USF UNIVERSITY OF SOUTH FLORIDA COLLEGE OF EDUCATION

Cover/Signature Page

Tracking # REQUIRED for ALL courses & Undergraduate Programs

LEVEL: Graduate

TYPE: New Certificate

DELIVERY METHOD: (USF Policy) On Campus Only

TITLE OF SUBMISSION: *If submission is for a course, please include course prefix and number, along with the full title, if this is a program; please list the degree and title, e.g., BS in Elementary Education, Ph.D. in Educational Leadership, etc.*

Qualitative Research (Qual R) Graduate Certificate

COURSES: Is this a required course in a degree program or a certificate program or will be taught or used in a program area? NOT APPLICABLE **If Yes, Is the Program Change Attached?** No

- *If yes, which one?*

UNDERGRADUATE

- *Is this course going to be submitted to fulfill the requirements for FKL (Gen Ed)?* No
- *If yes, which one?* NOT APPLICABLE

GRADUATE

- *Is this course to be considered as part of the College approved core?* No
- *If yes, it will be used to fulfill the:* NOT APPLICABLE

PROGRAMS: *(Graduate or Undergraduate)*

- *Is this an initial teacher certification program?* No
- *If no, is this program reviewed by CAEP?* No

ASSESSMENT OFFICE REVIEW *(signature obtained prior to submission to either UPC or GPC)*

- *Courses/Programs leading to teacher certification and/or programs reviewed by CAEP and/or SACS*
- *Certificates (New or Revised)*

Kristine Hogarty — DATE 1/6/17

STUDENT ADVISING SERVICES OFFICE (SAS) REVIEW *(signature obtained prior to submission to UPC or GPC)*

- *Courses/Programs leading to initial teacher certification and/or Reviewed by CAEP (including Exercise Science)*

Jeany McCarthy — DATE

PROGRAM COORDINATOR REVIEW/APPROVAL

IF this submission is a required course in a program, or to be taught or used in a program area and/or a Program Revision, the Program Coordinator's Signature is required or is a revision to an existing program.

Program Coordinator's Signature — DATE

SIGNATURE APPROVALS *(Choose appropriate persons from the drop down menus)*

Dr. Barbara Shircliffe - EPS Department Chair *(Signs **prior** to submission)*	Barbara Shircliffe CHAIR'S SIGNATURE / certifies that any known issues between programs have been resolved at the department level.	1/6/17 DATE
Dr. Bill Campbell - GPC College Curriculum Committee Chair *(Signs **after** approval)*	Bill Campbell CURRICULUM COMMITTEE SIGNATURE	1-13-17 DATE
Dr. Stephen Thornton - FPC Chair, Dr. George Batsche Faculty Council Chair *(Signs **after** approval)*	SIGNATURE	1/27/17 DATE
Dr. Ann Cranston-Gingras- Graduate Dean's Designee/Associate Dean *(Signs **after** approval)*	SIGNATURE	1/27/17 DATE

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USF UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION

Cover/Signature Page

Tracking #

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Initiating Faculty Member Certification

I confirm that this course or the changes to or termination of this course/program does not impact other Departments/programs, so no concurrence is needed.

I confirm that I have researched potential areas of concurrence across the USF system and have notified those Institutions/Departments of this proposed course/program action – these areas are listed below and signed memo(s) and/or email(s) is/are attached to this page.*

Jennifer R. Wolgemuth
Printed Name of Initiating Faculty Member

SIGNATURE

1.6.2017
DATE

CONSULTING DEPARTMENTS/UNITS/CONCURRENCES

(**MUST** attach a signed memo and/or emails providing supporting remarks or rationale for disapproval):

NAME OF UNIT/DEPARTMENT:

CHECK ALL THAT APPLY: ☐ **APPROVED*** ☐ **DISAPPROVED*** ☐ **MEMO ATTACHED***

Name/Title | Signature | Date

NAME OF UNIT/DEPARTMENT:

CHECK ALL THAT APPLY: ☐ **APPROVED*** ☐ **DISAPPROVED*** ☐ **MEMO ATTACHED***

Name/Title | Signature | Date

NAME OF UNIT/DEPARTMENT:

CHECK ALL THAT APPLY: ☐ **APPROVED*** ☐ **DISAPPROVED*** ☐ **MEMO ATTACHED***

Name/Title | Signature | Date

Graduate Certificate Proposal Form

Save blank form to your desktop, then fill in fields. Send electronic version to barnesk@usf.edu. Submit original, signed copy to Graduate Certificates, LIB608. (College of Education must first submit to Lora Crider, EDU 105).

Name of Graduate Certificate: Qualitative Research (Qual R) Date: 1-6-2017

College: Education Department: Educational and Psychological Studies

CONTACTS

Position	Name	Phone	E-mail Address	Location	Mail Point
Grad Cert Director	Jennifer Wolgemuth	813-974-72	jrwolgemuth@usf.edu	EDU366	EDU105
Advisor	Jennifer Wolgemuth	813-974-72	jrwolgemuth@usf.edu	EDU366	EDU105
Admin. Asst.	Todd Williams	813-974-82	twwillia@usf.edu	EDU360	EDU105

ACADEMIC REQUIREMENTS

Total Credit Hours Required: 13

Implementation Date: Fall 2017

Expected Enrollment: 20 per year

Time Limit for Completion: 2 years

Other programs this graduate certificate links to: None

CURRICULUM

List graduate certificate courses. For new courses, attach a copy of the online graduate course proposal form, the graduate curriculum approval form, and the course syllabus.

Course #	Title/Credits	Faculty Member	Delivery Method	Required or Elective	New or Existing	Part of Other grad Cert?
EDF 7478	Qualitative Research in Education Part II/4 cre	Any QAG cr	On camp	Required	Existing	No
EDF 7426	Action Research in Schools/3 credits	Feldman	On camp	Required	Existing	No
EDG 7368	Visual Research Methods in Education/3 credi	Berson	On camp	Elective	Existing	No
	Any graduate course in qualitative research/3	Any	On camp	Elective	Existing	No
Other	Elective courses may be substituted by appro					

CATALOG ENTRY

Course location/delivery: USF Tampa campus

Brief description:

The Qualitative Research Graduate Certificate provides an opportunity for graduate students and other professionals to gain a broad and in depth knowledge of qualitative research, with an emphasis on the designs and methods used in studies of educational programs, processes, initiatives, settings, and policies. Qualitative research is increasingly conducted and influential in educational research across disciplines, including adult, technology, science, public health, higher, preK-12, and mental health education; and in other science, social science, and health disciplinary areas with educative aims. Beginning with the philosophical groundings of research, students will learn to design, conduct, and publicly share the

Credit toward graduate degree: Up to 12 hours of certificate course credits may be applied to a graduate degree with departmental approval.

Transfer Credit: Non-degree seeking students and transfer students may apply one course to a graduate certificate with department approval.

Standardized tests: None

Admission requirements:

Degree: Applicants must hold either a Master's degree from a regionally accred GPA: 3.0 (graduate degree)

Prerequisite courses (list specific courses or a certain number of credits in a discipline):

None

Application Process:

☒ Official Transcripts ☐ Resume ☒ Letter of Interest ☐ Other: _____

Registration Process:

- First, consult with the certificate program advisor and obtain an electronic course permit if necessary. Then go to www.bit.ly/USF-oasis, the link to OASIS, USF's on-line registration system.
- Follow directions given online.
- To access online course materials, students must have the USF NetID (e-mail account). Please visit: www.bit.ly/USF-ID to obtain the NetID.

New students, including those studying online, may obtain the USFCard.
Please visit: www.bit.ly/USF-card to obtain the USFCard.

Tuition and Fees: (Text for this area will be inserted based on the type of certificate selected from the drop-down list below.)

Financial Aid: Non-degree seeking students are not eligible for financial aid. Please contact private lenders for information on the types of student loans available.

JUSTIFICATION

Purpose: Describe the nature of the graduate certificate program, its primary goals, why it is needed and how it is unique.

The Qualitative Research Graduate Certificate (Qual R) will provide graduate students and other professionals with in depth exposure to and experience conducting qualitative research. The certificate is needed to support the 60+% of doctoral students in the College of Education and other professionals who are increasingly using qualitative methodologies to answer research questions. The certificate will provide research preparation beyond minimum program requirements and support students who wish to teach and advise on qualitative methods at SACS accredited institutions. The program is unique in its focus on the philosophical grounding of qualitative research and its training of students to produce works/scholarship for submission to a peer reviewed journal or other public outlet

Benefits: Describe how this graduate certificate will benefit students, the department, the university and the community.

