University of North Carolina at Charlotte   OSCI 9-23-08

Revised Graduate

Course and Curriculum Proposal from Organizational Science

Curriculum Modifications: Implementing Recommendations from the Organizational Science (OS) Curriculum Retreat

Proposal Summary and Catalog Copy

1. Summary.

- Moving from 78 credits to 77 credits
- OS practicum is optional rather than required
- Our comprehensive examination requirement is the same, but is now called qualifying examination
- Changed required dissertation credits from 6 to 12 hours.
- Dropped catalog text that did not really add anything: "There is no language requirement in the Organizational Science Ph.D. degree. Each student will take 27 research credits."
- Made very minor modifications to some course descriptions (8610, 8611, 8620, 8621). These basically entailed adding more illustrative examples of potential content into the course descriptions. The courses are fundamentally the same.
- OSCI 8206 Qualitative Research Methods was amended in a more substantive way. We will attach a syllabus to illustrate.
- Did some minor restructuring, some required classes have moved to elective status (osci 8002, 8003, 8102, 8130, 8207), we added 2 new courses (8100, 8208), and increased elective options and amount required.

Original	Revised
Curriculum	**Courses**
The curriculum has 3 major curricular components: (1) Core Organizational Science; (2) Research; (3) Electives/Advanced Seminars.	The curriculum has 2 major curricular components: (1) Core Organizational Science and Research; (2) Electives/Advanced Seminars.
Core Organizational Science (33 Credits)	Core Organizational Science and Research (53 Credits)
OSCI 8000 Organizational Science Overview (3)	OSCI 8000 Organizational Science Overview (3 cr.)
OSCI 8002 Ethics and Professional Issues in Org Science (2)	OSCI 8100 Organizational Science Lab (1-2 cr)
OSCI 8003 Writing & Publishing in Organizational Science (1 or 2)	OSCI 8610 Micro Organizational Science I (3 cr.)
	OSCI 8611 Macro Organizational Science I (3 cr.)
OSCI 8610 Micro Organizational Science I (3)	OSCI 8620 Micro Organizational Science II (3 cr.)
OSCI 8611 Macro Organizational Science I (3)	OSCI 8621 Macro Organizational Science II (3 cr.)
OSCI 8620 Micro Organizational Science II (3)	OSCI 8001 Current Topics and Events in Organizational Science (1 cr, 7 cr. Required) Note, if OS overview does not include a lab, 8 credits will be required.
OSCI 8621 Macro Organizational Science II (3)	
OSCI 8130 Social Psychology (3)	
OSCI 8477 Organizational Science Practicum (1-6, 6 required)	OSCI 8103 Research Design and Quantitative Methods II (3 cr.)
	OSCI 8205 Field and Lab Based Quantitative Research Methods (3 cr.)
OSCI 8001 Current Topics & Events in Org Science (1, 6 Required)	OSCI 8206 Qualitative Research Methods (3 cr.)
	OSCI 8208 Advanced Qualitative Data Analysis (3 cr.)

Research (27 Credits)	OSCI 8948 Independent Pre-Doct Organizational Science Research Project I (3 cr)

Research (27 Credits)
OSCI 8102 Research Design and Quantitative Methods I (3)
OSCI 8103 Research Design and Quantitative Methods II (3)
OSCI 8205 Field and Lab Based Quantitative Research Methods (3)
OSCI 8206 Qualitative Research Methods (3)
OSCI 8207 Psychometrics (3)
OSCI 8948 Independent Pre-Doct Org Science Research Project I (3)
OSCI 8949 Independent Pre-Doct Org Science Research Project II (3)
OSCI 8998 Organizational Science Dissertation I (3)
OSCI 8999 Organizational Science Dissertation II (3)

Electives (18 Credits)
Each student will choose 18 credit hours from the courses listed below. Choices are dictated by interests, dissertation topics and methodology, and goals for professional employment.
OSCI 8630 Micro Seminar in Organizational Science (3, repeated up to 3 times)
OSCI 8640 Macro Seminar in Organizational Science (3, repeated up to 3 times)
OSCI 8650 Research Methods Seminar in Organizational Science (3, repeated up to 3 times)
OSCI 8899 Organizational Science Readings and Research (1-3, maximum of 9)

A student can take up to 9 credits in disciplines outside of Organizational Science. To count toward the elective credit, each class must be approved by the program director. The must be at the 6000 or 8000 level. These "outside" courses will typically originate from Psychology, Sociology, Communication Studies, and the College of Business.

OSCI 8948 Independent Pre-Doct Organizational Science Research Project I (3 cr)
OSCI 8949 Independent Pre-Doct Organizational Science Research Project II (3 cr)
OSCI 8998 Organizational Science Dissertation I (6 cr)
OSCI 8999 Organizational Science Dissertation II (6 cr)
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Electives (24 Credits)
Take 24 credits from the following core set of electives
OSCI 8630 Micro Seminar in Organizational Science (3 cr, repeated up to 3 times)
OSCI 8640 Macro Seminar in Organizational Science (3 cr, repeated up to 3 times)
OSCI 8650 Research Methods Seminar in Organizational Science (3 cr, repeated up to 3 times)
OSCI 8207 Psychometrics (3 cr.)
OSCI 8130 Social Psychology (3 cr.)
OSCI 8002 Ethics and Professional Issues in Org Science (2)
OSCI 8003 Writing & Publishing in Organizational Science (1 or 2)
OSCI 8899 Organizational Science Readings and Research (1-3cr, maximum of 6 cr. can count for this elective unless approved by the Director. However, there is no limit on the amount of readings and research credits a student can take)
Content electives outside of OS (e.g., strategy, decision making) or methods courses (multivariate, social networking, categorical methods, SEM, longitudinal) outside of OS that have approval of the program director can also serve as electives. These "outside" courses will typically originate from Psychology, Sociology, Communication Studies and the College of Business. They must be at the 6000 or 8000 level.

2. **Proposed Catalog Copy**.

Degree Requirements and Notes
1. 77 hours (post baccalaureate) will be required.
2. Graduate students must have a 3.0 GPA in the courses on their degree plan of study in order to graduate. More than two grades of C or one U will result in termination from the program.
3. Students who have taken graduate coursework but have not earned graduate degrees may transfer in up to six semester hours of coursework. Students who have earned master's degrees may transfer up to thirty semester hours.
4. Beyond the 30 hours that students with a Masters degree can transfer into the program, all coursework that will count toward the Ph.D. will be 6000-level or above. The majority of the coursework will be at the 8000 level.
5. Master's thesis or Independent Pre-Doctoral Research Project required.
6. A qualifying exam is required. Failure to pass the qualifying examination after two attempts will result in termination from the Graduate Program.
7. A Dissertation is required.
8. An organizational science practicum is optional.

9. Each year a student will have a performance appraisal assessment.
10. A student may choose a disciplinary "emphasis" (e.g., an emphasis in Business, Sociology, Psychology or Communication Studies). An emphasis includes three discipline-specific courses. A disciplinary emphasis would provide an opportunity for a student to combine interdisciplinary training with a core disciplinary specialization. Students preparing for careers in academia may benefit most from having such an emphasis. Students may choose to not have an "emphasis" and instead take electives that span across all disciplines. Program director approval is needed in order to count a course toward an emphasis.
11. A student can consider co-enrolling in other MA programs at UNC Charlotte.
12. Students must complete their degree, including dissertation, within eight years

Courses
The curriculum has 2 major curricular components: (1) Core Organizational Science and research; (2) Electives/Advanced Seminars.

Core Organizational Science and Research (53 Credits)
OSCI 8000 Organizational Science Overview (3 cr.)
OSCI 8100 Organizational Science Lab (1-2 cr)
OSCI 8610 Micro Organizational Science I (3 cr.)
OSCI 8611 Macro Organizational Science I (3 cr.)
OSCI 8620 Micro Organizational Science II (3 cr.)
OSCI 8621 Macro Organizational Science II (3 cr.)
OSCI 8001 Current Topics and Events in Organizational Science (1 cr, 7 cr. Required) Note, if OS overview does not include a lab, 8 credits will be required.
OSCI 8103 Research Design and Quantitative Methods II (3 cr.)
OSCI 8205 Field and Lab Based Quantitative Research Methods (3 cr.)
OSCI 8206 Qualitative Research Methods (3 cr.)
OSCI 8208 Advanced Qualitative Data Analysis (3 cr.)
OSCI 8948 Independent Pre-Doct Organizational Science Research Project I (3 cr)
OSCI 8949 Independent Pre-Doct Organizational Science Research Project II (3 cr)
OSCI 8998 Organizational Science Dissertation I (6 cr)
OSCI 8999 Organizational Science Dissertation II (6 cr)
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Electives (24 Credits)

Take 24 credits from the following core set of electives
OSCI 8630 Micro Seminar in Organizational Science (3 cr, repeated up to 3 times)
OSCI 8640 Macro Seminar in Organizational Science (3 cr, repeated up to 3 times)
OSCI 8650 Research Methods Seminar in Organizational Science (3 cr, repeated up to 3 times)
OSCI 8207 Psychometrics (3 cr.)
OSCI 8130 Social Psychology (3 cr.)
OSCI 8002 Ethics and Professional Issues in Org Science (2)
OSCI 8003 Writing & Publishing in Organizational Science (1 or 2)

Other options
-OSCI 8899 Organizational Science Readings and Research (1-3cr, maximum of 6 cr. can count for this elective unless approved by the Director. However, there is no limit on the amount of readings and research credits a student can take)
-Content (e.g., strategy, decision making) or methods courses (multivariate, social networking, categorical methods, SEM, longitudinal) outside of OS that have approval of the program director can also serve as electives. These "outside" courses will typically originate from

Psychology, Sociology, Communication Studies and the College of Business.They must be at the 6000 or 8000 level.

