CEHD 642

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: ELRTDept./EMR Program **PROPOSED EFFECTIVE SEMESTER:** ~~Fall2016~~ Fall 2017 **COLLEGE:** COEHD

PROPOSED IMPROVEMENTS

Academic Program
- ☐ New degree*
- ☐ New major*
- ☐ New curriculum*
- ☐ New concentration*
- ☐ New certificate
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- ☐ Other (explain**)

Substantive Course Changes
- ☒ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description (attach current & proposed)
- ☐ General education (select one) Not Applicable
- ☐ Other (explain**)

Misc. Course Changes
- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

**** Other:**

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #: **Proposed course prefix and #:** EMR 6680 **Credit hours:** 3

Existing course title:

Proposed course title: Qualitative Research: Computer Assisted Data Analysis

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Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) EMR 6480

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): QualRes:Computer Data Analysis

b. Multi-topic course: ☒ No ☐ Yes

c. Repeatable for credit: ☒ No ☐ Yes

d. Mandatory credit/no credit: ☒ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture
2. ☐ Lab or discussion
3. X Lecture/lab/discussion
4. ☐ Seminar or ☐ studio
5. ☐ Independent study
6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director [signature] Date 12-8-15

Chair, College Curriculum Committee [signature] Date 1-26-16

Dean [signature] Date: 1-28-16 Graduate Dean: Date

Curriculum Manager: Return to dean ☐ Date Forward to: Date

Chair, COGE/ PEB / FS President Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove	Chair, GSC/USC	Date
* ☐ Approve ☐ Disapprove	Provost	Date

Revised May 2007. All previous forms are obsolete and should not be used.

1. Explain briefly and clearly the proposed improvement.

   The Evaluation, Measurement, and Research program (EMR) in the Educational Leadership, Research, and Technology Department (ELRT) offers both and MA and a PhD program in EMR. The proposed new course will complete a minimal course sequence in qualitative methods by orienting students to the various forms of computer assisted software applications for qualitative data analysis. The course will introduce students to the common features of qualitative data analysis software tools; provide an opportunity for students to learn and practice with a selection of tools; and engage them in a critical evaluation where and how computer assisted data analysis software tools can enhance their work as qualitative researchers.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

   This new course would add depth to the Qualitative Research Sequence (currently includes EMR 6480: Qualitative Research and EMR 6580: Qualitative Practicum). Moreover, the new course will fill in a major gap in the preparation of qualitative researchers: the ability to select from among a broad range of computer assisted data analysis tools and apply those tools effectively to qualitative research projects. The first two courses (EMR 6480 and EMR 6580) provide students with (a) an understanding of the philosophical, ontological, and epistemological underpinnings of the various qualitative research traditions or genres; (b) opportunities for simulated qualitative data collection and analysis; (c) practice with developing a qualitative research proposal; (d) practice working through the HSIRB process; (e) in-depth exploration of a specific qualitative research tradition or genre; and (f) the opportunity to develop and field test a qualitative research design. The new course will complete this sequence by providing students with an introduction to the benefits of and the process of utilizing computer assisted software to manage the qualitative data analysis process. The course completes a minimum program in qualitative methods and sets the stage for deeper extensions into one or more of the qualitative research traditions that students find best suits their research purposes and dispositions.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

   This new course will have a positive effect on the EMR PhD program based on the rationale stated above. It will also positively impact the other PhD programs in the ELRT Department and the COEDH, since over 75% of the enrollment in the EMR Qualitative Research courses can be attributed to both MA and PhD level programs across both the COEDH and from other colleges where students and faculty are engaging in qualitative dissertations and, increasingly, qualitative funded research. The new Computer Assisted Data Analysis tools course will insure that students, not only receive basic preparation for conceptualizing, planning, designing, and conducting qualitative studies; they will also receive an exposure to and practice with the use of the computer assisted data analysis tools that are becoming essential companions for the work of qualitative researchers.