The Qual R will allow currently enrolled graduate students to add to their degree's minimum requirements for training in research, and to obtain validation for their additional efforts. For those seeking academic positions in SACs and other accredited institutions, the 12-14 credit hours will support their teaching of qualitative research. The QR Certificate will also support those who require advanced social sciences and

Marketing/Outreach: Describe your target market.

The Qual R Graduate Certificate will be marketed to currently enrolled USF MA and PhD Students, MA/MS professionals with interest in social science research training, and PhD graduates who seek further training in qualitative methods.

Competition: List other schools where a similar program is offered and how the courses are delivered, i.e. traditional, partially online, fully online, alternative calendar, etc.

University	Location	Name of Grad Cert	Delivery Method
Nova Southeastern Univers	Fort Lauderdale, FL	Qualitative Research	Online

Funding: On a separate sheet, detail costs associated with the start-up and operation of the proposed graduate certificate (faculty, staff, equipment, space etc.). Attach a letter of resource support from your department chair/college dean to the signed proposal.

Position	Name	Signature	Date
Department Chair	Dr. Barbara Shircliffe	Barbara Shircliffe	1/6/17
GPC/FPC Chairs	Dr. Bill Campbell/Dr. ~~Stephen Thornton~~ George Batsis	Bill Campbell	1-13-17 1/27/17
College Assoc. Dean	Dr. Ann Cranston-Gingras		1/27/17
Graduate Council Chair			
Graduate Certificates	Kathleen H. Barnes		

Curriculum – New Curricular Offering

Including Change of Graduate Major with new concentration, track, or specialization, as well as New Graduate Certificates

Degree: Graduate Certificate in Qualitative Research (Qual R)

Major: Education

Concentration (if applicable):

BRIEF RESPONSES TO THE FOLLOWING:

1. Why is this curriculum necessary?

   The Qualitative Research Graduate Certificate (Qual R) will provide graduate students and other professionals with in depth exposure to and experience conducting qualitative research. The certificate is needed to support the 60+% of doctoral students in the College of Education and other professionals who are increasingly using qualitative methodologies to answer research questions. The certificate will provide research preparation beyond minimum program requirements and support students who wish to teach and advise on qualitative methods at SACS accredited institutions and/or conduct qualitative research in their professions.

FOR ANY NEW CURRICULUM (New Concentration, Track, Specialization, Grad Certificate, etc.), answer the following:

2. How does this align with USF System and State University System strategic goals (with particular focus on BOG's "areas of strategic emphasis")?

   The Qual R certificate aligns with the USF System strategic goals by bolstering the Critical Workforce Need in Education. Qualitative research is increasingly used to understand and inform decisions in teacher preparation in Education. Graduate level Educational professionals who have a strong grounding in qualitative research are better prepared to conduct research and disseminate findings that directly support the training of future teachers. Further, and most importantly, teacher educators with extensive research methodology coursework will better prepare future educators to research and improve their own practice. With extensive training in research methodology, these teachers will be more competitive than alternatively trained colleagues, more eager to continuously improve their practice, and more likely to persist in their professions.

3. What is the demonstrated need and demand? (in the context of statewide and regional enrollment/degree productivity, including USF institutions, SUS, and FSC), making compelling reasons for "necessary duplication," if appropriate.

   Over 60% of the approximately 500 doctoral students in the USF College of Education conduct qualitative dissertations and pursue academic positions beyond the doctoral degree that require extensive training in qualitative methods. A certificate in Qualitative Research will ensure these students are competitive in the workforce. The only currently active qualitative research certificate in Florida is offered at Nova Southeastern University (18 credit hours).

4. What is the potential impact of new degree programs and new program majors on existing programs in the USF System? *(Including new concentrations, tracks, specializations, etc.- if there are any existing offers, please address impact)*

   The Qual R will allow currently enrolled graduate students to add to their degree's minimum requirements for training in research, and to obtain validation for their additional efforts. In this way it should support existing graduate degree programs in the College of Education and other Colleges at USF by providing additional training opportunities for graduate students and potentially attracting new students to doctoral programs at USF.

5. Are there adequacy of resources (faculty, space, equipment, graduate assistants, staff, library etc. – the leveraging of shared resources across and between institutions will be important). Programs will not be considered contingent upon legislative budget requests

   There are adequate resources to support the certificate. The Qual R certificate will be directed by a faculty member in the College of Education as part of their teaching and service. The Academic Support Specialist in Educational and Psychology Studies Department will provide support as part of their regular duties. Both the Director and the Academic Support Specialist will work from the College of Education offices and use minimal departmental/program supplies as needed.

6. Quality assurance and commitment to any requisite accreditation.

   The Qual R certificate director and 2 other faculty members from the Qualitative Advisory Group will evaluate certificate students' final scholarly products completed in EDF 7478: Qualitative Research in Education II. The results of this evaluation will be reported to SACS and used to inform improvements to the certificate courses in the College of Education. Further, the Certificate Director will report to and seek feedback from the Qualitative Advisory Group of 13 College of Education faculty members at its monthly meetings.

Once College has approved, scan and email this Approval Form, and the revised Catalog Copy in Word to Graduate Studies by the deadline posted online http://www.grad.usf.edu/graduate-council.php . For questions, contact cdh@usf.edu

SUPPORTING INFORMATION: Qualitative Research (Qual R) Graduate Certificate supporting information

The Qualitative Research (Qual R) Graduate Certificate involves the completion of four graduate courses (13 credit hours), including the composition of a qualitative scholarly product (e.g., conference paper or manuscript).

Course Requirements

The Qual R Graduate Certificate includes 1 required courses (4) and three elective courses (9). The required course is EDF 7477: Qualitative Research in Education Part II (4). Students may choose from elective courses in qualitative research from the College of Education (e.g., EDF 7477: Qualitative Research in Education Part I [4], EDG 7368: Visual Research Methods in Education [3], EDF 7426: Action Research in Schools [3]). Elective qualitative research courses may be substituted by others inside or outside the College of Education upon approval of the Certificate Director.

Qualitative Scholarly Product

The final assignment in EDF 7478: Qualitative Research in Education Part II is a scholarly write-up (or other dissemination product) of qualitative research. When the student completes their coursework, they should submit the EDF 7478 scholarly product to the Certificate Director. The scholarly product will be evaluated by 3 individuals: the Certificate Director and 2 Qualitative Advisory Group (QAG) faculty members using the Qualitative Scholarly Product rubric. Students should allow 3 weeks for review. Students whose projects do not achieve adequate scores (total score of 84 out of 120 (70%) across 3 evaluators and 8 scales) will have 2 additional opportunities to revise and resubmit. Should the third attempt be evaluated unsatisfactory, the student will be ineligible to receive the Qual R Certificate.

To Apply

To apply for the Qual R Certificate, students will need to submit:

1. Official Transcript
2. Letter of Interest (500 words or less)

All students enrolled in a graduate program at USF must apply for the certificate and complete required coursework within five years of taking the first course applicable to the certificate. Graduate degree seeking students must apply for admission to the certificate prior to graduation. There is no additional fee for students already enrolled in graduate degree programs at USF to apply for graduate certificates.

Students not enrolled in graduate degree programs at USF must have a Master's degree with a GPA of 3.0 from an accredited college or university to enroll. Up to 12 credit hours of certificate course credits may be applied to a graduate degree with departmental approval.

Claiming the Certificate

The Southern Association of Colleges and Schools Commission on Colleges (SACS) accredits the quality and integrity of the University of South Florida as a degree-granting higher education institution. To meet the accreditation standards, the Qual R Graduate Certificate Program must document students' outcomes. In order to do this, students will need to document their skills while earning the Qual R

Graduate Certificate. The Qualitative Scholarly Product completed in EDF 7478: Qualitative Research in Education II is designed to meet this requirement.

Once students have completed all courses satisfactorily, received grades for all courses, they will fill out the Certificate Completion Form and submit it along with the Qualitative Scholarly Product to the Office of Graduate Certificates.

Depending on the time of year that the Complete Form is received, it could take as long as three weeks to process the certificate for mailing.

Qualitative Advisory Group (QAG)

The Qualitative Advisory Group (QAG) consists of 13 College of Education faculty members with experience and expertise in Qualitative Research. The Certificate Director will report to and seek feedback from the QAG at its monthly meetings. QAG faculty will also 1) evaluate the Qualitative Scholarly Product and 2) serve as mentors to Qual R Certificate students.

Certificate Mentorship

To further support Qual R Certificate students' progress and learning, all Certificate students will be assigned a mentor from the QAG based on the student's areas of interest in qualitative methodology. Mentors might field students' questions about qualitative research, collaborate on qualitative projects and presentations, and/or foster other opportunities for students to become involved in the qualitative research community.