Course Descriptions

OSCI 8000. Organizational Science Overview. (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Provides broad overview of the field of Organizational Science including its historical foundations. Each week is a mini-seminar on a particular topic within the field. *(Fall)*

OSCI 8001. Current Topics and Events in Organizational Science (1)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. New and innovative research and practice topics related to Organizational Science will be discussed/delivered/facilitated by student researchers, faculty and invited speakers. These "cutting edge" topics will span all of micro and macro organizational science and will change each semester. Pass/no credit grading. May be repeated for credit. *(Fall, Spring)*.

OSCI 8002. Ethics and Professional Issues in Organizational Science (2)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Discusses ethical standards in professional practice, testing, research; business ethics; expectations and problems confronting organizational science practitioners in industrial and professional organizations. *(Fall)*

OSCI 8003. Writing & Publishing in Organizational Science (1-2)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Seminar to enhance effective technical/scientific writing (e.g., learning APA style, presentation of statistical analyses) and understanding the publication process (e.g., selecting an appropriate outlet, preparing a manuscript, the review process). Students will actively engage in writing as well as the review process (as both a reviewer and author). *(Fall)*

OSCI 8100 Organizational Science Lab (1-2 cr)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor and co-enrollment in OSCI 8000. Special topics seminar connected with the Organizational Science Overview course (typically taught by the same instructor). Topics cover the field of Organizational Science. Science/practice/research issues emphasized. The instructor determines whether the class is taken for a letter grade or Pass/No credit *(Fall)*

OSCI 8102. Research Design and Quantitative Methods I (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. An overview of basic experimental and covariation research designs and the application of descriptive and inferential statistics to the designs. The focus will be on univariate designs, including simple and complex group comparisons, and basic correlational and linear regression strategies. (*Fall*)

OSCI 8103 Research Design and Quantitative Methods II (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. An introduction to advanced experimental and covariation research strategies. The focus will be on a thorough exploration of applied multiple regression analysis. A brief introduction to selected multivariate models such as discriminant analysis, multivariate analysis

OSCI 8130. Social Psychology. (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Human social behavior; topics include affiliation, person perception, conformity and attitudes. *(yearly)*

OSCI 8205. Field and Lab Based Quantitative Research Methods (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines quantitative approaches to Organizational Science research such as experimental designs, quasi-experimental designs, organizational surveys, longitudinal models and field research. (*Yearly*)

OSCI 8206. Qualitative Research Methods (3)
Prerequisites: Full graduate standing in the Ph.D. program in Organizational Science or consent of the instructor. OSCI 8206 examines foundational approaches, paradigmatic debates and arguments, processes and practices germane to qualitative research in Organizational Science. Topics include, but not limited to, grounded-theory, ethnography, case study research, phenomenology, and participatory-action research. (*Yearly*)

OSCI 8207. Psychometrics (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Presents an introduction to classical and modern test theory and methods. Theoretical and statistical bases for the measurement of psychological constructs are covered including Classical True Score Theory, reliability and validity inferences, item response theory, scaling, and an introduction to factor analysis. (*Yearly*)

OSCI 8208 Advanced Qualitative Data Analysis (3 cr.)
Prerequisites: OSCI 8206 or consent of the instructor. This course extends the foundational approaches presented in OSCI 8206 to provide advanced instruction on the assumptions, contingencies, techniques, and practices of computer-supported qualitative data analysis systems (CAQDAS). Students will work with several advanced software packages that facilitate the management, analysis, and display of qualitative data. (Yearly).

OSCI 8477. Organizational Science Practicum (1-6)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Practical experience/Internship in an organizational setting. With permission from the program director, a research assistantship on a grant can fulfill this requirement. Pass/no credit grading. May be repeated for credit. *(Fall, Spring, Summer).*

OSCI 8610. Micro Organizational Science I (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines research, theory and application regarding individual differences (e.g., abilities, personality, communication styles); assessment (e.g., tests, inventories, interviews, assessment centers); criterion development (e.g, job analysis, competency modeling, performance models); organizational staffing processes (i.e., recruitment, selection, succession planning, careers and retirement) and key employment law (*Yearly*)

OSCI 8611. Macro Organizational Science I (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines research, theory and application on the following topics: motivation (e.g., goal setting, empowerment, citizenship behavior); communication systems and processes

(e.g., social networks, information transmission); leadership (e.g., transformation leadership, superior-subordinate interaction); employee attitudes (e.g., justice, commitment, support) stress and emotions/work-life' teamwork (e.g., group processes, groupthink); decision making (e.g., cognitive biases, sensemaking, cognitive heuristics); and organizational climate(*Yearly*)

OSCI 8620. Micro Organizational Science II (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines research, theory and application regarding post-entry personnel issues such as job design; training and development; performance management and appraisal; employee socialization/mentoring; and diversity/inclusion (*Yearly*)

OSCI 8621. Macro Organizational Science II (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines research, theory and application on the following topics: organizational structure; organizational change/development/downsizing; organizational learning and knowledge management; organizational culture; organizational theory (e.g., human relations, bureaucracy, systems theory); relations between organizations and their environment (e.g., stakeholder management, institutional theory); and strategy (*Yearly*)

OSCI 8630. Micro Seminar in Organizational Science (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examination of special topic(s) germane to Micro Organizational Science. The seminar may focus on one or a small number of topics salient to this area. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. May be repeated for credit. (*on demand*)

OSCI 8640. Macro Seminar in Organizational Science (3 credits)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examination of special topic(s) germane to Macro Organizational Science. The seminar may focus on one or a small number of topics salient to this area. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. May be repeated for credit. (*on demand*)

OSCI 8650. Research Methods Seminar in Organizational Science (3 credits)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examination of special topic(s) germane to research methods in Organizational Science. The seminar may focus on one or a small number of topics that define this area (e.g., a data analytic technique, a methodological approach). Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit. (*on demand*)

OSCI 8899. Organizational Science Readings and Research (1-3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Research and/or reading on a topic agreed on by a student and a faculty member. Pass/no credit grading. May be repeated for credit. *(Fall, Spring, Summer)*.

OSCI 8948. Independent Pre-Doctoral Organizational Science Research Project I (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Identification of a focused research question and development of a research proposal comparable in scope to a Master's thesis. Conducted under the direction of a research chair and committee. Pass/no credit grading. May be repeated for credit. *(Fall, Spring, Summer)*.

OSCI 8949. Independent Pre-Doctoral Organizational Science Research Project II (3)
Prerequisites: OSCI 8948 and Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Research and defense of on an Independent Pre-Doctoral Research Project conducted under the direction of a research chair and committee. Pass/no credit grading. May be repeated for credit. *(Fall, Spring, Summer).*

OSCI 8998. Organizational Science Dissertation I (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Identification of a research question and development of the proposal for a research study appropriate a dissertation project. Conducted under the direction of a research chair and committee. Pass/no credit grading. May be repeated for credit. *(Fall, Spring, Summer).*

OSCI 8999. Organizational Science Dissertation II (3)
Prerequisites: OSCI 8998 and Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Research and defense of on an Independent Dissertation Project conducted under the direction of a research chair and committee. Pass/no credit grading. May be repeated for credit. *(Fall, Spring, Summer).*

OSCI 9999. Doctoral Degree Graduate Residence
(*Fall, Spring, Summer*)

B.   Justification.
1.   Identify the need addressed by the proposal and explain how the proposed action meets the need.

When we established our PhD program, we agreed to review the curriculum every 3 years. To that end, this past summer we conducted a retreat to evaluate the curriculum. As part of this examination, we also surveyed our students. Using this information, as a program we decided that the following changes were needed. The changes are designed to do the following:

- Better support our interdisciplinary ideals
- Better enable students to tailor their educational experience to support their research and career goals
- Create more synergies with our four core departments
- Drop/change courses that do not appear to be functioning as was initially intended.