   No objections have been raised to the addition of this course. In fact, faculty from many COEHD and other college disciplines and programs have made explicit requests to the EMR/ELRT Department to offer such a course. In response, EMR offered the course as a special topics course for the Summer I Term of 2014. The course was fully enrolled and feedback was extremely favorable for the department to add the course to its complement of qualitative research courses.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

   As stated above, this new course equips students with tools that they will find extremely beneficial for either conducting qualitative research for a dissertation or participating in the qualitative components of department or college funded research. The course will help insure that PhD students who plan to do qualitative research dissertation studies have the tools they need for successful and timely completion of their research proposals.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

   This course will have neutral effect on EMR students meeting their graduation requirements. First the course will be offered every other year during Summer I Term, thus avoiding conflict with core courses that must follow a certain progression. Since the course will be an elective for both EMR PhD students and any students from other programs

and disciplines, the Summer I slot provides an opportunity for enhancing the student's program without conflicting with most core course requirements in most programs.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

   We are requesting to set a course limit at 18 students since the course must be accommodated in one of the Sangren Hall computer teaching labs. As stated above, when offered in the Summer I Term of 2014, the course was fully enrolled. We plan to offer the course every other year during the Summer I Term. Based on the interest expressed while to date and the encouragement by both our department and others within and outside the COEHD, it is anticipated that the course will continue to be fully enrolled.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

   The ELRT department has several faculty who are qualified to teach Qualitative Research courses plus two faculty who regularly teach the EMR 6480 and 6580 courses. Thus, no new staffing will be needed for this course. The course will need access to one of the teaching computer labs in Sangren Hall which should not be a problem in a Summer I Term. Additionally, the ELRT Department and COEHD Dean's office already collaborated to equip a computer lab in Sangren Hall with Computer Assisted Qualitative Data Analysis software. No additional advising support will be required.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

   The following are the learning outcomes for this course:
   a. Evaluate the strengths and weaknesses of various CAQDA software applications
   b. Understand how to use the major functions (i.e., importing data, coding, memoing, modeling) of one software application
   c. Expand knowledge of various analysis approaches and how software applications can be adapted to those approaches
   d. Apply understandings to data and research projects through a workshop format

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.
    This course responds to the following evidence of need:
    - On both EMR and EDLD PhD comprehensive exams, students show little to no understanding of computer assisted qualitative data analysis (CAQDA) software, its benefits, limitations, provisions, etc.
    - For several years, the EMR Unit of the ELRT Department has received requests from department chairs, faculty, and students for the addition of a course on CAQDA.
    - An increasing number of PhD students in the social science disciplines are gravitating toward qualitative research studies for their dissertation work without benefit of full preparation for that type of work.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Current Description in Graduate Course Catalog:

N/A

Proposed Course Catalog Description

EMR 6680 – Qualitative Research: Computer Assisted Data Analysis
This graduate course in an invitation to the world of computer software programs that support data analysis in qualitative research. It introduces the "tools" of the trade as well as strategies to promote rigor and efficiency in qualitative analysis. This course is designed for advanced graduate students experienced in qualitative research methods in the social and behavioral sciences.

Prerequisites: Prerequisite: EMR 6480
Credits: 3 hours
Notes: Open to Graduate students only.

Computer Assisted Qualitative Data Analysis

EMR 6680

Instructor, Ph.D. instructor@wmich.edu 269-387-####	Classroom: #### Sangren, Lab: #### Sangren Office: #### Sangren Hall Office hours: By appointment

Catalog entry

This graduate course in an invitation to the world of computer software programs that support data analysis in qualitative research. It introduces the "tools" of the trade as well as strategies to promote rigor and efficiency in qualitative analysis. This course is designed for advanced graduate students, and faculty and staff experienced in qualitative research methods in the social and behavioral sciences.

Course texts and materials

Bazeley, P., & Jackson, K. (2013). *Qualitative data analysis with Nvivo.* Thousand Oaks, CA: Sage.
Additional readings will be made available through E-Learning, or via class email.