Qualitative Course Development

Faculty members in the QAG are working individually and collaboratively to develop and pilot new qualitative courses. Courses planned (based on results of COE faculty member and PhD student surveys conducted in Fall 2015 and Spring 2016) include: Arts-based Research, Case Study Research, Narrative Research in Education, and Writing as Inquiry. These courses are currently under development or pilot. Once finalized, the QAG expects to submit them for approval as new courses, or as topic offerings under a Qualitative Research Special Topics course. We anticipate submitting these new courses for approval in Fall 2017 and adding them as electives to the Qual R certificate upon approval.

SACS ASSESSMENT PLAN 2016-2017	
Certificate Program: Qualitative Research Graduate Certificate (Qual R)	
Brief Description of Certificate program: The Qualitative Research (Qual R) Graduate Certificate provides an opportunity for graduate students and other professionals to gain a broad and in depth knowledge of qualitative research, with an emphasis on the designs and methods used in studies of educational programs, processes, initiatives, settings, and policies. Qualitative research is increasingly conducted and influential in educational research across disciplines, including adult, technology, science, public health, higher, preK-12, and mental health education; and in other science, social science, and health disciplinary areas with educative aims. Beginning with the philosophical groundings of research, students will learn to design, conduct, and publicly share the findings/results (e.g., via publication, performance, installation, demonstration) of qualitative or mixed methods studies that include a qualitative approach.	
Learning Objective: Students will learn to disseminate results of a qualitative research study to a scholarly audience	
Method of Assessment	Students will produce a qualitative scholarly product as a final assignment in EDF 7478: Qualitative Research in Education II that demonstrates their abilities to conduct qualitative research and disseminate findings to a scholarly audience. Three faculty members (the Qual R Graduate Certificate Director and 2 members of the College of Education's Qualitative Advisory Group) will evaluate the students' final project employing a multi-criteria rubric employing a 5-point scale (with 1=basic, 2=emergent, 3=adequate, 4=proficient, and 5=excellent). Students will be assessed on 8 of the 9 domains: 1) question/thesis*; 2) theoretical/conceptual framework*; 3) analysis*; 4) synthesis*; 5) product *, 6) documentation/citation*, 7) participation, 8) aesthetics, and 9) ethics. Six domains are required (*) and the Director will select 2 additional criteria appropriate to evaluate the write-up. The total number of possible points across the three reviewers is 120.
Expectation	Students will achieve at least a total score of 84 across 3 raters and 8 criteria evaluated on the 5-point scale described above.
Results	Here you will report the results each year.
Use of Results for Improvement	Here you will say what you will do with the results that you observed.

Qualitative Research Certificate – Qualitative Scholarly Product Rubric

Student: _____

Title of Study/Project: _____

Criteria (8 graded) 6 standard* 2 selected by advising committee)	**5 Excellent**	**4 Proficient**	**3 Adequate**	**2 Emergent**	**1 Basic**
*Question/ Thesis Concerning a Problem Concerning Education	Student crafted a question/ argument to guide exploration of a significant problem.	Student crafted a question/ argument to guide exploration of a specific a problem.	Student crafted a question/ argument to guide exploration of a problem.	Student crafted a question/ argument to guide exploration.	Student crafted a question/ argument to guide exploration of an unrelated problem.
*Framework (Theoretical or Conceptual)	Student explicated the philosophical underpinnings of the project *in relation to* a framework informed by relevant literature.	Student explicated the philosophical underpinning and framework informed by relevant literature.	Student explicated the philosophical underpinning *in relation* to the framework.	Student explicated the philosophical underpinning and framework.	Student explicated the philosophical underpinning *or* framework.
*Analysis	Student analyzed data and provided conclusions that were well supported by appropriate sources of evidence.	Student analyzed data and provided conclusions supported by appropriate sources of evidence.	Student analyzed data and provided conclusions supported by evidence.	Student analyzed data and provided conclusions with attempts to support by evidence.	Student analyzed data and provided conclusions unsupported by evidence.
*Synthesis	Student synthesized information (literature, data) and insights to form a cohesive narrative.	Student synthesized info (literature, data) and insights to form a coherent narrative.	Student synthesized info (literature, data) and insights to form a narrative.	Student synthesized information (literature, data) to form a narrative.	Student synthesized data without drawing on the literature to form a narrative.
*Product	Student crafted a high quality, original, and creative research product.	Student crafted a high quality and original research product.	Student crafted an original research product.	Student crafted an original research product.	Student crafted a research product lacking in originality.
*Documentation /Citation Style: APA	Student documented all sources including visuals, sounds, animations, and properly cited them.	Student documented most sources and cited them properly.	Student documented all sources yet inaccurately cited some.	Student documented sources not used.	Student documented most sources inaccurately.
Participation	Student illustrated, from their point of view (PoV) *and* participants' PoV, the benefits they *and* their community derived.	Student illustrated, from the PoV of the participant(s), the benefit they and their community derived from participating.	Student illustrated, from the PoV of the participant *and* researcher, the benefit participants derived from participating.	Student illustrated, from the PoV of the researcher, the benefit participants derived from the study.	Student illustrated, from the PoV of the researcher, the anticipated benefits for participants and/or the community.

Aesthetics	Student discussed the aesthetic qualities of the project using appropriate and rich detail.	Student discussed the aesthetic qualities of the project appropriately and in detail.	Student discussed the aesthetic qualities of the project appropriately.	Student discussed the aesthetic qualities of the project.	Student failed to discuss the aesthetic qualities of the project.
Ethics	Student discussed the internal (i.e., competing value systems, ethical tensions) and external (i.e., IRB) ethical dimensions of the project in detail.	Student discussed the internal and external ethical dimensions of the project.	Student discussed the internal ethical dimensions of the project.	Student discussed the external ethical dimensions of the project.	Student neglected to discuss ethics associated with the project.
Scale: Passing + 36-40 Excellent 28-35 Proficient 20-27 Adequate 13-19 Emergent 8-12 Basic					

Final score is based on the total of 3 evaluators scoring 8 of the same criteria.
The overall total of 84 points or higher is needed to pass (Proficient or better).

Evaluator's Signatures and Date

Sign and Date

Qualitative Faculty Member (member of the QAG) _____ _____

Qualitative Faculty Member (member of the QAG)_____ _____

QRE Certificate Director _____ _____

To be completed by above evaluators and submitted to the QRE Certificate Director.

Final Score: _____

COLLEGE OF EDUCATION
GRADUATE DEPARTMENTAL COURSE SYLLABUS

EDF 7477 Qualitative Research Methods in Education I
4 credit hours

The College of Education Cares:

"The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow."

1. Course Prefix and Number: EDF 7477 Credit Hours: 4

2. Course Title: Qualitative research methods in Education I

3. Regular Instructor(s): A. Feldman, V. Janesick, J. King, J. Richards, J. Wolgemuth & other faculty credentialed to teach this course

4. Course Prerequisites (if any): None.

5. Course Description:
This course introduces graduate students to qualitative methods with attention to their epistemological foundations. Emphasis will be placed on the connection between theory, method, and research practice to develop skills and knowledge to engage in qualitative inquiry. Specific topics will include: theoretical orientations to qualitative research, qualitative designs, data collection strategies (e.g., interviews, focus groups, observations), and approaches to data analysis. Students will have the opportunity to develop qualitative research knowledge and skills through an individual or collaborative qualitative research project.

6. Course Goals and Objectives:

The general objectives of the course are to enable students to:

1. Examine the paradigms and methodological traditions of qualitative research.
2. Develop an understanding of key terms and contemporary issues in qualitative research including reflexivity, voice, authority, representation, credibility, ethics, and 'validity.'
3. Articulate research questions that are answerable through qualitative methods.
4. Practice qualitative research skills related to data collection
5. Consolidate learning through an individual or collaborative research project.

7. Content Outline:

1. Qualitative Research Orientations
   e.g., Postpositivist, Interpretivist, Constructivist, Critical Theory, Postmodern/structural
2. Qualitative Research Designs and Approaches
   e.g., Action Research, Case Study, Grounded Theory, Ethnography, Phenomenology, Narrative, Life History, Auto- and duo-ethnography, Content Analysis, Discourse Analysis, Arts-based inquiry

3. Qualitative Research: Role of the Researcher
   Methodology, Reflexivity, Subjectivity, Voice, Authority, and Representation
4. Qualitative Research and the IRB
5. Qualitative Data Collection: Overview
   Observations, Interviews, and Focus Groups
6. Quality in Qualitative Research
   Validity, Credibility, Trustworthiness, and Ethics
7. Qualitative Data Analysis: Overview

8. Evaluation of Student Outcomes:

Weekly Reading Reaction (20%)

The weekly classes will often be structured around the assigned readings. You are expected to come to class having read and thought (deeply) about them. To facilitate your thinking you will be required to compose 1-2 page reading reactions. You may choose to write the reactions on one of the readings or all of the readings. You may write whatever helps you think about the *qualitative methods* discussed in the reading.