2.   Discuss prerequisites/co requisites for course(s) including class-standing.

For the two new courses

OSCI 8100 Organizational Science Lab (1-2 cr)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor and co-enrollment in OSCI 8000.

OSCI 8208 Advanced Qualitative Data Analysis (3 cr.)
Prerequisites: OSCI 8206 or consent of the instructor.

For all other classes, there are no changes in the prerequisites/co requisites.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

They are at the 8000 level as is appropriate for PhD courses.
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4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The program will be streamlined, responsive to student needs, and organized in a coherent fashion to promote the achievement of career aspirations. We will have greater synergies with our core departments which will make it easier to staff classes.

C. Impact.

1. What group(s) of students will be served by this proposal?

The OS Phd students (we enroll approximately 6 a year).

2. What effect will this proposal have on existing courses and curricula?

Just the minor changes outlined above

D. Resources Required to Support Proposal.

1. Personnel

Nothing new.

2. Physical Facility

Existing facilities are sufficient.

3. Equipment and Supplies

Existing equipment and supplies are deemed sufficient. .

4. Computer

Existing equipment and supplies are deemed sufficient.   .

5. Audio-Visual

Existing equipment and supplies are deemed sufficient.

6. Other Resources

Existing equipment and supplies are deemed sufficient.

7. Indicate source(s) of funding for new/additional resources required to support this proposal.

N/A

E. Consultation with the Library and Other Departments or Units

1. Library Consultation

See attached

2. Consultation with other departments or units

See attached

F. Initiation and Consideration of the Proposal

1. Originating Unit

Organizational Science

2. Other Considering Units

We have letters of support from the 4 departments that staff OS: Psych, Sociology, Comm Studies, and Mgmt.

G. Attachments

Syllabi attached

OSCI 8100:
Organizational Science Lab
Syllabus

Credits and frequency of offering:
1 or 2 credit course to be offered once a year in the fall semester as part of the Organizational Science (OS) doctoral program

Course Description:
OSCI 8100 Organizational Science Lab (1-2 cr)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor and co-enrollment in OSCI 8000. Special topics seminar connected with the Organizational Science Overview course (typically taught by the same instructor). Topics cover the field of Organizational Science. Science/practice/research issues emphasized. The instructor determines whether the class is taken for a letter grade or Pass/No credit (Fall)

Pre-requisites and Co-requisites:
No pre-requisites except good standing as a doctoral student in the OS program. Co-requisite is OSCI 8000 Organizational Science Overview

Objectives:
This course is intended to aid in the provision of a broad overview of the field of organizational science. Organizational science is an inter- and multi-disciplinary field consisting of a complex array of theoretical and methodological paradigms. This diversity of perspectives is perhaps its greatest asset, but fragmentation can present challenges for students attempting to develop programmatic research skills in a doctoral program like ours. While a truly comprehensive survey of the field cannot be accomplished in one semester, OSCI 8100 is intended to enhance the exposure to each field given in OSCI 8000. The emphasis on OSCI 8100 is more hands-on and topical, whereas OSCI 8000 focuses more on the history, methods and overview of topics covered in each field. Through the analysis of research, case studies or other practical applications of research, insights from guest speakers, and/or readings on specific topics within each discipline, OSCI 8100 will provide the opportunity for newcomers to explore key concerns that unite (and occasionally divide) scholars in management, psychology, communication, and sociology.

Specific learning goals include:

- apply the principles learned in OSCI 8000 to specific topics, cases, research questions, or practical issues;

- development of students' own research interests within organizational science;

- broaden students' exposure to research in the four disciplines;

- enhance the capacity to engage in constructive, creative intellectual discussion and demonstrate critical thought.

Texts:
No texts required. Readings will vary each time based on the topics covered and interests of the students.

Class Format:
This class will primarily be conducted as a seminar, involving discussion of the assigned readings, and/or an active learning experience, involving partaking in activities and discussions of problems of interest to each discipline.

Means of Student Evaluation:
The primary way to make this lab work well and contribute to your knowledge is if you actively engage in weekly lab discussions and activities. Therefore, your grade in the course will be determined by your class participation as follows:

1) <u>Weekly Class Participation</u> (75%): This portion of your grade is determined by the instructor's judgment of the quality of your involvement in the class. This includes contributing to discussion during all class periods, Please be considerate about the percent of time you spend talking throughout the semester. If you are the type of person who likes to talk a lot during classes, be mindful of this and allow others to have a chance to speak as well. Sometimes this means allowing for pauses and silence. ☺

2) <u>Lab Leader</u> (25%): You will be responsible for developing and facilitating the material for a given week of lab. This may include securing a guest speaker, finding a case study or other practical application, finding and assigning readings on a particular topic of relevance to your interests or one or more of the disciplines, creating discussion questions, and facilitating discussion

Final grades will be assigned following a standard scale: (A ≥ 90%; B ≥80%; C ≥70%; U< 70). The instructor assumes that students must demonstrate competence to receive a B grade and excellence to receive an A grade.

Class Policies:
1. In case of absence you will be responsible for getting notes or other information from your peers. In doctoral-level courses, absences are *exceptionally* rare.
2. Arrive to class on time and prepared with notes, questions, and comments on the readings or activities as relevant.
3. If you are having any problems at all, PLEASE let me know. Let's talk about it. Nothing is gained (individually or collectively) when students are less than honest about their comfort with course material, assignments, or class discussion.
4. You are bound by UNC Charlotte's Code of Student Academic Integrity. Consult the university web site for more information.
5. UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Topical Outline of Course Content:
Topics and assigned readings, activities and guest speakers will vary from year to year depending on student and faculty interests. The following is a sample schedule of topics:
Week 1: Ethics and Organizational Science
Week 2: Science and Practice: Selection
Week 3: Science and Practice: Newcomer socialization
Week 4: Science and Practice: Role Transitions
Week 5: Science and Practice: Organizational Structure and Design
Week 6: Science and Practice: Training and Employee Development
Week 7: Science and Practice: Feedback and Performance Management Systems
Week 8: Science and Practice: Teams
Week 9: Science and Practice: Decision Making and Organizational Control
Week 10: Science and Practice: Organizational Change
Week 11: Science and practice: Organizational Support
Week 12: Ethics and Organizational Science: Critical Applications
Week 13: Science and Practice: Institutional and Occupational Positioning
Week 14: Science and Practice: Organizational Strategy
Week 15: Science and Practice: Globalization
Week 16: Rethinking Science and Practice

<div align="center">**ORGS 8206: Qualitative Research Methods**</div>

Shawn D. Long, Ph.D.
5008 Colvard Bldg.
704-687-3900
sdlong@uncc.edu
Office Hrs: W 5:00-6:00 and by appointment

Course Overview
This course investigates a variety of qualitative approaches, techniques, and methods in organizational science research. Through the presentation of scholarly readings, this course is designed to explore the various qualitative research approaches in organizational science, taking into account issues of epistemology, methodology, and representation. This course should not be considered a one-stop comprehensive qualitative methods course. Rather, you should use the serviceable set of readings and resources for your instrumental class use. Additionally, you should employ the readings and activities as a means to stimulate further development in this interesting and exciting research paradigm.

Required Texts
Lindlof, T.R., & Taylor, B.C. (2002). *Qualitative Communication Research Methods(* 2nd ed.). Thousand Oaks, CA: Sage.

Suggested Readings
Denzin, N.K., & Lincoln, Y.S. (2005). Handbook of Qualitative Research, 3rd Edition.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.

Pre-requisites
None.

Note: I have provided you with several weekly reading assignments. You should be judicious in your approach to the readings and understand that we are working with serviceable themes each week. The weekly readings are organized with samples of conceptual/theoretical articles, methodological articles, and counter-argument and practical/application articles. As a graduate course, I expect a functional discussion of the readings each week. The additional readings should serve as a reference point for your project proposal and future research.

Course Description
ORGS 8206 introduces graduate students to the goals, epistemology, and methods of qualitative research in organizational settings. The emphasis in this course will be on field-study approaches grounded in cultural hermenutics and discourse analysis, rather than textual or rhetorical analysis. These approaches are particularly well-suited for studying human behavior in natural organizational contexts, and the meanings and interpretations people create when they communicate.

Course Organization

We will address four major qualitative components in this course:

Qualitative Overview/Arguments and Debates

Qualitative Approaches
Qualitative Techniques and Data Collection
Qualitative Analysis and Reporting

Qualitative Overview
For the first few class sessions, we will discuss some basic concepts about qualitative research: the ways of knowing it privileges; the kinds of questions it can address; and its contributions to the study of organizations.

