>	<b>Dates</b>	<b>Reading</b>	<b>Assignment Due</b>
1	Jan 21-26	30 ES Ch 1-5 p. 1-33	<b>Face-to-Face Session 1 at MSU Saturday, January 25 9:00am-12:00pm</b>
2	Jan 27-Feb 2	QDA Ch 2 p. 13-47 Provided Readings	Research Question due <b>February 2</b>
3	Feb 3-9	QDA Ch 3 p. 49-60 and 30ES Ch 7 51-59	
4	Feb 10-16	Provided Readings	Problem Identification Exercise <b>due February 16</b>
5	Feb 17-23	30 ES Ch 15-17 p. 130-155 and Provided Readings	Interview Protocol Exercise <b>due February 23</b>
6	Feb 24-Mar 2	Provided Readings	Focus Group Protocol <b>due March 2</b>
7 & 8	Mar 3-23	QDA Ch 5-10 p. 103-270	<b>Spring Break March 10-16 Face-to-Face Session 2 at Flower Mound Site Saturday, March 22 9:00am-12:00pm</b>
9	Mar 24-30	30ES Ch 22 198-206 and Provided Readings	Validation Exercise <b>due March 30</b>
10	Mar 31-Apr 6	30ES Ch 18-20 p. 157-187 QDA Ch 4 p. 61-99	Coding Exercise <b>due April 6</b>
11	Apr 7-13	Provided Readings	Document Examination Exercise <b>due April 13</b>
12	Apr 14-20	ES 30 Ch 21 p. 180-187	
13	April 21-27	Provided Readings	Decision Analysis Software Exercise <b>due April 27</b>
14 & 15	Apr 28-May 9	QDA Ch 11 p. 273-314	Decision Analysis Paper <b>May 7</b>  <b>Face-to-Face Session 3 at MSU Saturday, May 3 9:00am-12:00pm</b>

### References/Scientific-ly-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"> <li>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.</li> </ul>	NELP Component 3.2
<ul style="list-style-type: none"> <li>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?</li> </ul>	NELP Component 6.3
<ul style="list-style-type: none"> <li>Reflect on one's own presuppositions and subjectivities in regard to the research processes.</li> </ul>	NELP Component 3.2 NELP Component 7.4
<ul style="list-style-type: none"> <li>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?</li> </ul>	NELP Component 7.4
<ul style="list-style-type: none"> <li>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.</li> </ul>	NELP Component 3.2

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

Assignment/Module/ Course Activities	Standard or Competency
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