Course objectives

After this course, participants will be able to:

- Evaluate the strengths and weaknesses of various CAQDA software applications
- Understand how to use the major functions (i.e., importing data, coding, memoing, modeling) of one software application
- Expand knowledge of various analysis approaches and how software applications can be adapted to those approaches
- Apply understandings to data and research projects through a workshop format

Policies and procedures

Statement regarding academic integrity

"You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The policies can be found at http://catalog.wmich.edu under Academic Policies, Student Rights and Responsibilities. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test." (Faculty Senate)

Statement regarding accommodation of special needs

"The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and to high expectations for their abilities to learn and apply their learning in meaningful ways." (COEHD Diversity Statement)

Students that require accommodations to obtain access to the curriculum or activities for this class should contact the instructor as soon as possible.

Options, choices, and alternatives

Students in EMR6680 come from various graduate programs and are different stages of their graduate work. This syllabus describes one way to demonstrate competencies on course objectives—please meet with the instructor to discuss alternative ways to process course materials that may be more relevant for individual situations.

Grading

93- 100	A
88- 92	BA
83-87	B
78-82	CB
70-77	C
00-70	E

Course assignments

1. Qualitative Notebooks (20%). A reflection on data, analysis, computer applications, and interpretation.
2. Analytical Frame/Coding Scheme (20%). A written description of methodology with an emphasis on the analytical framework for applied research.
3a. Individual research project (40%). Application of methodology and framework to individual projects with an emphasis on analysis and the articulation of results.
3b. Simulation project (40%). Students will analyze an extant project to work through all stages of the research process. This will involve planning, analysis, and the reporting of results.
4. Research presentation (10%). An oral presentation of both process and outcomes of research.
5. Participation (10%). Student success in EMR6970 is contingent upon active participation.

Course schedule

Class Due Date	Topic(s)	Reading(s)	Assignment(s)
	Course introduction, CAQDA	Bazeley/Jackson Ch. 1	Begin Notebooks
	Nvivo overview, getting started	Bazeley/Jackson Ch. 2-3; MacMillan (2004); St. John (2000)	Analytical framework
	Coding and analysis	Bazeley/Jackson Ch. 4-5; Hwang (2008); Hesse-Biber (2000)	Individual projects
	Dedoose (Merze Tate Seminar), Tuesday, 4-5:30pm, Sangren 3520	Dedoose User Guide	…
	Cases, classifications, attributes	Bazeley/Jackson Ch. 6; Bringer (2006)	Individual projects
	Multimedia sources	Bazeley/Jackson Ch. 7; VanderPutten (2010)	Individual projects
	Modeling and queries	Bazeley/Jackson Ch. 10-11; White (2012)	Individual projects
	Presentations	…	Presentations, Notebooks

optional, but highly encouraged, seminar

Supplemental Readings

Bringer, J.D., Johnston, L.H., Brackenridge, C.H. (2006). Using computer-assisted qualitative data analysis software to develop a grounded theory project. Field methods, 18(3), 245-266.

Hesse-Biber, S., & Dupuis, P. (2000). Testing hypotheses on qualitative data: The use of HyperRESEARCH computer-assisted software. Social Science Computer Review, 18(3), 320-328.

Hwang, S. (2008). Utilizing qualitative data analysis software: A review of Atlas.ti. Social Science Computer Review, 26(4), 519-527.

MacMillan, K., & Koenig, T. (2004). The wow factor: Preconceptions and expectations for data analysis software in qualitative research. Social Science Computer Review, 22(2), 179-186.

St. John, W., & Johnson, P. (2000). The pros and cons of data analysis software for qualitative research. Journal of Nursing Scholarship, 32(4), 393-397.

Vander Putten, J., & Nolen, A.L. (2010). Comparing results from constant comparative and computer software methods: A reflection about qualitative data analysis. Journal of Ethnographic and Qualitative Research, 5, 99-112.

White, M.J., Judd, M.D., & Poliandri, S. (2012), Illumination with a dim bulb? What do social scientists learn by employing qualitative data analysis software in the service of multimethod designs? Sociological Methodology, 42, 42-76.