Qualitative Approaches
Next, we will cover four major approaches in the qualitative research paradigm:
- Grounded Theory
- Case Study Research
- Phenomenology
- Ethnography

Followed by an exploration and practice of four *Qualitative Data Collection Techniques*:
- Interviewing
- Focus Group Research
- Participant-Observation
- Narrative Research

Finally, the semester we will end our brief qualitative journey with close attention to *Qualitative Data Analysis and Reporting*. This will include:

- Data Reduction
- Types of Analysis
- Coding
- Drawing and Verifying conclusions
- Use of Qualitative Software
- Reporting Data

Throughout the semester, we will tackle issues of:
- Problem formulation and research design
- Researcher role negotiation, field entry, and field relations
- Data-generating methods and technologies
- Data analysis and interpretation
- Research text writing strategies

<u>Evidence you took this class</u>
You will provide a state of the field literature review and project proposal on an organizational issue (that you choose) with some pragmatic and/or theoretical significance. Because most aspects of qualitative inquiry are best learned experientially, the field project proposal will be a major focus of the second half of the semester.

Through presentation of scholarly readings and immersion into one's own in-depth research project proposal, this course is designed to explore a variety of qualitative research approaches. We will also discuss some of the ethical, political, and theoretical considerations of doing qualitative research.

<u>Course Objectives</u>

At the end of this class, you should:
- Be competent in carrying out qualitative research in all of its phases
- Learn to read and evaluate different forms of published and unpublished qualitative research
- Understand a variety of interpretive and cultural approaches in studying organizations
- Competently join a discussion with other qualitative researchers/scholars with ease.

Course Requirements

Because we are covering both the philosophies and methods of interpretive research, a significant amount of reading and research is involved in this course. Class members are expected to satisfy the following requirements:

1. ***PARTICIPATION [0 points; 0% of total grade***]. In good conscience, I cannot reward you for things you should be doing anyway. I just needed to explicitly state this so you know exactly where I stand. Everyone benefits from the experiences and perspectives brought to class by other members of the class, including me. We will devote much of our collective attention to the readings, which means that you must read all of the weekly assigned readings. In addition to the readings you should:
   - Bring "discussion points" regarding specific articles and chapters to the class session.
   - Discuss the progress of field projects
   - Present you field projects in progress at the end of the term

2. ***DISCUSSION-LEADING ASSIGNMENT [40 points]***. Working in dyads, you will present an approach or technique in qualitative research and/or interpretive inquiry and lead the class discussion.

3. ***QUALITATIVE EXERCISES [40 point].*** During the semester, you will practice two exercises in which you will engage in participant observation and qualitative interviewing, respectively. You will also do some preliminary analysis of data.

4. ***FIELD PROJECT Proposal [120 points].*** You will propose an expansive field research project in the form of an ethnography, a case study, a phenomenological study, or ground-theory study, using one of the data collection techniques examined in this course. You will be responsible for selecting a topic, developing a project proposal, and producing an annotated bibliography. You should consult with me in advance before writing the proposal to insure that it is a worthwhile and feasible project.
   - Your experience with this project should tie together much of what you are studying this semester. More importantly, you will learn first hand what it means to make research decisions in and out of the field.
   - The project proposal will demand substantial time and effort from you.
   - This must be your original research proposal!

   Your final submission should include:
   - Research site and phenomenon of study
   - Theoretical/Social Problem
   - Map and narrative tour
   - Fieldnotes
   - Interview guides (if applicable)

- IRB protocol
- Research design
- Field project proposal

A= 200-179
B= 178-159
C=158-139
U= 138-below

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity (see

UNCC catalog). This code forbids cheating, fabrication, falsification of information, multiple submission of academic work,

plagiarism, abuse of academic materials and complicity in academic dishonesty. Any special requirements or permission

regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic

evaluations in this course include a judgment that the student's work is free from academic dishonesty. Students who violate the

code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonest and

further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be

obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are

expected to report cases of academic dishonesty to the course instructor.

Course Schedule *(I reserve the right to modify this schedule as needed)*

Week 1: Welcome to Qualitative Research Methods!

Week 2   Qualitative Overview
            Lindlof #1

Achenbaum, A.A. (2001, Winter). When good research goes bad. *Market Research,*
        13(4), 13-15.

Backett-Milburn, K. (1999). Plus ca change? Reflections on a career as a qualitative
        researcher. *International Journal of Social Research Methodology, 2 (1),* 69-81.

Barnes, C. (1992). Qualitative research: Valuable or irrelevant? *Disability, Handicap &*
        Society, 7(2), 115-124.

Belcher, D., Hirvela, A. (2005). Writing the qualitative dissertation: what motivates and
        sustains commitment to a fuzzy genre?. *Journal of English for Academic Purposes, 4,* 187-205.

Corner, J.(1991). In search of more complete answers to research questions. *Quantitative*
        versus qualitative research methods: Is there a way forward?. Journal of Advanced Nursing, 16,
        718-727.

Denzin, N.K., & Lincoln, Y.S., (2005). The discipline and practice of qualitative
        research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 1-32).
        Thousand Oaks, CA: Sage.

Donalek, J.G., & Soldwisch, S. (2004). An introduction to qualitative research methods. *Urologic Nursing, 24(4),* 354-356.

Editors (2006, December). Point-Counterpoint: Research methods in management research. *Journal of Management Studies, 43(8),* 1999-1800.

Johnson, R., & Waterfield, J. (2004). Making words count: The value of qualitative research. *Physiotherapy Research International, 9(3),* 121-131.

Kumar, K.A. (1998). Response: 'qualtiative versus quantittive' or 'qualitative and quantitative'?. *Critical Public Health, 8 (3),* 225-227.

Malterud, K. (2001, August 11). Qualitative research: standards, challenges, and guidelines. *The Lancet, 358,* 483-598.
Onwuegbuzie, A.J., & Leech, N.L., (2005). On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *International Journal of Social Research Methodology, 8(5),* 375-387.
Smith-Lewis, M.R. (?). Augumentative and alternative communication research: The value of qualitative research. *(Unknown outlet)*

Tetnowski, J.A., & Franklin, T.C. (2003, May). Qualitative research: Implications for description and assessment. *American Journal of Speech-Language Pathology, 12,* 155-164.

Tucker, M.L., Powell, K.S., Meyer, G.D. (1995, October). Qualitative research in business communication: A review and analysis. *The Journal of Business Communication,* 383-399.

Week 3   Qualitative Debates & Arguments
Lindlof #2

Barbour, R.S. (2003). The newfound credibility of qualitative research? Tales of technical essentialism and co-option. *Qualitative Health Research, 13(7),* 1019-1027.

Brownstein, H.H. (1990). Surviving as a qualitative sociologist: Recollections from the diary of a state worker. *Qualitative Sociology, 13(2),* 149-167.

Creswell, J.W., Hanson, W.E., Plano-Clark, V.L. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist, 35(2),* 236-264.

Devers, K.J., Frankel, R.M. (2001). Getting qualitative research published. *Education for Health, 14(1),* 109-117.

Editorial (2001, November). Representing the population in qualitative research. *Western Journal of Nursing Research, 23(7),* 661-663.

Finfgeld-Connett, D. (2006). Qualitative concept development: Implications for nursing research and knowledge. *Nursing Forum, 41 (3),* 103-105.

Forrest, P. (2005, November). Universals as sense-data. *Philosophy and Phenomenological Research, LXXI(3),* 662-631.

Hall, A.L., Rist, R.C. (1999). Integrating multiple qualitative research methods (or Avoiding the precariousness of a one-legged stool). *Psychology & Marketing, 16(4),* 291-304.

Lowery, D., Evans, K.G. (2004). The iron cage of methodology: The vicious circle of

means limiting ends limiting means…*Administration & Society, 36(3),* 306-327.

Mangen, S. (1999). Qualitative research methods in cross-national settings. *International Journal of Social Research Methodology, 2 (2),* 109-124.

Neale, J., Allen, D., & Coombes, L. (2005). Qualitative research methods within the addictions. *Addiction, 100,* 1584-1593.

Payne, G., & Williams, M. (2005). Generalization in qualitative research. *Sociology, 39(2),* 295-314.

Rosiek, J. (2003). A qualitative research methodology psychology can call its own: Dewey's call for qualitative experimentalism. *Educational Psychologist, 38(3),* 165-175.

Scott, D. (1990). Practice wisdom: The neglected source of practice research. *Social Work, 35 (6),* 564-568.

Stein, C.H., & Mankowski, E.S. (2004). Asking, witnessing, interpreting, knowing: Conducting qualitative research in community psychology. *American Journal of Community Psychology, 33(1/2),* 21-35.

Week 4   Grounded Theory
                     Lindflor #3
                     Research Proposal Due

Chiovittie, R.F. (2003). Rigour and grounded theory research. *Journal of Advanced Nursing, 44(4)*, 427-435.

Corbin, J., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology, 13(1)*, 3-21.