Reflexivity statement (10%)

Reflexivity is a central tenet of qualitative inquiry. Understanding the positionality, beliefs, and assumptions of the researcher is important to establishing 'credibility' in qualitative research. Through this task your will articulate and examine your beliefs and assumptions about social science inquiry, linking these to the epistemological orientations of social science research. Your statement should be about 4 pages in length.

Interview or Observation (10%)

You may conduct either 1 interview or 1 observation. Interviews should be at least 30 minutes long and transcribed. Observations should be at least 45 minutes.

For interviews: submit (a) your interview guide, (b) a 2 page description of your interview method/orientation, (c) an interview transcript, (d) a 1 page commentary on what you learned about interviewing.

For Observations: submit (a) a 1 page description of your fieldwork context, (b) your raw and transcribed field notes and, (c) a 1 page commentary on what you learned about observations.

IRB Application and Protocol (25%)

You will complete a USF IRB application for your individual/group project. This includes a research prospectus/protocol (see below). You do not have to submit your IRB application or conduct the research, but I would encourage you to do so, especially if you want to publically present or publish the results of your research.

As part of your application, you will complete a 3-5 page 'prospectus' for your group/individual project. The prospectus should outline why your research is important, the literature that supports the need for your research, and the methods you plan to use. This prospectus/protocol should be in the format that is recommended by the IRB.

Proposal (30%)

You will develop your prospectus/protocol into a ~20 page proposal for your research study. In your proposal include: Intro (3-5 pages; Background and significance of the project, including the conceptual/theoretical framework), Lit Review (3-5 pages; How is your study informed by the research? How does it add to what is already known?), and Methods (7-10 pages; design, theoretical orientation, researcher reflexivity, setting, participants, data collection, and analysis). Include references and methods attachments (e.g., interview guide, observation guide, etc…).

Presentation (5%)

As a group/individual you will present your final proposal to the class. Your presentation should be around 30 minutes, with no more than 20 minutes to present your research, leaving at least 10 minutes for questions and discussion. Please feel free to be creative – presentations can be performances, videos, etc…

9. Grading Criteria:

Letter grades will be assigned using the following standards:

A+ = 98-100%	A = 93-97.9	A- = 90-92%
B+ =88-89%	B = 83-87%	B- =80-82%
C+ -78-79%	C = 73-77%	C- = 70-72%
D+ = 68-69%	D = 63-67%	D- = 60-62%
F = <60%		

Note: The grade of "C-" or lower is unacceptable in Graduate Studies. Please be sure to get a copy of the University's Graduate Catalogue which spells out the policy. You must complete all requirements in this class. There are no Incomplete grades given in this class. You will be graded upon what you complete.

10. Textbook(s) and Readings:

Lichtman, M. (2013). *Qualitative Research in Education: A User's Guide* (3rd ed.). Los Angeles: Sage.

Denzin, N.K., & Lincoln, Y.S. (2013). Strategies of qualitative Inquiry (4th ed.). Los Angeles: Sage.

Janesick, V. J. (2011) *Stretching Exercises for Qualitative Researchers. 3rd ed.* Thousand Oaks, CA:Sage.

11. Academic Dishonesty:

"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work. "

"Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course."

12. Detection of Plagiarism:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

13. Web Portal Information:

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: http://www.acomp.usf.edu/portal.htm.

14. ADA Statement:

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13. USF Policy on Religious Observances:

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COLLEGE OF EDUCATION
GRADUATE DEPARTMENTAL COURSE SYLLABUS

EDF 7478 Qualitative Research Methods in Education II
4 credit hours

The College of Education Cares:

"The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow."

1. Course Prefix and Number: EDF 7478 Credit Hours: 4

2. Course Title: Qualitative research methods in Education II

3. Regular Instructor(s): Valerie Janesick, Patty McHatton, and others

4. Course Prerequisites (if any): None but at least one previous course is preferred. Permission of instructor as needed.

5. Course Description:

This course deepens the understanding of qualitative research methods, design, data collection, analysis, and interpretation. It builds on prior qualitative coursework whenever possible. Participants will collect data, analyze and interpret that observation and interview data, as well as learn techniques to analyze documents, archival techniques and multi methods integration as needed and if appropriate. Use of digital cameras and video recorders will be a central technique studied and practiced this semester. At least two types of software for computer assisted analysis and how to use Microsoft word for that purpose will be addressed. Ethical issues in field work and the role of the researcher will be key topics for discussion and writing. This course is reading and writing intensive and we will write every week in class by practice of the researcher reflective journal.

6. Course Goals and Objectives:

A. Develop a keener understanding of the theoretical orientations that underlie qualitative methods in education and build upon other knowledge acquired in preceding qualitative courses.

B. Understand the kinds of questions which have been and can be addressed fruitfully with qualitative research techniques.

C. Learn about, practice, and refine qualitative data collection methods.

D. Learn qualitative data analysis from at least two perspectives of the five approaches we will cover in the class, including digital techniques to assist in data analysis and interpretation, and continue work on a research project requiring the use of qualitative data collection and analysis methods

7. Content Outline:

DATA COLLECTION AND FIELD PREPARATION WORK PHASE

Class Meetings	**Topic**	**Assignment**
1-2-3-4-5-	Intro to class, each other, Expectations, purposes Writing activity	Begin reading Cresswell first four chapters
	Questions for Research Construct questions suited To the methods, Find your Theoretical frame, FYTF Writing Activity	Continue Cresswell Next Four chapters
	Transcripts and analysis documents	Use any texts from last semester which will assist your project
	Identify your theory FYTF Find your theory	Begin Janesick on Observations and Interviews Begin K&B on Interviewing
	Library strategies-	Pace yourself Complete Creswell Continue K&B continue Janesick
	Initial categories Case studies Action research Oral history, Autobiography Alternatives for data presentation Library Technology Session Introduction to Internet Inquiry	Library Session
		Analyzing Interview Data

Category Development **First Assignment Due,** Writing Activity in Class	Begin exemplary studies continue K&B

The next third of the class is focused on sharpening your skills as a writer, **interviewer,** learning new digital techniques, presenting documentary evidence and working with documents and photographs.

DATA PRESENTATION PHASE

.6-7-8-9-10	Document Analysis and Archival techniques	Exemplar of Begin K&B or applications continues. Read optional text, Research projects
	Developing a model	Begin Gawande or/and exemplar case study
	Computer Assisted Data Analysis, Interview Activity 2 Using video and audio Equipment; Analysis Of interview and document data Discussion of Internet Inquiry Qualities of the Qualitative	Continue K&B and/or other selected texts Pace yourself
	Multi Method Problems And critique	
	Descriptive Validity Using digital photography to Document field settings. Documentary Film and Activity	Continue reading
	Beginning analysis Themes Misfits Found Data Poems Transcript analysis activity	Begin Piantinida et al. Complete readings

DATA ANALYSIS AND INTERPRETATION PHASE

The final third of the class is for sharing your work with each other, discussing ethical issues, understanding the IRB, the importance of peer reviewers and outside readers,
All final reporting and writing the qualitative dissertation. **Sharing your coding systems, your initial categories, your final categories and your approach to analysis of qualitative data.**

11-15	Nuts and Bolts, Ethics, IRB's, Peer Auditors, Outside readers Final Reports Writing the Qualitative Dissertation **Final Assignment due**	Complete all readings

8. Evaluation of Student Outcomes:

GRADING

1. Students must inform the instructor before the due date if an assignment will not be ready on time and be prepared to sign a written social contract for the due date. Students who are absent must find someone to take notes and pick up any in class handouts for them. Students may have one free pass for missing one class.

2 Students must inform the instructor before class when and if they will be late or absent from any class. **If a student is late with a written assignment a penalty will be included in the grading process of a flat 5% off your given grade. Also, if you do not hand in an assignment you will be assigned the default grade of B- (B Minus).**

Each Project is worth:

a)	Observation Project	20%
b)	Theoretical Frame description	10%
c)	Interview Project	40%
d)	In class participation and attendance must contribute to discussion	20%
e)	Technology Proficiency Takes place in Library at tech session, date TBD In the first half of the semester	5%

f) Diversity awareness in your assignments 5%

Grading is based on the following scale:

GRADING:

100-95	**A**
90-94	**A-**
86-89	**B+**
85-80	**B**
79-75	**C**
74-70	**C-**
69 or less	**D**

Note: The grade of "C-" or lower is unacceptable in Graduate Studies. Please be sure to get a copy of the University's Graduate Catalogue which spells out the policy. You must complete all requirements in this class. There are no Incomplete grades given in this class. You will be graded upon what you complete.

