

# **DBA 643: Qualitative Research Methods for Business Administration**

## **School of Business and Management**

3 Credits, Graduate Course

Effective Date 10/1/2024

Grading Type: Decimal

Pre-Requisite: None

*Access to the Internet is required.*  
*All written assignments must be in Microsoft-Word-compatible formats.*  
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **Faculty Information**

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## **Contact Information**

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## **Course Description**

Several types of qualitative methods of data collection will be covered in this course, including various types of interviews, content analysis and case studies. Students will be able to evaluate different methodologies for validity and reliability as well as to determine which is/are most appropriate for different types of research questions.

## **Course Resources**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **Program Outcome**

Establish technology-oriented, project-based initiatives that transform organizations.

## Course Outcomes

As a result of this course, students will know or be able to do the following:

- Analyze qualitative data and create a research report from the data. (Assignment #2)
- Evaluate different qualitative strategies examining underpinnings, data collection methods, and methods of analysis. (Assignment #1)
- Generate a research proposal by aligning the topic to research questions then the research questions to the appropriate methodological strategy. (Assignment #2)

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work to understand how it will be assessed.

OVERVIEW OF REQUIRED ASSIGNMENTS	% OF FINAL GRADE	POINTS
Instructor Determined Activities	40%	400 points
Assign #1 – Methodological Evaluation	25%	250 points
Assign #2 – Mini Study Proposal	35%	350 points
<b>TOTAL</b>	<b>100%</b>	<b>1,000 points</b>

## Course Assignments and Grading

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Instructor-Determined Assignments (40% of Final Grade)

Students participate in weekly discussions/other activities designed to enhance learning and meet the course outcomes. Discussions/other activities are measured using formative rubrics that are connected to the discussion/other activities; all of which are an integral part of this course. Discussion/other activities may be journals, research exercises, group activities, short papers, quizzes, discussions, or other activities determined by the course manager and/or instructor. Each discussion/other activity includes a rubric and a due date as outlined within the discussion/other activity. Whether in-person, online, or in mixed mode, students will be graded on their ability to present, explain, and/or defend viewpoints and the degree to which they have mastered course concepts, principles, writing clarity, research, and APA style. Work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

## Grading rubric:

CRITERIA	% OF FINAL GRADE
Quality of Initial Post	40%
Quantity of Response Posts	40%
References and APA	20%
<b>TOTAL</b>	<b>100%</b>

## Assignment #1 – Methodological Evaluation

### Course Outcome CO2:

- Evaluate different qualitative strategies examining underpinnings, data collection methods, and methods of analysis.

### Assignment Content:

Students will choose two qualitative genres (e.g., Ethnography, Grounded Theory, Phenomenology, Narrative Inquiry, Participatory Action Research, Case Study, etc.) and evaluate how those genres would be used to examine a topic of the student's choice.

The paper includes four parts:

- An introduction (1-3 paragraphs) – Describe the genres you will examine and the selected topic.
- A brief literature review on the topic (1-3 paragraphs) – Provide a bit of background on the topic, including how it is usually studied (i.e., what genres or approaches are typically used), and what current research says on the topic (i.e., what do we already know about the topic).
- In table format, address how each methodological framework would be used to examine the topic in a theoretical study. Be sure to include detailed responses to the following (the bolded words should be the columns in your table for each genre):
  - The **philosophical underpinnings** of the methodology and how it aligns (or doesn't) with the theoretical study.
  - **Three research questions** suitable for the given genre on the topic of study. Remember research questions are not interview questions.
  - The **data collection methods** that would be used by your genre to study your topic.
  - The **methods and means of analysis** for this genre on your topic.
  - The **forms of representation** and/or presentation of the results for the study suitable to your selected genre on the topic.
- A discussion/conclusion (1-3 paragraphs) – Based on your table, describe which genre you think is best suited for the topic and why.

The evaluation will be double-spaced (except for the table, which can be single-spaced), 12 point Times New Roman font, and follow APA writing conventions. A minimum of four (4) peer-reviewed, academic resources should be included in this paper.

<b>COMPONENTS</b>	<b>% OF GRADE</b>
Topic/Framework Overview	20%
Frameworks (Table)	30%
Topic/Framework Analysis	20%
Writing and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

## **Assignment #2 – Mini Study Proposal**

### **Course Outcomes:**

- CO1: Analyze qualitative data and create a research report from the data. (*Assignment #2*)
- CO3: Generate a research proposal by aligning the topic to research questions then the research questions to the appropriate methodological strategy. (*Assignment #2*)

### **Assignment Content:**

Using information from the SIA, students will pick one or more of their classmates to be the subjects of a mini study. Students will select a topic their classmate has experience in (not just book knowledge). The topics could be a hobby (model trains), a career (Banker), or a life experience (change of career).