De Vreede, G., Jones, N., & Mgaya, R. J. (1999, Winter). Exploring the application and acceptance of group support systems in Africa. *Journal of Management Information Systems, 15(3),* 197-234

Eaves, Y.D. (2001). A synthesis technique for grounded theory data analysis. *Journal of Advanced Nursing, 35(5),* 654-663.

Goulding, C. (2000). Grounded theory methodology and consumer behavior, procedures, practice and pitfalls. *Advances in Consumer Research, 27,* 261-266.

Jacelon, C.S., O'Dell, K.K. (2005, February). Case and grounded theory as qualitative research methods. *Urologic Nursing, 25(1),* 49-52.

Jeon, Y.H. (2004). The application of grounded theory and symbolic interactionism. *Scandinavian Journal of Caring Science, 18,* 249-256.

Kylma, J., Vehvilainen-Julkunen, K., Lahdevirta, J. (1999). Ethical considerations in a grounded theory study on the dynamics of hope in HIV-positive adults and their significant others. *Nursing Ethics, 6(3),* 224-239.

Pace, S. (2004). A grounded theory of the flow experiences of web users. *International Journal of Human-Computer Studies, 60,* 327-363.

Pajak, E., & Blasé, J.J. (1989). The impact of teachers' personal lives on professional role
enactment: A qualitative analysis. *American Educational Research Journal, 26(2),* 283-310.

Perlesz, A., Brown, R., Lindsay, J., McNair, R., deVaus, D., & Pitts, M. (2006). Family
in transitition: Parents, children and grandparents in lesbian families give meaning to 'doing
family'. *Journal of Family Therapy, 28,* 175-199.

Richardson, R., & Kramer, E.H. (2006). Abduction as the type of inference that
characterizes the development of a grounded theory. *Qualitative Research, 6(4),* 497-513.

Sousa, C.A.A., & Hendriks, P.H. (2006). The diving bell and the butterfly: The need for
grounded theory in developing a knowledge-based view of organizations. *Organizational
Research Methods, 9(3),* 315-338.

Teram, E., Schachter, C.L., & Stalker, C.A. (2005). The case for integrating grounded
theory and participatory action research: Empowering clients to inform professional practice.
Qualitative Health Research, 15(8), 1129-1140.

Zappa, F.V. (2007). The contextual researcher: Celebrating 'experiential alertness' in
grounded theory in prison research. *Nurse Researcher, 14(2),* 51-65.

Week 5   Case Study Research
Lindlof #4

Daymon, C. (2000). Leadership and emerging cultural patterns in a new television
station. *Studies in Cultures, Organizations, and Societies, 6,* 169-195.

Fruhling, A.L., & Siau, K. (2007, Summer). Assessing organizational innovation
capability and its effect on e-commerce initiatives. *Journal of Computer Information
Systems* (Volume unknown)

Gerring, J., &McDermott, R. (2007). An experimental template for case study research.
American Journal of Political Science, 51(3), 688-701.

Grunbaum, N.N. (2007). Identification of ambiguity in the case study research typology:
What is a unit of analysis? *Qualitative Market Research: An International Journal, 10(1),*
78-97.

Hill, L.,& Kikulis, L.M. (1999). Contemplating restructuring: A case study of strategic
decision making in interuniversity athletic conferences. *Journal of Sport Management,
13,* 18-44.

Ingenbleek, P., Binnekamp, M., & Goddijn, S. (2007). Setting standards for CSR: A
comparative case study on criteria-formulating organizations. *Journal of Business
Research, 60,* 539-548.

Kvist, J. (2007). Fuzzy set ideal type analysis. *Journal of Business Research, 60,* 474-
481.

Maguire, S., & Redman, T. (2007). The role of human resource management in
information systems development. *Management Decision, 45(2),* 252-264.

Pandey, A. (2007). Strategically focused training in Six Sigma way: A case study.

Journal of European Industrial Training, 31(2), 145-162.

Payne, S., Field, D., Rolls, L., Hawker, S., & Kerr, C. (2007). Case study research methods in end-of-life care: reflections on three studies. *Journal of Advanced Nursing, 58(3),* 236-245.

Stokke, O.S. (2007). Qualitative comparative analysis, shaming, and international regime effectiveness. *Journal of Business Research, 60,* 501-511.

VanWynsberghe, R., & Khan, S. (2007). Redefining case study. *International Journal of Qualitative Methods, 6(2),* 1-10.

Week 6   **Ethnography**
                Guest Researcher/ Field notes Workshop
                Lindlof #5

Arber, A. (2006). "Pain talk" in hospice and palliative care team meetings: An ethnography. *International Journal of Nursing Studies, 44*, 916-926.

Bathum, M.E., & Baumann, L.C. (2007). A sense of community among immigrant Latinas. *Farm Community Health, 30(3),* 167-177.

Bloustien, G. (2003). Envisioning ethnography: Exploring the meanings of the visual in research. *Social Analysis, 47(3),* 1-7.

Denzin, N.K. (1997). Lessons James Joyce teaches us. *In Interpretive Ethnography: Ethnographic Practices for the 21st Century.* Thousand Oaks, CA: Sage.

Dollar, N.J. (2002). Ethnographic practices in group communication research. In L.R. Frey (Ed.), *New Directions in Group Communication (pp. 59-78).* Thousand Oaks, CA: Sage.

Gordon, D. (1988). Writing culture, writing feminism: The poetics and politics of experimental ethnography.

Hall, T. (2000). At home with the young homeless. *International Journal of Social Research Methodology, 3(2)*, 121-133.

Kim, L.S. (2003). Multiple identities in a multicultural world: A Malaysian perspective. *Journal of Language, Identity, and Education, 2(3),* 137-158.

Moore, R. (2007). Friends don't let friends listen to corporate rock: Punk as a field of cultural production. *Journal of Contemporary Ethnography, 36(4),* 438-474.

Tamale, S.R. (1996). The outsider looks in: Constructing knowledge about American collegiate racism. *Qualitative Sociology, 19(4),* 471-495.

Tedlock, B. (2000). Ethnography and ethnographic representation. In N.K. Denzin and

Y.S. Lincoln (Eds.), *The handbook of qualitative research (455-486).* Thousand Oaks, CA: Sage.

Simmons, M. (2007). Insider ethnography: Tinker, tailor, researcher or spy? *Nurse Researcher, 14(4),* 7-17.

Winiecki, D.J. (2007). Subjects, subjectivity, and subjectification in call center work: The doings of doings. *Journal of Contemporary Ethnography, 36(4),* 351-377.

Yin, R.K. (1992). The case study method as a tool for doing evaluation. *Current Sociology, 40(1),* 121-137.

Week 7   Phenomenology
Guest researcher/ Facilitation Workshop
Lindlof #5

Aquino-Russell, C.E. (2006). A phenomenological study: The lived experience of persons having a different sense of hearing. *Nursing Science Quarterly, 19(4),* 339-348.

De Witt, L., & Ploeg, J. (2006). Critical appraisal of rigour in interpretive phenomenological nursing research. *Journal of Advanced Nursing, 55(2),* 215-229.

Dowling, M. (2005). From Husserl to van Manen. A review of different phenomenological approaches. *International Journal of Nursing Studies, 44,* 131-142.

Koch, T. (2006). Establishing rigour in qualitative research: The decision trail. *Journal of Advanced Nursing, 19,* 976-986.

Lantz, J. (2002). Family development and the martial arts: A phenomenological study. *Contemporary Family Therapy, 24(4),* 565-580.

Levering, B. (2006). Epistemological issues in phenomenological research: How authoritative are people's accounts of their own perceptions? *Journal of Philosophy of Education, 40(4),* 451-462.

Shinebourne, P., & Adams, M. (2007). Q-Methodology as a phenomenological research method. *Existential Analysis, 18(1),* 103-116).

Suh, S., & Lee, M. (2006). Group work for Korean expatriate Women in the United States: An exploratory study. *The Journal for Specialists in Group Work, 31(4),* 353-369.

Walker, W. (2007). Ethical considerations in phenomenological research. *Nurse Researcher, 14(3),* 36-45.

Willen, S.S. (2007). Toward a critical phenomenology of "Illegality": State power, criminalization, and abjectivity among undocumented migrant workers in Tel Aviv, Israel. *International Migration, 45(3),* 8-38.

Wertz, F.J. (2005). Phenomenological research methods for counseling psychology. *Journal of Counseling Psychology, 52(2),* 167-177.

Week 8 Interviewing
Interviewing Workshop
Lindlof #6

Appleton, J.V. (1995). Analysing qualitative interview data: Addressing issues of validity and reliability. *Journal of Advanced Nursing, 22,* 993-997.

Banach, M. (1999). The workers' view: Strategies and coping skills in a family preservation program. *Child and Adolescent Social Work Journal, 16(3),* 237-249.

Birch, M., & Miller, T. (2000). Inviting intimacy: The interview as therapeutic opportunity. *International Journal of Social Research Methodology, 3(3),* 189-202.