9. Textbook(s) and Readings:
Learners need to build their methodological library for their work inclass, the dissertation and their respective careers.
REQUIRED READING:

A. Creswell, J. (2007) Qualitative Inquiry and Research Design: Choosing Among Five Approaches. 2nd ed. Thousand Oaks, CA: Sage.

B. Kvale, S. & S. Brinkmann (2009) *InterViews: Learning the craft of qualitative* research interviewing. Thousand Oaks, CA: Sage.

C. Janesick, V. J. (2011) *Stretching Exercises for Qualitative Researchers. 3rd ed.* Thousand Oaks, CA: Sage.

RECOMMENDED READING

If you will be doing a qualitative dissertation please read one or both of these:

Saldana, J. (2009) *The coding manual for qualitative researchers.* Thousand Oaks, CA: Sage. Note: If you are doing a qualitative dissertation this is a must.

Piantinida and Gorman (2009) *The Qualitative Dissertation. 2nd edition* Thousand Oaks, CA; Corwin

10. Academic Dishonesty:

"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work."

"Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course."

11. Web Portal Information:

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Additional information for advanced qualitative methods class members: Resources and Assignments.

Electronic and other resources for Qualitative researchers including journals, web sites, Listservs, Software etc.

All class members go to:
http://www.aera.net/Default.aspx?id=777
for a list of relevant sites.

Also check blogging sites for qualitative researchers

There are key journals in hard text and on line journals which focus on qualitative inquiry. There are numerous web resources and transcription services.

Check out the e journal The Qualitative Report on line:
http://www.nova.edu/ssss/QR/index.html
You may sign up for their FREE weekly newsletter as well. The newsletter sign up is highly recommended on that site.

For data analysis and representation of text check out this site for graphics, video creation etc. www.animoto.com

For use of photography as a qualitative technique go to:

www.photovoice.com

Throughout the class I will post on Blackboard relevant sites in cyberspace.

Dissertation Support Sites: Here you may want to join a writing group to get you through the dissertation process and you may also find a coach for a monthly fee.

www.dissertationdoctor.com

www.academicladder.com

Informative Blog:

Blog for the Social Sciences at: http://www.socialsciencespace.com/category/resources

ASSIGNMENTS:

There will be Three major written assignments for all members; and a report to the group on the final assignment and a report on the selected optional exemplary texts.

ASSIGNMENT ONE: Description of your theoretical framework

Goal: To describe in three pages or less your theoretical frame for your methodology.

This is 10% of your grade. Due anytime after the fifth week as you see fit.

ASSIGNMENT TWO: NON PARTICIPANT OBSERVATION (WRITTEN)
Non Participant Observation Assignment. 15-20 pp. plus raw notes plus references

This is 20% of your grade. Dúe on the sixth class meeting.

Assignment One: Non-participant Observation Assignment: To develop observation skills- Due as noted.

Where:
Restaurant, coffee shop, shopping mall, zoo, place of worship, museum, health club, funeral parlor, skating rink, park, Movie Theater, or any **public social setting**

Why:
To observe a complex public social setting and then describe it. There should be natural public access to the setting and multiple viewing opportunities for you.

How:
Non-participant observation. Go to this social setting twice to get a sense of the complexity and to maximize what you learn. Go at different times of the day. If you wish to return at any other time, of course, feel free to do so. Take notes. Make a floor plan. See what you are able to hear, see, and learn just by observing.

1. The Setting: Look around you and describe the entire physical space. Draw a floor plan or take a photo if permitted.
2. The People: Look around you and describe the people in this setting. Focus on one or two of the people. What are they doing in that social space?
3. The Action: What are the relationships between people and/or groups? Try to discover something about the people in the setting.
4. Describe the groups and any common characteristics, for example, age, gender, dress code, speech, activity, and so on.

5. Focus on one person in your viewing area to describe in detail. For example, a waitress, a caretaker, a salesperson, and so on, depending on your setting.
6. If you had all the time in the world to do a study here what three things would you look for upon returning to the setting?
7. Be sure to give a title to your report, which captures your observational study.
8. Be sure to use references from our texts this term or any other appropriate texts.
9. Be sure to create a title which reflects your observation study and its people.
10. Be sure to include at least **five references from our texts** which relate to your methods used.

You have 4 weeks plus, to complete this assignment. Be sure to include a self- evaluation and include:

a. Of all the exercises so far, how has this one challenged you?
b. How did you approach this assignment?
c. What difficulties did you encounter in the field setting?
d. What would you do differently if you were to return?
e. What did you learn about yourself as a researcher?

ASSIGNMENT THREE: INTERVIEW analysis PROJECT ASSIGNMENT
This assignment is due on final class date.

Reminder: This project cannot be handed in any later. No exceptions. **This is 40% of your grade and due the final night of class.**

Project: Interview one person, twice, so that you have the experience of going back for an interview. Interviews should be at least one hour in length each. The topic of the interview is:

WHAT DOES YOUR WORK MEAN TO YOU?

Select an educator or other professional to interview about what work means to that person. The first interview should have some basic grand tour questions like:

INTERVIEW PROTOCOL A- FIRST INTERVIEW

1. What does your work mean to you?
2. Talk about a typical day at work. What does it look like?
3. Tell me what you like about your job.
4. Tell me what you dislike about your job.
5. Where do you see yourself in 5-10 years?

If you are ready to start work on your dissertation topic, you may wish to do the interviews on that topic and as a pilot study.

You create the questions for **INTERVIEW PROTOCOL B**
You create the questions based on what you found in the first interview and to get to the goal of the interview.

This should take at least an hour but no longer than 90 minutes, per interview. Aim for each interview to take an hour of time. Be sure to take field notes so you can probe into areas of this first interview, during the second interview. Be sure to tape all this. Be sure to get informed consent. Use the sample consent form included in this syllabus and on Blackboard for this course. This consent form has been used in two recently passed proposals. The IRB, is happy with condensing their four page document into this one page.

Due on last class night: A paper/report of 25-45 pages, plus 7 pages of transcribed interview data, plus current references which includes at least the following:

a. Describe in detail why you selected this person
b. Provide a list of all the questions asked in each interview and label them; Interview Protocol A, Interview Protocol B
c. Summarize the responses from both interviews in some meaningful way with precise quotations from the interview
d. Pull out at least **THREE THEMES** from the interviews
e. Tell the story of what this person's life work means to this person
f. Include the signed consent form
g. Discuss any ethical issues which may have come up
h. A sample of **7 pages of your best transcripts**
i. Finally **include 2-3 pages or more of your own reflections** on your skills as an interviewer, as a researcher and what you learned from this project; be sure to mention any difficulties that came up, what you would change the next time you conducted an interview.
j. Be sure to **use at least 5 references from our texts** this term in your final report.
k. Be sure to create a title which captures your themes.
l. Talk about your future as a qualitative researcher and what is next for you in terms of research.
m. Describe your role as the researcher and critique your role.
n. Describe what you would do next if you had all the time in the world.

Remember that this is a narrative research paradigm, so you should write this in narrative form as if you were telling this person's story. The story is about the person's life work. Your job is to capture the lived experience of a person or persons. You have to grow as a writer in order to do

this research.

Each class member must pass at the proficiency level the following tasks IN CLASS: Graded as Satisfactory/Unsatisfactory redo

a) Participant Observation Exercises including field notes, thick description, Preliminary informed hunches, and what would you do next text for:

   1. Observation of a still life scene or social setting
   2. Observation of a person
   3. Observation of two or more persons

b) Interview, transcription and preliminary data analysis of same for

   1. Interview of a person you know
   2. Interview of a stranger

   Transcriptions of at least 30 minutes of taped interview with Field notes, preliminary categories for follow up and set of informed hunches. In class we will try at least two ways to analyze digital data.

   Remember that one hour of taped interview data is 21 typed pages. You may use your interview project to fulfill this requirement.

c) Practice with digital photography as needed
d) Document review as needed
e) Practice keeping a researcher reflective journal
f) In class activity on finding your theoretical frame

There will be two in class writing assignments Satisfactory/Unsatisfactory grading.

Each class member must pass at the proficiency level the following tasks:

1. Journal writing session on description of the role of the researcher
2. Journal writing session on the ethical issues inherent in the project
3. Writing session on the following:
   a) Statement of the problem and purpose of the study
   b) Exploratory Questions which guide the study
   c) Theoretical frame of the study
   d) Methodology selected and techniques described
   e) Developing a model of what occurred in the study
   f) Practice at selecting exact quotations from transcripts

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GRADUATE DEPARTMENTAL COURSE SYLLABUS

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Course Prefix and Number: EDF 7426 Credit Hours: 3

Course Title: Action Research in Schools

Course Prerequisites (if any):

None

Regular Instructor(s): Allan Feldman

Office hours and location: Monday & Thursday 3:30 - 4:30, and by appointment. COEDU 308-I

Course Description:

This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The goals of action research are the improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice is carried out. Topics include an analysis of collaborative and spectator forms of research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research. The major assignment for the course will be the completion of a mini-research project undertaken in an educational setting in which the student is engaged in professional practice.

