Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Educational Psychology

2. Course prefix, number and complete title of course: EPSY 637: Qualitative Methods and Analysis

3. Course description (not to exceed 50 words): Methods of collecting qualitative data to answer educational or psychological questions including interviews, participant-observation, focus groups, and stimulated recall procedures; analysis and interpretation of data using Grounded Theory, case studies, and qualitative software.

4. Prerequisite(s): graduate classification; and introductory course in qualitative methods; and approval of instructor

5. Is this a variable credit course? ☑ Yes ☐ No If yes, from _____ to _____

6. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken _____ times. Will this course be repeated within the same semester? ☑ Yes ☐ No

7. Has this course been taught as a 489/689? ☑ Yes ☐ No If yes, how many times? 1

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Ph.D. in Educational Psychology

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.

   Attach approval letters.

10. Prefix Course # Title (excluding punctuation)
    EPSY 637 Qualitative Methods & Analysis

    Lect Lab SCH CIP and Fund Code Admin. Unit Acad. Year HCL Code
    0 3 0 0 0 3 1 3 0 6 0 4 0 0 0 4 0 9 2 0 0 9 - 1 0 0 0 3 6 3 2

    Approval recommended by:
    Head of Department Date
    Chair, College Review Committee Date
    Dean of College Date

    Submitted to Coordinating Board by:
    Dean of College Date
    Effective Date

   Associate Director, Curricular Services
MEMORANDUM

TO: Dr. Victor Willson, Department Head
    Department of Educational Psychology

FROM: Dr. Jim Scheurich, Department Head
      Educational Administration and Human Resource Development

SUBJECT: New Course Offering

The Department of Educational Administration and Human Resource Development does not object to the Department of Educational Psychology offering the course: EPSY 637 – Qualitative Methods and Analysis.

This course does not overlap with any of our graduate service courses.
EPSY 637: Qualitative Methods and Analysis
Spring 2009
W 4:30-7:30
HARRINGTON TOWER 701G

Professor: Laura M. Stough, Ph.D.
lstough@tamu.edu
Department of Educational Psychology
724 Harrington
(979) 845-8257

Office Hours: Immediately following class or by appointment.

Course Description:
Methods of collecting qualitative data to answer educational or psychological questions including, interviews, participant-observation, focus groups, and stimulated recall procedures; analysis and interpretation of data using Grounded Theory, case studies, and qualitative software.

Prerequisites: Approval of instructor and graduate standing, introductory course in qualitative methods.

Course Objectives:
At the end of this course, students who have successfully completed the requirements will be able to:

- Understand the difference between Grounded Theory and other qualitative methods.
- Identify which research questions can be appropriately addressed using interview, participant-observation, focus groups, or stimulated recall methods.
- Analyze transcribed data from interviews, focus groups, and stimulated recall procedures using Grounded Theory analysis.
- Design and appropriately conduct focus groups.
- Interpret data that has been coded and categorized.

Required Texts:
Selected articles also will be assigned.

Attendance:
Attendance is essential. While I do not directly grade your participation in class, it is my expectation that you will contribute frequently and knowledgeably to class discussions. Also, we will have frequent class lectures delivered by faculty currently engaging in qualitative studies. If you know you will be missing a class, please call me or leave a message on my voice mail. Attendance policy will be administered in accordance with the student rules #7.
Course Expectations:
Your grade will be based on a 100-point scale. For each assignment or exam, you will receive the amount of points described below. At the end of the semester I will assign a grade as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 pts.</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
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</table>

While my expectations are high regarding written work and your participation during class, I am quite willing to answer any and all questions you might have about an assignment and to work with you in developing your ideas. My learning goals are that you are 1) knowledgeable about several qualitative methods, 2) able to appropriately design qualitative studies that use the methods we discuss in class, and that 3) you understand how to analyze qualitative data collected from the methods we discuss in class.

Assignments:
Assignments should be handed in at the beginning of class to us on the day that they are due. They should be typed, completed to APA standards, and should follow the format described for that assignment. Late assignments (those handed in within one week of the due date) will receive half credit. After one week late assignments are not accepted. For excused absences, make-up assignments will need to be arranged with the instructor for any assignment that is missed.

Points given for each assignment for the course follows:

1. Analysis of qualitative articles  20 points
2. Qualitative Project Preliminary Plan  20 points
3. Project Progress Report  20 points
4. Final Report  40 points

**TOTAL**  100 points

**Analysis of Qualitative Articles:**
You will select, read, and write a two-page summary of four different articles in the fields of education or psychology that use focus groups and/or Grounded Theory as methods or analyses. The focus of your summary should be primarily on the method and analysis used in the article and an evaluation of the appropriateness of its use for the research questions identified by the author.

**Qualitative Project:**
The major assignment will be to develop, conduct, and write up the findings of a small qualitative research study. I will ask you to complete this assignment in stages, with a
preliminary plan, a progress report, and a final report spread across the semester. More details will be provided in class.
College of Education and Human Development on Tolerance:
We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.

Academic Integrity Statement and Policy:
Texas A&M has the following Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do." Please become familiar with the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Students with Special Needs: Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Plagiarism Statement: The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, works, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issues of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
# EPSY 637: Qualitative Methods and Analysis
## Spring 2009
### Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings for this Week</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>January 21</td>
<td>Introduction Designing qualitative studies</td>
<td>QR: Chapters 1&amp;2</td>
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<tr>
<td>January 28</td>
<td>Overview of focus groups Designing focus groups</td>
<td>FG: Chapters 1&amp;2</td>
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<tr>
<td>February 4</td>
<td>Questioning routes Participants in a focus group</td>
<td>FG: Chapters 3&amp;4</td>
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<td>February 11</td>
<td>Moderating Skills Analyzing FGs</td>
<td>FG: Chapters 5&amp;6</td>
<td>Article Summaries</td>
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<td>February 18</td>
<td>Reporting on FGs Styles of FGs</td>
<td>FG: Chapters 7&amp;8</td>
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<tr>
<td>February 25</td>
<td>Adapting FGs Modifications Quality of FGs</td>
<td>FG: Chapters 9, 10, 11</td>
<td>Proposal Preliminary Plan</td>
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<td>March 4</td>
<td>Preparing for analysis Strategies for analysis</td>
<td>QR: Chapters 3&amp;4</td>
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<tr>
<td>March 11</td>
<td>Context, process, &amp; integration Memos and diagrams</td>
<td>QR: Chapters 5&amp;6</td>
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<td>March 18</td>
<td>Spring Break</td>
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<td>March 25</td>
<td>Theoretical sampling</td>
<td>QR: Chapters 7&amp;8</td>
<td>Project Progress Reports</td>
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<tr>
<td>April 1</td>
<td>Analysis</td>
<td>QR: Chapters 9&amp;10</td>
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<td>April 8</td>
<td>Process and analysis Integrating categories</td>
<td>QR: Chapters 11&amp;12</td>
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<td>April 15</td>
<td>Writing</td>
<td>QR: Chapter 13</td>
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<td>April 22</td>
<td>Criteria for evaluation</td>
<td>QR: Chapter 14</td>
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<tr>
<td>April 29</td>
<td>Instructional and AT Design Project Presentations</td>
<td>QR: Chapter 15</td>
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<tr>
<td>May 6</td>
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<td>Final Project Due</td>
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