Briggs, C.L. (2007). Anthropology, interviewing, and communicability in contemporary society. *Current Anthropology, 48(4),* 551-580.

Clarke, A. (2006). Qualitative interviewing: Encountering ethical issues and challenges. *Nurse Researcher, 13(4),* 19-29.

Collins, M., Shattell, M., & Thomas, S.P. (2005). Problematic interviewee behaviors in qualitative research. *Western Journal of Nursing Research, 27(2),* 188-199.

DiCicco-Bloom, B., & Crabtree, B.F. (2006). The qualitative research interview. *Medical Education, 40,* 314-321.

Dilley, P. (2004). Interviews and the philosophy of qualitative research. *The Journal of Higher Education, 75(1),* 127-132.

Givens, L.M. (2004). Mini-disc recorders: A new approach for qualitative interviewing. I *International Journal of Qualitative Methods, 3(2),* 1-5.

Heiney, S.P., McWayne, J., & Teas, J. (2007). Being real on Holy Ground: The lived experience of Chaplins. *Journal of Psychology and Christianity, 26(1),* 26-32.

Huke, K., & Slade, P. (2006). An exploratory investigation of the experiences of partners living with people who have Bulimia Nervosa. *European Eating Disorders Review, 14,* 436-447.

Jain, A., Sherman, S.N., Chamberlin, L.A., & Whitaker, R.C. (2004). Mothers misunderstand questions on a feeding questionnaire. *Appetite, 42,* 249-254.

Lavallee, D., & Robinson, H.K. (2007). In pursuit of an identity: A qualitative exploration of retirement from women's artistic gymnastics. *Psychology of Sport and Exercise, 8,* 119-141.

Rolls, L., & Relf, M. (2006). Bracketing interviews: Addressing methodological

challenges in qualitative interviewing in bereavement and palliative care. *Mortality, 11(3)*, 286-305.

Rosenblatt, P.C. (1995). Ethics of qualitative interviewing with grieving families. *Death Studies, 19,* 139-155.

St. John, W. (1998). Just what do we mean by community? Conceptualizations from the field. *Health and Social Care in the Community, 6(2),* 63-70.

Sturges, J.E., & Hanrahan, K.J. (2004). Comparing telephone and face-to-face qualitative interviewing: A research note. *Qualitative Research, 4(1),* 107-118.

Todres, L., & Galvin, K. (2005). Pursuing both breadth and depth in qualitative research: Illustrated by a study of the experience of intimate caring for a loved one with Alzheimer's disease. *International Journal of Qualitative Methods, 4(2),* 1-11.

Warren, C.A.B., Barnes-Brus, T., Burgess, H., & Wiebold-Lippisch, L., et. al (2003). After the interview. *Qualitative Sociology, 26(1)*, 93-110.

Week 9   **Focus Group Research**
                        Transcribing Workshop
                Lindlof #7
                Miles and Huberman

Allen, L. (2004). 'Getting off' and 'going out': Young people's conceptions of (hetero) sexual relationships. *Culture, Health & Sexuality, 6(6),* 463-481.

Barbour, R.S. (2005). Making sense of focus groups. *Medical Education, 39*, 742-750.

Calderon, J.L., Baker, R.S., & Wolf, K.E. (2000). Focus groups: A qualitative method complementing quantitative research for studying culturally diverse groups. *Education for Health, 13(1),* 91-95.

Dodds, C. (2006). HIV-Related stigma in England: Experiences of gay men and heterosexual African migrants living with HIV. *Journal of Community & Applied Social Psychology, 16*, 472-480.

Duggleby, W. (2005). What about focus group interaction data? *Qualitative Health Research, 15(6),* 832-840.

Field, J. (2000). Researching lifelong learning through focus groups. *Journal of Further and Higher Education, 24(3),* 323-335.

Freeman, T. (2006). 'Best practice' in focus group research: Making sense of different views. *Journal of Advanced Nursing, 56(5),* 491-497.

Halcomb, E.J., Gholizadeh, L., DiGiacomo, M., Phillips, J, & Davidson, P.M. (2007). Literature review: Considerations in undertaking focus group research with culturally and linguistically diverse groups. *Journal of Clinical Nursing, 16*, 1000-1011.

Hoy, E. W. (2006). Disclosing medical errors to patients. *Ear, Nose & Throat Journal, 85(7),* 410-413.

Huer, M.B., & Saenz, T.I. (2003). Challenges and strategies for conducting survey and focus group research with culturally diverse groups. *American Journal of Speech-Language Pathology, 12,* 209-220.

Ivanoff, S.D., & Hultberg, J. (2006). Understanding the multiple realities of everyday life: Basic assumptions in focus-group methodology. *Scandinavian Journal of Occupational Therapy, 13,* 125-132.

Kidd, P.S., & Parshall, M.B. (2000). Getting the focus and the group: Enhancing analytical rigor in focus group research. *Qualitative Health Research, 10(3),* 293-308.

Lehoux, P., Poland, B., & Daudelin, G. (2006). Focus group research and "the patient's view". *Social Science and Medicine, 63,* 2091-2104.

Morgan, D.L. (1996). Focus groups. *Annual Review of Sociology, 22,* 129-152.

Parnis, D., Du Mont, J. (2006). Symbolic power and the institutional response to rape: Uncovering the cultural dynamics of a forensics technology. *Canadian Review of Sociology & Anthropology, 43(1),* 73-93.

Stevenson, C.B., Duran, R.L., Barrett, K.A., & Colarulli, G.C. (2005). Fostering faculty collaboration in leaning communities: A developmental approach. *Innovative Higher Education, 30(1),* 23-36.

Wetzel, R., & Knowlton, M. (2006). Focus group research on the implications of adopting the Unified English Braille Code. *Journal of Visual Impairment & Blindness, 100 (4),* 203-211.

Wibeck, V., Dahlgren, M.A., & Oberg, G. (2007). Learning in focus groups: An analytical dimension for enhancing focus group research. *Qualitative Research, 7(2),* 249-267.

Winship, G., & Repper, J. (2007). Focus group research: The role of cacophony in dialogical democracy. *Group Analysis, 40(1),* 125-139.

Week 10   Participant Observation Research
            Guest researcher
          Lindlof #9
          Miles and Huberman

Adler, P.A., & Adler, P. (1989). The glorified self: The aggrandizement and the constriction of self. *Social Psychology Quarterly, 52(4),* 299-310.

Giulianotti, R. (1995). Participant observation and research into football hooliganism: Reflections on the problems of entrée and everyday risks. *Sociology of Sport Journal, 12,* 1-20.

Iacuone, D. (2005). "Real men are tough guys": Hegemonic masculinity and safety in the construction industry. *The Journal of Men's Studies, 13(2),* 247-266.

Malcolm, N.L. (2006). "Shaking it off" and "Toughing it out": Socialization to pain and injury in Girl's softball. *Journal of Contemporary Ethnography, 35(5),* 495-525.

Marcus, A. (2005). Whose tangle is it anyway? The African-American family, poverty and United States Kinship. *The Australian Journal of Anthropology, 16(1),* 47-61.

Mesler, M.A. (2001). Negotiating life for the dying: Hospice and the strategy of tactical socialization. *Death Studies, 19,* 235-255.

O'Neill, D., Morgan, M. (2001). Pragmatic post-structuralism (I): Participant observation and discourse in evaluating violence intervention. *Journal of Community & Applied Social Psychology, 11,* 263-275.

Robins, C.S. (2001). Generating revenues: Fiscal changes in public mental health care and the emergence of moral conflicts among care-givers. *Culture, Medicine, and Psychiatry, 25,* 457-466.

Scott, C., Myers, K.K. (2005). The socialization of emotion: Learning emotion management at the fire station. *Journal of Applied Communication Research, 33(1),* 67-92.

Scott, S.L., (1996). Dead Work: The construction and reconstruction of the Harlan Miners Memorial. *Qualitative Sociology, 19(3),* 365-393.

Shupe, A., Bromley, D.G..(1979). Walking a tightrope: Dilemmas of participant observation of groups in conflict. *Qualitative Sociology, 2(3),* 3-21.

Shuter, R.(1975). The promise of participant observation research. *Journal of Applied Communication Research, 3(2),* 1-7.

Snow, D.A.(1980). The disengagement process: A neglected problem in participant observation research. *Qualitative Sociology, 3(2),* 100-122.

Taylor, S.J. (1987). Observing abuse: Professional ethics and personal morality in field research. *Qualitative Sociology, 10(3),* 288-302.

Week 11   **Narrative Research**
              Guest Researcher
              Lindlof #10

Barone, T. (2007). A return to the gold standard?: Questioning the future of narrative construction as educational research. *Qualitative Inquiry, 13(4),* 454-470.