Course Objectives:

Upon completion of this course, students will:

- Be prepared to do action research in schools and other educational setting;
- Be familiar with the diverse literature on action research;
- Become aware of the effects of implicit and explicit power relationships in educational settings; and
- Recognize their own expertise.

Course Goals (student learning outcomes):

At the completion of the course the student should be able to:

- Identify a suitable topic, problem or concern for action research.
- Engage in and complete an action research project.
- Uncover implicit and explicit power relationships in educational settings.

Content Outline:

Week 1: Course overview and introductions. □What is research? The Ladder of Inference□ The Gap [M8] and the Analytic Discourse [M9]□ (Note: the "M" assignments are from the assigned text).

Tremmel, R. (1993) [On "Readings list" in Canvas]

Week 2: The nature of action research and finding a starting point for research. The research notebook and Informed Consent□

SLICE OF LIFE DUE [M2]□
Reading Questions: Nature of research
Altrichter et al. Ch. 2, Somekh (2010), Feldman (1998), Feldman & Capobianco (2000)□and Calhoun (2002)□[On "Readings list" in Canvas]
Informed consent materials from USF eIRB website: http://www.research.usf.edu/cs/irb.htm.

Week 3: The nature of action research (part 2). □

M3 DUE
Reading Questions: Cochran-Smith and Lytle
Altrichter et al. Ch. 3□
Lytle & Cochran-Smith (1990) and Lytle & Cochran-Smith (1992) [On "Readings list" in Canvas]

Week 4: Self-study and existentialism. Acknowledging starting points□

M5, M6 OR M7 DUE
CONSENT FORMS DUE
IRB CERTIFICATE DUE
Reading Questions: Self-Study and Existentialism DUE
Altrichter et al. Ch. 4□
Feldman (2002) or Feldman, Paugh, & Mills (2004) [On "Readings list" in Canvas]

Week 5: STARTING POINT SPEECHES [M11]

Week 6: How to do action research: Data Collection

WRITTEN STARTING POINT SPEECHES DUE□
Reading Questions: D
Altrichter et al. Ch. 5

Week 7: Data Analysis□

M12, 13, or 15 DUE□
DATA COLLECTION PLAN DUE□
Altrichter et al. Ch. 6
Calhoun (1994) Ch. 6 and McNiff (1992) Ch. 6 [On "Readings list" in Canvas]

Week 8: Facilitating Action Research

Elliott (1988) and Choose of one article from "Facilitating AR" on Readings list in Canvas).
Reading Questions: Facilitating action research
FIRST "M" ASSIGNMENT FROM CHAPTER 5 DUE (your choice M19-M31) □

Week 9: DATA WORKSHOP

Week 10: Issues of validity

INTERIM REPORT DUE. □
Reading Questions: Validity
Jigsaw: Group 1 reads Feldman (1994a) and Lather (1986) [On "Readings list" in Canvas]
Group 2 reads Eisner (1981) and Phillips (1987) [On "Readings list" in Canvas]
Group 3 reads Feldman (2007) and Heikkinen, Huttunen, & Syrjala (2007) [On "Readings list" in Canvas]

Week 11: Action research in International settings and Arts-Based action research. □
SECOND "M" ASSIGNMENT FROM CHAPTER 5 DUE (your choice *M19-M31*) □
Reading Questions: AR in international settings, Artistic approaches
Choice of one article from "International" and one from "Artistic approaches" on Readings list in Canvas).

Week 12: Precursors to action research and multiple traditions. □
Metaphor Assignment [M37] DUE □
Reading Questions: Acoma and AR
The Acoma Pueblo – Grundy [Canvas]
Schön (1983) Ch. 2 [Canvas]
McCutcheon & Jung (1990); □Altrichter, Kemmis, McTaggert & Zuber-Skerritt (2002) [On "Readings list" in Canvas]

November 22: Thanksgiving (no class)

Week 13: Critical theory and action research; Making research public
"M" ASSIGNMENT FROM CHAPTER 6 DUE (your choice) □
Altrichter et al. Chs. 7 & 8□
The Acoma Pueblo revisited [Canvas]□
Tripp (1990), Coles□Ritchie & Lugo (2010) [On "Readings list" in Canvas]
Critical Theory from Stanford Encyclopedia of Philosophy
http://plato.stanford.edu/entries/critical-theory/

Week 14: Course Closure
Final Report Presentations □

Evaluation of Student Outcomes:

1. A significant part of this course will be class discussions of readings assigned for each week. Therefore successful completion of this graduate level course requires attendance of all classes and active participation in the discussions. Carefully read assigned readings for each class. Come to class prepared to contribute your critical reflections on both your own experiences and ideas and those of others as presented in the readings. Your reflections on the readings should be recorded in your research notebook (see 3 below).

2. Weekly reading assignments. Most weeks you will need to complete a reading assignment that relates to the readings for that class session. All reading assignments should be completed and submitted via Canvas before the class begins.

3. Keep a research notebook in which you regularly (at least weekly) record your experiences in carrying out action research. The purpose of the notebook is to help you to reflect on your practices, formulate ideas for action or changes in practice, and evaluate those actions. You will be using your research notebook as a data source for writing an analysis of your action research project. The research notebook can be electronic.

4. Prepare an informed consent form and IRB Certificate. This will be due in Week 4. Please submit the consent form to me via Canvas. A final copy of your consent form should be included

with your action research report (assignment #7). □□

5. Write the text for a Starting Point Speech [M11] to a group of colleagues explaining why the problem of thematic concern you have identified for your project is educationally important. This speech is due to be presented in class in Week 5, and submitted to me via Canvas, after revising in response to feedback received in class, in Week 6.

6. In order to receive feedback on your on-going efforts, a 2-3 page interim report of your project, including a statement of your thematic concern or general idea for inquiry and the results of reflecting on your initial data collection, should be submitted to me via Canvas by Week 10, incorporating feedback received as part of the data workshop (Week 9).

7. Complete an analysis (in approximately 10-15 pages) of your action research project according to guidelines to be provided by the instructor (see calendar for URL). Make sure to include the final version of your consent form. A presentation to the class during the last sessions will be expected and the final report will be due on the last class meeting. □□

8. In addition to the above assignments, there will be shorter assignments that help move you through the research process. These include the *Slice of Life [M3]*; *Consent form*; a *Data Collection Plan*; and other "M" assignments from Altrichter et al. You are required to submit all written work to the instructor via Canvas

Grading Criteria:

Your grade in this course will be determined by the level of quality and the level of completion of all assignments and your participation in the class. Your participation in class, including preparedness to discuss readings and attendance, is an important component of your grade. Your participation in class, including preparedness to discuss readings and attendance, is an important component of your grade. Read the syllabus carefully and see the instructor if you have any questions about what is required of you. The final grades will be calculated based on the percentage of points accumulated by the student compared to the total number of points.

A+	100 Plus
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	Below 60 points

All course work must be completed and handed in to the instructor by the last day of classes. If for some reason this cannot happen, the student must make arrangements with the instructor to complete the work before a mutually agreed upon date. The student and instructors will draw up a contract specifying the work that needs to be completed and the completion date. They will sign the contract and each will receive a copy.

Textbook(s) and Readings:

Altrichter, H., Feldman, A., Posch, P., & Somekh, B. (2007). *Teachers Investigate Their Work: An Introduction to Action Research across the Professions* (2nd ed.). New York: Routledge.
Note: A new edition of this text is in preparation and should be available by the next time the course is taught.
All other textual material will be made available at no cost through Canvas or the USF Library.

INSTRUCTOR POLICIES:
Attendance is very important in a course like this, where so much of the learning happens during class, in contact and conversation with the instructor and peers. In addition, there may be unannounced in-class assignments that will be part of your grade. Inform the instructor ahead of time via email if you will not be in class, and find out from a classmate what you missed. If you do not e-mail the instructor in advance of an absence YOUR ABSENCE WILL BE CONSIDERED UNEXCUSED. Unexcused absences will negatively affect your grade. One unexcused absence will lower your grade by an amount to be determined by the instructor and two unexcused absences could result in a failing grade. If a student misses more than three classes, excused or not, then the present course requirements are cancelled and the student must renegotiate her/his class requirements. Students who do not attend beyond the first day of class will be dropped from the course.

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor by email by the second class if they intend to be absent for a class or announced examination, in accordance with this policy.

E-mail: Please use your USF e-mail account, or have your USF e-mail forwarded to your preferred address. I will use this e-mail address to communicate with you.