From that topic, students will begin to develop a mini study proposal for the final study they will complete at the end of class. The mini study proposal should include seven parts:

- (a) an introduction;
- (b) the topic of interest chosen from their classmate (use a pseudonym for the classmate);
- (c) a summary of the research they can find on the topic;
- (d) three (3) research questions that can help the student gather the information they want to know about the topic;
- (e) identification of a single qualitative framework that will best answer those questions;
- (f) possible ethical issues and how they will be mitigated;
- (g) a conclusion.

The paper will be 5-7 pages (1750 to 2450 words), double-spaced, 12-point Times New Roman, and follow APA writing conventions. A minimum of three (3) peer-reviewed academic resources should be included in this paper.

<b>CRITERIA</b>	<b>% OF FINAL GRADE</b>
Topic Selection	20%
Methodology	20%
Research Questions	10%
Interview Questions	10%
Ethical Issues	10%
Writing and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

## **Course Policies**

Students are responsible for reviewing and applying these policies while enrolled in this course.

### **Late Assignments**

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student must contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are just some of the not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Your instructor will require you to provide an explanation for requesting an extension. You will also be requested to provide a date you expect to have the assignment submitted to the grade book.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade unless prior arrangements have been made.

### **Student Policy on the Ethical Use of AI**

#### **1. Introduction**

This policy outlines guidelines for students regarding the responsible use of Artificial Intelligence (AI) in the School of Education and Leadership at City University of Seattle. Students are expected to uphold ethical standards, promote academic integrity, and respect the intellectual property rights of others.

## 2. Definition of AI

For this policy, AI refers to any technology or software that utilizes machine learning algorithms, natural language processing, or similar techniques to generate, analyze, and/or interpret concepts, content, and data.

## 3. Ethical Use of AI

**Generative AI is experimental.** Information quality may vary.

### 3.1. Policy

- Students must understand the course material and complete assignments on their own, using AI tools as a supplement (i.e. using it to generate ideas before you do your own research, to refine your writing, or to check your grammar) rather than a replacement for their own work.
- Using generative AI tools to substantially (more than 5% of your writing) contribute to an assignment or exam (e.g. by entering exam or assignment questions) is not permitted.
- Using AI to generate or modify content to evade plagiarism detection is unethical and violates the basic academic integrity policy of the university.
- Any student work submitted using AI tools should indicate what work is the student's work and what part is generated by the AI. Any AI work submitted must be reviewed and cited and referenced appropriately. AI-generated content should not exceed 5% of your work.

### 3.2. Explanation

**Original Work:** Students are required to produce original work in their academic assignments, research projects, and coursework (i.e.: discussion board posts). The use of AI-generated content, including essays, papers, code, or other materials, without proper citations is strictly prohibited. Students must do their own research for their papers, and they should cite and reference those sources.

Note: Using AI-created work with AI-created sources is still plagiarism because the source was not read by the student.

**Proper Attribution:** When students use AI tools or algorithms to assist in their academic work, they must provide precise location of the AI-generated content and provide accurate citations to acknowledge the AI used and how it was used in the paper. This can be in the form of a note, as seen above. Failure to provide proper attribution is considered a violation of academic integrity.

## 4. Conclusion

This policy serves to uphold the principles of academic integrity, ethical conduct, and responsible use of AI technologies. Students are reminded that the use of AI without proper citations is a violation of these principles and will result in academic penalties. It is essential for students to recognize the value of original work and to use AI tools responsibly and ethically in their academic pursuits. This policy is subject to change as AI changes and evolves.

### **5. Critical Thinking (The ‘Why’)**

Using AI properly is a skill to learn. All AI programs require questions to be asked of them. Learning to ask the “right” question is a learned skill and can be helpful to students in developing critical thinking skills. While AI is a tool to learn to use correctly, it should not replace the process of learning from reading, researching, and thinking critically about the material.

### **Participation and Professional Writing**

Detailed course policies on topics such as *Participation* and *Professional Writing* are found in the Brightspace course content. Students will be provided this information and they are responsible for reviewing and applying these policies while enrolled in this course.

## **University Policies**

Students are responsible for understanding and adhering to all of City University of Seattle’s academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.



In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada](#) website.

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## **Online Tutoring**

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.