Connolly, K., & Reilly, R.C. (2007). Emergent issues when researching trauma: A confessional tale. *Qualitative Inquiry, 13(4),* 522-540.

Coulter, C., Michael, C, & Poynor, L. (2007). Storytelling as pedagogy: An unexpected outcome of narrative inquiry. *Curriculum Inquiry, 37(2),*103-122.

Gubrium, A. (2006). "I was my momma baby. I was my daddy gal": Strategic stories of success. *Narrative Inquiry, 16(2),* 231-253.

Hendry, P.M. (2007). The future of narrative. *Qualitative Inquiry, 13(4),* 487-498.

Herman, D. (2007). Storytelling and the sciences of mind: Cognitive narratology, discursive psychology, and narratives in face-to-face interaction. *Narrative, 15(3),* 306-334.

Jacelon, C.S. (2005). Participant diaries as a source of data in research with older adults. *Qualitative Health Research, 15(7),* 991-997.

Kelly, T., & Howie, L. (2007). Working with stories in nursing research: Procedures used in narrative analysis. *International Journal of Mental Health Nursing, 16*, 136-144.

Moen, T. (2006). Reflections on the narrative research approach. *International Journal of Qualitative Methodology, 5(4),* 1-11.

Niemela, K. (2007). At the intersection of faith and life: A narrative approach to the faith of church employees. *Social Compass, 54(2),* 187-200.

Pereira, B., Andrew, G., Pednkar, S., Pai, R., Pelto, Patel, V. (2007). The explanatory models of depression in low income countries: Listening to women in India. *Journal of Affective Disorders, 102*, 209-218.

Polkinghorne, D.E. (2007). Validity issues in narrative research. *Qualitative Inquiry, 13(4)*, 471-486.

Rosiek, J., Atkinson, B.(2007). The inevitability and importance of genres in narrative research on teaching practice. *Qualitative Inquiry, 13(4),* 499-521.

Smeyers, P., & Verhesschen, P. (2001). Narrative analysis as philosophical research: Bridging the gap between the empirical and the conceptual. *Qualitative Studies in Education, 14(1),* 71-84.

Watson, C. (2006). Encounters and directions in research: Pages from a simulacrum journal. *Qualitative Inquiry, 12(5),* 865-885.

**WEEK12: QUALITATIVE DATA COLLECTION
(ENTRY/REDUCTION/ANALYSIS)
Miles and Huberman**

**WEEK 13: QUALITATIVE DATA COLLECTION
Miles and Huberman**

**WEEK 14: INDIVIDUAL CONSULTATION
Miles and Huberman**

WEEK 15: Miles and Huberman

WEEK 16: QUALITATIVE RESEARCH PROPOSALS DUE

OSCI 8208: Advanced Qualitative Data Analysis

Overview

This course provides advanced instruction on the assumptions, contingencies, techniques, and practices of computer-supported qualitative data analysis systems (CAQDAS). Students will work with several advanced software packages that facilitate the management, analysis, and display of qualitative data.

Course Materials

Required software: Nvivo 7.0 (QSR, International)

Required texts:

Bazeley, P., & Richards, L. (2000). *The Nvivo qualitative project book.* Thousand Oaks, CA: Sage.

Gibbs, G. R. (2002). *Qualitative data analysis: Explorations with Nvivo.* Buckingham, England: Open University Press.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook.* Thousand Oaks, CA: Sage.

Required reading packet: See attached list**.**

Course Description

While the use of computer software is practically synonymous with the analysis of quantitative data, the use of software that enables sophisticated analysis of qualitative data has only recently become a common practice. In this class, students will explore the various capabilities and contingencies of several programs and learn one particular program with greater depth.

Course Objectives

At the conclusion of this course, students should:

- Understand the basic advantages of CAQDAS;
- Recognize potential pitfalls of CAQDAS;
- Gain proficiency with one CAQDAS;
- Have the conceptual tools to critically evaluate various CAQDAS packages;
- Know how to establish good fit between CAQDAS and research design;
- Be able to employ advanced analysis techniques with CAQDAS;
- Demonstrate the use of CAQDAS for data modeling and displays.

Course Requirements

Exams (25% each): Students will take midterm and final (comprehensive) examinations. These closed-book exams will consist of identification and analytical essay questions.

CAQDAS Critique (15%): Students will develop a comparative analysis of two CAQDAS programs and produce a report that examines their strengths and weaknesses, contingencies, and utility for various types of qualitative data. In addition to the written analysis, students will demonstrate these programs for the class and present the critique orally.

Open & Advanced Coding Examples (5% each): Twice during the semester, students will turn in a coded portion of an existing data set, along with a description that explains and rationalizes the coding schemes they developed. Both of these should she be performed with Nvivo software. This description should point to particular analytical memos and theoretical choices.

Development Report (10%): Scholars and software developers in a variety of fields are developing new analysis techniques and software for qualitative research. Students will investigate a program/technique that is in development and write a report that explores its rationale and implications. This report will also be presented orally to the class.

Matrix Displays (15%): Students will submit at least two matrix displays that they have generated through advanced analysis with Nvivo. Students should compare and contrast matrix content with extant literature and describe the analytic process that led them from coding and analytic memoranda to these particular displays.

Final grades will be assigned following a standard scale: (A $\geq$ 90%; B $\geq$ 80%; C $\geq$ 70%; U < 70)

Each student is expected to abide by the Code of Student Academic Integrity. The Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties.

<u>Academic Integrity:</u>

Students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity (see UNCC catalog). This code forbids cheating, fabrication, falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonest and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

Course Schedule

<u>Week 1: Why CAQDAS?</u>

Coffey, A., Holbrook, B., & Atkinson, P. (1996). Qualitative Data Analysis: Technologies and Representations. Sociological Research Online, 1(1), URL: http://www.socresonline.org.uk/1/1/4.html

Fielding, N. (1995). Getting into Computer-Aided Qualitative Data Analysis. ERSC Data Archive
Bulletin, 59, May. URL: http://caqdas.soc.surrey.ac.uk/fieldinggettinginto.pdf

Richards, T.J. & Richards, L. (1994). Using computers in qualitative research. In N.K.

Denzin and Y.S. Lincoln (Eds.), *The Handbook of Qualitative Research* (pp. 107-135). Thousand Oaks, CA: Sage.

Lee, R.M. & Fielding N.G. (1991). Computing for Qualitative Research: Options, problems, and Potential. In N.G. Fielding and R.M. Lee (Eds.), *Using Computers in Qualitative Research* (pp. 1-13). London: Sage.

Week 2: Overviews of CAQDAS Processes
Bazeley & Richards, Chapter 1

Gibbs, Chapters 1-2

CAQDAS tutorial of your choice

Week 3: Basic Data Management for CAQDAS
Bazeley & Richards, Chapter 3 & Appendix

Gibbs, Chapters 3 & 6

Miles, M. B., & Huberman, A. B. (1998). Data management and analysis methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 179-210). Thousand Oaks, CA: Sage.

Ray, L. D. (1997). Qualitative data management using folio VIEWS. *Qualitative Health Research, 7*, 301-308.

Week 4: Assumptions of Various CAQDAS Packages
Fielding , N.G. & Lee, R.M. (1995). Confronting CAQDAS: Choice and contingency. In R. Burgess (Ed.), *Studies in qualitative methodology* (pp. 1-23). Greenwich, CT: JAI Press.

Miles & Huberman, Appendix

Stanley, L, and Temple, B. (1995). Doing the business?: Evaluating software packages to aid the analysis of qualitative data sets. In R. Burgess (Ed.), *Studies in qualitative methodology* (pp. 169-193). Greenwich, CT: JAI Press.

Week 5: Assessing Program-Project Fit
Fielding, N.(1995). Chossing the Right Qualitative Software Package. ERSC Data Archive Bulletin, 59, May. URL: www.soc.surrey.ac.uk/caqdas/choose.html.

Fielding, N. (1995). Fitting Packages to Projects. ERSC Data Archive Bulletin, 59, May. URL: www.soc.surrey.ac.uk/caqdas/fitpack.html.

Tesch, R. N. (1990). Assessing software-project fit. Chapter 4 of *Qualitative research: Analysis types and software tools*. Bristol,PA: Falmer.

Week 6: Developing Grounded Theory with CAQDAS
Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin &

Y. S. Lincoln (Eds.), *The handbook of qualitative research,* 2nd ed. (pp. 509-536). Thousand Oaks, CA: Sage.

Charmaz, K. (2001). Grounded Theory. In R. M. Emerson (Ed). *Contemporary field research,* (pp. 335-352). Prospect Heights, IL: Waveland Press.

Lonkila, M. (1995). Grounded theory as an emerging paradigm for computer-assisted qualitative data analysis. In U. Kelle (Ed.), *Computer-aided qualitative data analysis: Theory, methods, and practice*. London: Sage.