Cell phones and computers: Please turn off devices and close laptop computers during class. However, there will be times when you may use your device or laptop for in-class activities.

Recordings: All recordings in class are prohibited unless expressly authorized by the instructor. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution/dissemination is prohibited.

UNIVERSITY POLICIES: Standard Policies covering at the following and other areas can be found at:
http://www.grad.usf.edu/policies_Sect7_full.php#resp

- **Academic Integrity of Students**

- **Disruption of the Academic Process**
- **Student Academic Grievance Procedures**

Students with Disabilities - Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request. See student responsibilities: http://www.sds.usf.edu

Turnitin Privacy Policy In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. *Turnitin* provides an originality report letting the instructor know how much of the assignment is original. Please follow your instructor's instructions carefully regarding what identifying information to include. (See also: How do I submit a Turnitin Assignment?)

Gender-Based Crimes - Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The Center for Victim Advocacy and Violence Prevention (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in

Early Notification Requirement for Observed Religious Days - Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.

University Emergency Policy
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Revised 08/2010

COLLEGE OF EDUCATION
GRADUATE DEPARTMENTAL COURSE SYLLABUS

"The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow."

1. Course Prefix and Number: EDG 7367 Credit Hours: 3

2. Course Title: Visual Research Methods in Education

3. Regular Instructor(s): Ilene Berson and Michael Berson

4. Course Prerequisites (if any): Admission to doctoral program

5. Course Description:

This course introduces students to analytical and interpretative methods for understanding visual and media culture within an education context. A wide variety of visual data will be considered as the basis for qualitative forms of research practice in education, including photography, architecture/landscape, web-based materials, video/film, and artwork/artifacts. The course will focus on the re-conceptualization of "data" to include visual materials, articulating social theory with visual representations of education and schooling, the process of collecting and constructing visual documents of education and schooling, methods for using visual documents in interviews and focus groups, coding and analyzing visual data, and techniques for reporting findings that concern visual materials in research. Theoretical explorations of the nature of imagery from cultural studies, sociology, anthropology, philosophy, the visual arts and art history will be addressed as foundations for research questions that concern visual subject matter and the use of visual research methods. The course will explore specific methods with opportunities for hands-on exploration.

6. Course Goals and Objectives:

Students will:

- Explore the ways in which a variety of media – photography, web-based media, video and film, artwork and artifacts – can serve as the basis for qualitative forms of research practice in education.
- Apply ethical principles and standards to dilemmas and issues that arise in visual research studies.
- Assess the strengths and weaknesses of various forms of visual data for use in education research.
- Analyze and interpret a range of visual data, using post-positivist and hermeneutic approaches to understand information embedded within the visual.
- Examine visual data through a socio-cultural lens, using socially established symbolic codes.
- Use visual material to record and communicate research findings.
- Demonstrate an advanced knowledge of the use of visual research methods for social change and policy-making.

7. Content Outline:

I. Part One: Theorizing the Visual
   a. Introduction to the course, including discussion of the ethical uses of visual images
   b. Researching with visual images—review of the literature
   c. Theoretical and conceptual foundations for visual research
   d. Studying education through a cultural lens

II. Part Two: The Power of Images and Seeing Data—Identifying, Collecting, and Creating Visual Data
   a. Media: Photography, architecture and landscapes, web-based media, video and film, artwork and artifacts

III. Part Three: A Sampling of Methods
   a. Categorizing the scope: analyzing the work of others, co-creating with participants, auto-ethnographic or creative work
   b. Historical/archival approaches
   c. Content analysis
   d. Photo-elicitation and other participatory methods
   e. Visual ethnography

IV. Part Four: Insights from Data—Coding and Analyzing Visual Data
   a. Coding/analyzing visual materials: Approaches from the social sciences and visual arts
   b. Using qualitative software to code images (e.g., Transana, StudioCode)

V. Part Five: (Re)presenting Data—Techniques for Dissemination
   a. Copyright permissions
   b. Print publication
   c. Exhibitions and presentations

VI. Part Six: Student Presentations

8. Evaluation of Student Outcomes:

Your grade in this class will be a result of completion of the course requirements, listed below.

Discussion Prompts	10%
Field Assignments	60%
Project & Report	30%

Discussion prompts: Students will prepare "discussion prompts" for one or two weeks of the course readings. Each discussion prompt should include three of the following: (1) a schema for comparing/contrasting the readings for that week in terms of one or more dimensions/perspectives, etc.; (2) a brief account of something from the reading that you don't understand; (3) a brief statement about the implications of the reading for educational (or social science) research in general; and/or (4) a brief statement about the implications of the reading for your own development as a researcher. We will take 10-30 minutes each class session to review the reading in terms of prompts prepared by students.

Field assignments: There are 4 short field assignments for this class; each concluding with an in-class presentation/exhibit/report. You must complete each assignment by the due date. These assignments present intriguing intellectual challenges. We will examine closely the intellectual challenges presented by these assignments by looking at the different approaches students take to them and the assumptions required to produce or view visual documents of this sort.

1: Classroom comparison: Using video tape or still photographs, prepare a visual document that compares two or more classrooms.

2: *Still photo sequence/set:* Collect, acquire, or make a set of still photographs to document/examine/represent some aspect of education and/or schooling.

3: Video sequence: Collect, acquire or record 3 minutes of "continuous sequence" video tape to document/examine/represent some aspect of education and/or schooling.

4: Image-interview: Use some still photographs or video tape as a stimulus to interview one or two people about something related -- directly or indirectly -- to education and schooling.

During either the week before or the week each field assignment is due, you will need to write a 1-2 page account of your reflections about that field project and one or more of the course readings (i.e., 4 field projects = 4 accounts, 1-2 pages each).

Project & report: You have three options for completing the project & report requirement: (1) You can present work for a project that is entirely of your own design -- but related to the focus of this course; (2) You can select one of the four field assignments listed above and carry it a step or two further; or (3) You can examine the implications of/for visual documentation for/of a concept, issue, or perspective (e.g., validity, rapport, coding, symbolic interactionism, critical theory, ethnography) that is contested/valued within social research. The last class of the quarter will be used for student presentations about term projects. In addition to the in-class presentation, you will need to prepare a written 5-10 page account/reflection of your work on the term project.

9. Grading Criteria:

Weighted Grade	Grade	Weighted Grade	Grade
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	Below 60	F

NOTE: Please retain all your assignments for the semester, including those that are graded and returned.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. Students may consult the Writing Center for additional writing support.

Students will:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document, where appropriate.(Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar. Proofread carefully.

Course Completion

An "I" grade will only be considered by the instructor for students with otherwise excellent attendance and only for documented circumstances of the greatest magnitude that are unavoidable (usually hospitalization or immediate family tragedy). Students who find themselves in such a circumstance, should petition by e-mail – within 2 days of the precipitating event - explaining the circumstance. At that time a judgment will be made as to the merits of the petition, the kind of documentation to be submitted for verification will be explained, if necessary, and then the student will be informed of the required remedy. Judgments also take into account the overall quality of work and professional disposition.

10. Textbook(s) and Readings:

Required Reading:

British Sociological Association. (2006). *Visual sociology group's statement of ethical practice*. Retrieved from www.visualsociology.org.uk/about/ethical_statement.php

Mitchell, C. (2011). *Doing visual research*. London: SAGE.

Margolis, E., & Pauwels, L. (Eds.). (2011). *The SAGE handbook of visual research methods*. London: SAGE.

Papademas, D. (2009). The International Visual Sociology Association 2009 IVSA Code of Research Ethics and Guidelines. *Visual Studies, 24*, 250–257

Recommended Resources and Supplemental Classic Texts:

Bagley, A. (1984). Bruegel's "The Ass at School" A Study in the Iconics of Education. *Paedagogica Historica,* XXIV(2), 357-378.

Ballerini, J. (1995). Flip: The homeless child as auteur. *The Yale Journal of Criticism,* 8(3), 87-101.

Berson, I. R. (2008). Using digital resources to explore the role of children in the framing of social issues. *Social Education, 72*(3), 136-139.

Berson, I. R. (2010). Framing children as citizens: A journey from the real world to digital spaces. In R. Diem & M. J. Berson (Eds.), *Technology in Retrospect: Social Studies Place in the Information Age 1984-2009*. Greenwich, CT: Information Age Publishing. Charlotte, NC: Information Age Publishing

Berson, I. R., & Berson, M. J. (2007). Digital literacy. In K. M. Borman, S. E. Cahill, & B. A. Cotner (Eds.), *The Praeger Handbook of American High Schools.* Westport, CT: Praeger.

Berson, I. R., & Berson, M. J. (2007). Exploring complex social phenomena with computer simulations. *Social Education, 71*(3), 136-139.