Strauss, A., & Corbin, J. (1998). Grounded theory methodology: An overview. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 158-183). Thousand Oaks, CA: Sage.

Week 7: Open Coding
Bazeley & Richards, Chapters 2 & 4

Gibbs, Chapter 4

Seidel, J & Kelle, U. (1995). Different functions of coding in the analysis of textual data. In U. Kelle (Ed.) *Computer-aided qualitative data analysis: Theory, methods, and practice*. London: Sage.

Week 8: Hierarchical Coding
Gibbs, Chapter 7

Bazeley & Richards, Chapter 5

Richards, T., & Richards, L. (1995). "Using Hierarchical Categories in Qualitative Data Analysis," In U. Kelle (Ed.) *Computer-aided qualitative data analysis: Theory, methods, and practice*. London: Sage.

Week 9: Midterm Examination

Week 10: Axial Coding
Dey, I. (1995). "Reducing Fragmentation in Qualitative Research," In U. Kelle (Ed.), *Computer-aided qualitative data analysis: Theory, methods, and practice* (pp. 69-79). London: Sage.

Miles & Huberman, Chapter 10

Bazeley & Richards, Chapters 7-8

Week 11: Hypertext Functions
Conklin, J. (1987). Hypertext: An introduction and survey. *Computer, 20,* 17-44.

Cordingly, E. (1991). The upside and downside of hypertext tools: The KANT example. In N. Fielding & R. Lee (Eds.), *Using computers in qualitative research.* London: Sage.

Fielding,N. & Lee,R. (1995). The hypertext facility in qualitative analysis software. *ERSC Data Archive Bulletin, 59*. URL: http://caqdas.soc.surrey.ac.uk/fieldingleehypertext.pdf

Gibbs, Chapter 5

Week 12: Critiques of CAQDAS
Seidel, J. (1991). Method and madness in the application of computer technology to qualitative data analysis. In N. G. Fielding and R. M. Lee (Eds.), *Using computers in qualitative research* (pp. 107-116). London: Sage.

Weitzman, E. A. (2000). Software & qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.),
The handbook of qualitative research, 2nd ed. (pp. 803-820). Thousand Oaks, CA: Sage.

Week 13: CAQDAS Matrix Development
Gibbs, Chapter 9

Miles & Huberman, Chapters 6-8

Week 14: Modeling with CADQAS
Bazeley & Richards, Chapters 6 & 9

Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14, 532-550.

Padilla, R. V. (1991). Using computers to develop concept models of social situations. *Qualitative Sociology, 14*, p.262-274.

Week 15: Computer-Supported Network Modeling of Qualitative Data
Corman, S., Kuhn, T., McPhee, R., & K. Dooley. (2002). Studying complex discursive systems: Centering resonance analysis of communication. *Human Communication Research, 28,* 157-206.

Dooley, K., and Corman, S. R (2004). Dynamic analysis of news streams: Institutional versus environmental effects. *Nonlinear Dynamics, Psychology, & Life Sciences*, *8(3)*, 403-428.

Prein, G. and Kelle, U. (1995). Introduction: Using linkages and networks for qualitative theory building. In U. Kelle (Ed.), *Computer-aided qualitative data analysis: Theory, methods, and practice*. London: Sage.

Week 16: Converting CAQDAS Analyses into Research Reports
Gibbs, Chapters 8 & 10

Miles & Huberman, Chapters 9 & 12

Week 17: Final Examination

Hi Steven –

I am writing to support the changes proposed by the faculty of the Organizational Science program to the curriculum of that program.   I believe the proposed changes will strengthen the program, and I look forward to Sociology's continued commitment to and involvement in the Organizational Science.

Cheers,

Lisa

Dr. Lisa Slattery Rashotte
Associate Professor and Chair
Department of Sociology
University of North Carolina - Charlotte
704-687-2288
704-687-3091 (fax)

DATE: October 8, 2008

TO: Dr. Steven Rogelberg
               Department of Psychology

FROM: Peter Davis, Chair
               Department of Management

In response to your memo of 9/29/08, the Department of Management affirms its support for the Ph.D. program in Organizational Science. Consistent with our recent discussions, the Management Department also supports the proposed curriculum modifications put forth in the "Revised Graduate Course and Curriculum Proposal" (OSCI 9-23-08). The Management Department looks forward to continued participation in this interdisciplinary program.

Steven,

I endorse the curriculum changes that have been proposed for the Organizational Science program. These alterations will fine tune what is a well developed program.

David Gilmore

David C. Gilmore, Ph.D.
Interim Chair
Department of Psychology
University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
Telephone: 704 687-4775
Fax: 704 687-3096

October 15, 2008

To: Steven Rogelberg, Director
         Organizational Science Doctoral Program

From: Richard Leeman, Chair
         Dept. of Communication Studies

Re: OSCI 9-23-08, Modifications to the Organizational Science Curriculum

The Department of Communication Studies endorses the proposed modifications to the Organizational Science curriculum. We believe the revisions are positive changes that will improve the clarity of the catalog descriptions and enhance the qualitative research methods component of the program.

Course/Program: **OSCI 8100 Organizational Science Lab**

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter   Date: September 29, 2006

Please Check One:
    Holdings are superior   _____
    Holdings are adequate   __X__
    Holdings are adequate only if Dept. purchases additional items.   _____
    Holdings are inadequate   _____

OSCI 8100 Organizational Science Lab

Course Description: "Special topics seminar connected with the Organizational Science Overview course (typically taught by the same instructor). Topics cover the field of Organizational Science". - From Course Proposal.

Course Objectives: "This course is intended to aid in the provision of a broad overview of the field of organizational science. Organizational science is an inter- and multi-disciplinary field consisting of a complex array of theoretical and methodological paradigms". - From Course Proposal.

Comments:

Topical Outline of Course Content includes areas such as: Ethics and Organizational Science, Selection, Newcomer socialization, Role Transitions, Organizational Structure and Design, Training and Employee Development, Feedback and Performance Management Systems, Teams, Decision Making and Organizational Control, Organizational Change, Organizational Support, Ethics and Organizational Science, Institutional and Occupational Positioning, Organizational Strategy, and Globalization.

Atkins Library has adequate resources to support the proposed course. The Library has an expansive set of databases and journals in the areas of study noted above. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support include *Business Source Premier, PsycINFO* (including APA's core *PsycARTICLES*), *PAIS International, ScienceDirect, Web of Science, Wiley Interscience, Cambridge Journals Online, Sociological Abstracts,* and *Academic Search* Premier.

Monograph holdings also are more than adequate. The book collection can be updated, as needed, through acquisitions by the appropriate departments.

Overall, the Library's holdings meet the needs of the new course.

Course/Program: **OSCI 8206 Qualitative Research Methods**

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter   Date: September 29, 2006

Please Check One:
    Holdings are superior   _____
    Holdings are adequate   __X__
    Holdings are adequate only if Dept. purchases additional items. _____
    Holdings are inadequate   _____

OSCI 8206 Qualitative Research Methods

Course Description: "ORGS 8206 introduces graduate students to the goals, epistemology, and methods of qualitative research in organizational settings. The emphasis in this course will be on field-study approaches grounded in cultural hermeneutics and discourse analysis, rather than textual or rhetorical analysis. These approaches are particularly well-suited for studying human behavior in natural organizational contexts, and the meanings and interpretations people create when they communicate". – From Course Proposal.

Course Overview: "This course investigates a variety of qualitative approaches, techniques, and methods in organizational science research. Through the presentation of scholarly readings, this course is designed to explore the various qualitative research approaches in organizational science, taking into account issues of epistemology, methodology, and representation". – From Course Proposal.

Comments:

The changes do not affect library resources. My previous statement still holds: "Although topics are not specified, and the emphasis is on qualitative research, I believe Atkins Library has adequate resources to support the proposed course. The Library has an expansive set of databases in the proposed general areas of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan. In addition, the Library has access to ICPSR and other data resources. Research Data Services is available to provide assistance".

The Library's holdings meet the needs of this course.

Course/Program: **OSCI 8208 Advanced Qualitative Data Analysis**

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter   Date: September 29, 2006

Please Check One:
Holdings are superior   _____
Holdings are adequate   __X__
Holdings are adequate only if Dept. purchases additional items.   _____
Holdings are inadequate   _____

OSCI 8208 Advanced Qualitative Data Analysis

Course Overview: "This course provides advanced instruction on the assumptions, contingencies, techniques, and practices of computer-supported qualitative data analysis systems (CAQDAS). Students will work with several advanced software packages that facilitate the management, analysis, and display of qualitative data". – From Course Proposal.

Course Description: "In this class, students will explore the various capabilities and contingencies of several programs and learn one particular program with greater depth". – From Course Proposal.

Comments:

The only library resources that may be required may be data sets, such as ICPSR. The library can meet this need.