Berson, I. R., & Berson, M. J. (2009). Making sense of the social studies with visualization tools. *Social Education, 73(3),* 124-126.

Berson, I. R., Berson, M. J., Desai, S., Falls, D., & Fenaughty, J. (2008). An analysis of electronic media to prepare children for safe and ethical practices in digital environments. *Contemporary Issues in Technology and Teacher Education*, *8*(3), 222-243.

Berson, M. J. (2004). Digital images: Capturing America's past with the technology of today. *Social Education*, *68*(3), 214-219.

Berson, M. J., & Swan, K. O. (2005). Digital images in the social studies classroom. In G. L. Bull & L. Bell (Eds.), *Teaching with Digital Images: Acquire, Analyze, Create, Communicate* (pp.147-172). Eugene, OR: ISTE.

Buckingham, D. (2009). 'Creative' visual methods in media research: possibilities, problems and proposals. *Media, Culture and Society, 31*(4), 633-652.

Bloustien, G., & Baker, S. (2003). On not talking to strangers: Researching the micro worlds of girls

through visual auto-ethnographic practices. *Social Analysis, 47*(3), 64-80.
Collier, J., & Collier, M. (1986). *Visual anthropology: Photography as a research method.* Albuquerque, NM: University of New Mexico Press.
Eisner, E. (1997). The promise and perils of alternative forms of data representation. *Educational Researcher*, 26(6), 4-10
Eisner, E. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice.* Upper Saddle River, NJ: Prentice Hall.
Fischman, G. (2001). Reflections about images,visual culture, and educational research. *Educational Researcher, 30*(8), 28- 33.
Galman, S. A. C. (2009). The truthful messenger: Visual methods and representation in qualitative research in education. *Qualitative Research, 9*(2), 197-217.
Gotschi, E., Delve, R., & Freyer, B. (2009). Participatory photography as a qualitative approach to obtain insights into farmer groups. *Field Methods, 21*(3), 290-308.
Guillemin, M., & Drew, S. (2010). Questions of process in participant-generated visual methodologies. *Visual Studies, 25*(2), 175 – 188.
Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual Studies, 17*, 13-26.
Heath, C., Hindmarsh, J., & Luff, P. (2010). *Video in qualitative research: Analysing social interaction in everyday life*. Los Angeles, CA: SAGE.
Hesse-Biber, S. N., & Leavy, P. (Eds.). (2010). *Handbook of emergent methods*. New York: Guilford.
Hindmarsh, J., & Luff, P. (2010). *Video in qualitative research: Analysing social interaction in everyday life*. Los Angeles: SAGE.
Jacobs, J. K., Hollingsworth, H., & Givvin, K. B. (2007). Video-based research made easy: Methodological lessons learned from the TIMSS video studies. *Field Methods, 19*(3), 284-299.
Jules-Rosette, B., McVey, C., & Arbitrario, M. (2002). Performance ethnography: The theory and method of dual tracking. *Field Methods, 14*(2), 123-147.
Leavy, P. (2009). *Method meets art: Arts-based research practice*. New York: Guilford Press.
Luttrell, W. (2010). "A camera is a big responsibility": A lens for analysing children's visual voices. *Visual Studies, 25*, 224 – 237.
Meadows, D. (2003). Digital storytelling: Research-based practice in new media. *Visual Communication, 2*(2), 189-193.
Margolis, E. (2004). Looking at discipline, looking at labor: Photographic representations of Indian boarding schools. *Visual Studies, 19*(1), 72-96.
Mehan, H. (1993). Why I like to look: On the use of videotape as an instrument in educational research. In M. Schratz (Ed.), *Qualitative Voices in Educational Research*. London: The Falmer Press.
Novoa, A. (2000). Ways of saying, ways of seeing: Public images of teachers (19th and 20th centuries). *Paedagogica Historica,* 36, 21-52.
Packard, J. (2008). "I'm gonna show you what it's really like out here": The power and limitation of participatory visual methods. *Visual Studies, 23*(1), 63-77.
Pauwels, L. (2010). Visual sociology reframed: An analytical synthesis and discussion of visual methods in social and cultural research. *Sociological Methods and Research, 38*(4), 545-581.
Pink, S. (2004). In and out of the academy: Video ethnography of the home. *Visual Anthropology Review, 20*, 82-88.
Pink, S. (2007). Walking with Video. *Visual Studies, 22*, 240 – 252.
Pink, S. (2012). *Advances in visual methodology*. London: SAGE.
Piper, H., & Frankham, J. (2007). Seeing voices and hearing pictures: Image as discourse and the framing of image-based research. *Discourse: Studies in the cultural politics of education, 28*(3), 373-387.
Prosser, J. (2007). Visual methods and the visual culture of schools. *Visual Studies, 22*(1), 13-30.

Rieger, J. H. (1996). Photographing social change. *Visual Sociology, 11*(1), 5-49.
Rose, G. (2012). *Visual methodologies: An introduction to researching with visual materials* (3rd ed.). London: SAGE.
Ruby, J. (1973). Up the Zambezi with notebook and camera: Or, being an anthropologist without doing anthropology. . . with pictures. *Program in Ethnographic Film Newsletter*, 4(3), 12-14.
Ruby, J. (1976). In a pic's eye: Interpretive strategies for deriving significance and meaning from photographs. *Afterimage*.
Schwartz, D. (1989). Visual ethnography: Using photography in qualitative research. *Qualitative Sociology*, 12(2), 119-154.
Salmon, J. (2010). Online interviews in real time. Thousand Oaks, CA: Sage.
Sekula, A. (1980). School is a factory. *Exposure, 18*, 77-91.
Shrum, W., Duque, R., & Brown, T. (2005). Digital video as research practice: Methodology for the millennium. *Journal of Research Practice, 1*(1). Retrieved from http://jrp.icaap.org/index.php/jrp/article/view/6/12
Sliwinski, S. (2004). A painful labour: Responsibility and photography. *Visual Studies, 19*, 150-162.
Sontag, S. (2004). Regarding the torture of others. *New York Times Magazine*.
Sorenson, E. R., & Jablonko, A. (1995). Research filming of naturally occurring phenomena: Basic strategies. In P. Hockings (Ed.), *Principles of Visual Anthropology* (pp. 147-157). New York: Mouton de Gruyter.
Spencer, S. (2011). *Visual research methods in the social sciences: Awakening visions*. New York: Routledge.
Sheffield, C. C., Carano, K. T., & Berson, M. J. (2008). Steam Man & Airships: Technology of the Future in the Past. *Social Education, 72*(3), 124-129.
Simon, R. I. (1994). Pedagogy and the critical practice of photography. In H. Giroux (Ed.), *Disturbing Pleasures* (pp. 93-105). New York: Routledge.
Steinberg, A., & Berson, M. J. (2011). The Lower East Side Tenement Museum: A Window on Immigrant Life. *Middle Level Learning, 41,* M2-M9.
Stockall, N., & Davis, S. (2011). Uncovering pre-service teacher beliefs about young children: A photographic elicitation methodology. *Issues in Educational Research, 21*(2), 192-209.
Symes, C., & Meadmore, D. (1996). Force of habit: The school uniform as a body of knowledge. In E. McWilliam & P. Taylor (Eds.), *Pedagogy, Technology, and the Body* (171-191). New York: Peter Lang.
Tobin, J. J., Hseuh, Y., & Karasawa, M. (2009). *Preschool in Three Cultures Revisited: China, Japan, and the United States.* Chicago: University of Chicago Press.
Tobin, J. J., Wu, D. Y. H., & Davidson, D. H. (1989). *Preschool in three cultures: Japan, China, and the United States*. New Haven: Yale University Press.
Tufte, E. (1990). *Envisioning information*. Cheshire, CT: Graphics Press.
Tufte, E. (2001). *The visual display of quantitative information* (2nd ed.). Cheshire, CT: Graphics Press.
van Hover, S., Swan, K. O., & Berson, M. J. (2004). Digital images in the history classroom. *Learning & Leading with Technology, 31*(8), 22-25.
Vick, M. (2000). What does a teacher look like. *Paedagogica Historica, 36*(1), 247-263.
Warburton, T. (1998). Cartoons and teachers: Mediated visual images as data. In J. Prosser (Ed.), *Image-Based Research A Sourcebook for Qualitative Researchers* (pp. 252-262). London: Falmer Press.
Weinberg. D., Heath, C., Hindmarsh, J., & Luff, P. (2010). *Video in qualitative research: Analysing social interaction in everyday life*. Los Angeles: SAGE.

11. Academic Dishonesty:

"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work."

"Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course."

12. Detection of Plagiarism:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

13. Web Portal Information:

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: http://www.acomp.usf.edu/portal.htm.

14. ADA Statement:

Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation

15. USF Policy on Religious Observances:

"Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting."