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EDLD 620.01: Qualitative Research

William P. McCaw

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UNIVERSITY OF MONTANA
DEPARTMENT OF EDUCATIONAL LEADERSHIP
EDLD 620: QUALITATIVE RESEARCH
AUTUMN 2021
SYLLABUS

Course Overview

CLASS

Thursdays
September 2 – December 16, 2021
4:30-6:50 PM
[Zoom Platform](#)

INSTRUCTOR

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REQUIRED READINGS

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage. ISBN: 978-1-5063-3020-4

Suggested Readings:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN 13: 978-1-4338-3217-8

*The 6th edition format is acceptable for students nearing the completion of their program.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage. ISBN 978-1-4522-2610-1

Other readings as assigned during the course.

COURSE DESCRIPTION:

Qualitative Research is a core research course for doctoral studies. This course will provide an overview of the various qualitative research design considerations utilized with the five approaches of qualitative research as described by Creswell and Poth (2018). Creswell and Poth described the five approaches of qualitative research design as (a) Narrative Research, (b) Phenomenology, (c) Grounded Theory, (d) Ethnography, and (e) Case Study. This course will also assist students in determining the fundamental theories, principles, and mechanics of qualitative and/or quantitative research designs as they conduct a class qualitative study as well as develop their preliminary doctoral dissertation prospectus.

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COURSE OBJECTIVES:

As a result of the successful completion of Qualitative Research, students will be able to:

Standards Alignment	PEPPS	CACREP
1. Describe the major differences between quantitative and qualitative research designs to include mixed methods;	b	4.a
2. Analyze research abstracts and determine the specific type of research design presented in the study;	b	4.a
3. Demonstrate an understanding of the characteristics of qualitative research;	b	4.a, c
4. Apply the appropriate qualitative methods to a research study;	b	4.c
5. Develop conclusions from qualitative data;	b, e	
6. Understand the ethical considerations when conducting research;	e	4.j, l
7. Utilize electronic databases to support a qualitative research prospectus;	b	
8. Complete a class assigned qualitative research study; and	b, e	4.c, g
9. Complete a preliminary dissertation prospectus.	b	
Conceptual Framework		
10. <i>Students will apply previous course content, outside reading, and experiences as they interact with the various research paradigms and research components.</i>		CF1
11. <i>Students are expected to contribute to the learning community and successfully participate in a variety of group activities.</i>		CF2
12. <i>Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance.</i>		CF3
13. <i>Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.</i>		CF3

EXPECTATIONS

Zoom Platform

This course will use the Zoom platform for all students. UM Zoom can be accessed through your UM account. The meeting link for all classes is located in the Moodle course shell's opening page.

Participation

Students enrolled in this course are expected to regularly and consistently attend class and participate in all tasks and discussions in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion (refer to Professional Standards for Student Performance Appendix A). Three points are deducted for each missed class. Students are required to be current in the assigned reading for each class and to submit required assignments in a timely manner. Late assignments will be accepted only by prior consent.

Written Assignments

Written assignments will reflect the individual's original work, and follow the style articulated in the Publication Manual of the American Psychological Association (APA) 6th or 7th edition. Properly cite references to works by other authors.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The [Student Conduct Code](#) is available for review online.

Article IV: Proscribed Academic Conduct

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs.

- Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:
1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.
 2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
 3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
 4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
 5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
 6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
 7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
 8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
 9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
 10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

Using Your UMConnect e-mail Account

Correspondence to you regarding this course will utilize your UMConnect mail account. **It is recommended that you check your UMConnect mail account regularly.**

MOODLE COURSE SUPPLEMENT

Moodle is an open-source learning management system used by the University of Montana to deliver online learning. Within the Moodle system, the introductory course Moodle 101 for Students exists on the Moodle home page shell as well as the "Introduction" page of the Moodle course shell. Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course. The course takes approximately 30 minutes to complete.

SNAP Format.

The Moodle format for this course is in SNAP. The University has requested professors use the SNAP format for online courses. Student feedback has shown a preference for the SNAP format as it is easier to access from a variety of devices and navigation appears to be more intuitive and inclusive.

Course Shell

The course shell consists of six major areas that you will need to access. These six areas are:

1. Welcome, Announcements, and Introductions
2. Class Content (for each class)
3. Assignments
4. Optional Discussions and Questions
5. Course Resources
6. Course Syllabus

1. Welcome, Announcements, and Introductions

This general area will contain a welcome message, University Land Acknowledgement, the course announcements, and class introductions.

A. Class Introductions

This area will contain individual introductions for each student in the class. You will be required to post your introduction in this area by the start of the second class.

2. Class Content (for each class)

The Class Content area contains all of the necessary information needed to access for each of the ten classes (Class 1, Class 2, etc.). This information will be available just prior to the specific class.

- A. PowerPoints will highlight important content from the reading as well as additional content pertinent to the specific class topics. Successful completion of the assignments will require students to fully read and learn the assigned content.

3. Assignments

This area contains four important areas pertaining to the course assignments.

A. Assignments and Due Dates

This area provides a listing of all assignments and their corresponding due date. The information in this area is from the course syllabus.

B. Assignment Exemplars

You will find assignment exemplars in this area. These are not perfect papers but provide you with a sense of the assignment's expectations for an "A" paper.

C. Preparing Assignments to Submit

Specific instructions regarding the preparation of assignments as well as writing requirements, directions for submitting assignments, and assignment templates are located in this area. Pay particular attention to the naming format as explained in the course syllabus (p. 10). All assignments will be a MSWord file. The information in this area is from the course syllabus.

1. Assignment Templates

This area contains templates for each assignment. These templates contain the specific cover page (**remember to add your name and student 790 number**),

assessment rubric, and content headings. Leave the assessment rubric as part of your paper for completion during the grading process.

D. Assignment Submittal Areas

Each assignment has its own submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon. Submit assignments (**with the correct naming format**) by clicking the dark “Add submission” button in the lower right-hand corner of the assignment box.

4. Optional Discussions and Questions

There are two areas set aside for optional discussions. These areas are:

- A. Continued Class Discussion is a discussion area where students can post questions or prompts to further the discussion and interaction among classmates. Anyone posting in this area needs to send an email to the entire class so that everyone has the opportunity to participate in the continued discussion.
- B. Optional Questions for Dr. McCaw is a discussion area where students can pose questions (specific to the topics for that class) to me similar as in a face-to-face class. To ensure a timely response, please e-mail me at bill.mccaw@umontana.edu noting that you have posted a discussion question for my response.

5. Course Resources

Provided resources address (a) the course content as supplemental information, (b) university specific resources (bookstore, library etc.), (c) educational resources (professional organizations), and (d) educational journals. Other resources will be added as the course progresses.

6. Course Syllabus

This area contains the course syllabus, table of contents, and tentative schedule of class topics and reading assignments.

Class Readings

Complete the assigned reading prior to the specific class and date.

Needing Help

If you encounter problems regarding the Moodle portion of this course, please contact UOnline. There is also a Technical Support area within the menu of the course shell (406-243-4999 or 866-225-1641 (toll free)).

ACCOMMODATIONS

I want to be sensitive to any needs that you may have. If you require some accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me. Students with disabilities may request reasonable modifications. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equity](#) (ODE). “Reasonable” permits students with disabilities to compete on an equal footing with their peers at the University.

6	Oct	7	Five Qualitative Approaches to Inquiry Class Study Established Chapter Two Contents Due (Eventually Placed in the Class Study)	5A pp. 65-106; 111-123
7	Oct	14	The Design Structure of a Plan or Proposal Chapter One: Introduction to the Study Focusing the Study Problem, Purpose, Central Questions APA Citations Due	5A pp. 58-60 5A pp. 127-143
	Oct	21	No Class: Montana Conference of Educational Leaders	
8	Oct	28	Ethical Considerations for Researchers Ethics in Qualitative Research Ethical Considerations for Data Collection Ethical Considerations for Data Analysis Ethical Considerations for Writing <i>Ethics in Educational Research</i> (Howe & Moses, 1999) <i>Ethics</i> (Bogdan & Biklin, 2003) Institutional Review Board (IRB) Human Subjects Protection Course Option 1: CITI (Collaborative Institutional Training Initiative) Basic Human Subjects -Social and Behavioral Focus (6-12 hours to complete) CITI Course Completion Certificate Due	5A pp. 53-58 5A pp. 149-157 5A pp. 182-183 5A pp. 226-227 Electronic Electronic Web Based Web Based
9	Nov	4	Chapter Three: Methodology Data Collection <i>The Interview</i> (Fontana & Frey, 2000) Consent to Participate Chapter One Contents Due (Class Study)	5A pp. 147-149; 157-176 Electronic
10	Nov	11	Interview Protocol Standards of Validation and Evaluation Transferability Trustworthiness Accuracy Verification Analysis Procedure	5A pp. 253-282
11	Nov	18	Chapter Four: Data Analysis <i>Three Approaches to Data Analysis</i> (Miles & Huberman, 1994) <i>Data Management and Analysis Methods</i> (Ryan & Bernard, 2000) NVIVO Software Analysis Chapter Three Contents Due (Class Study)	5A pp. 181-220 Electronic Electronic
	Nov	25	No Class: University Thanksgiving Holiday	

12	Dec	2	Data Analysis Continued <i>The Taliban in Their Own Words</i> Writing a Qualitative Study "Turning the Story" and Conclusion The Narrative Preliminary Dissertation Prospectus Due	Electronic 5A pp. 225-249 5A pp. 287-310
13	Dec	9	<i>Do Qualitative Case Studies Have Lessons to Teach?</i> (Eisner, 1998) Chapter Five: Findings Appendices Chapter Four Contents Due (Class Study)	Electronic
14	Dec	16	Presenting Scholarly Work <i>The Scholarly Lecture: How to Stand and Deliver</i> (Geramon, 2004) Class Qualitative Research Discussions Class Qualitative Research Study (includes Chapter Five) Due Final Exam (Take Home) Due	Electronic

ASSIGNMENT TITLE AND DUE DATE

1. Qualitative Abstract Analysis (Due September 30)
2. Chapter Two Contents (Due October 7)
3. APA Citations (Due October 14)
4. CITI Course Completion Certificate (Due October 28)
5. Chapter One Contents (Due November 4)
6. Chapter Three Contents (Due November 18)
7. Preliminary Dissertation Prospectus (Due December 2)
8. Chapter Four Contents (Due December 9)
9. Class Qualitative Research Study (Includes Chapter Five: Due December 16)
10. Final Exam (Take Home: Due December 16)

GRADING:

Specific assignment assessment rubrics can be found with the assignment description beginning on page 12. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or content that the writer finds more interesting than the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly. Papers that are poorly written, containing numerous grammatical and/or mechanical errors, will not be accepted. Grades will be determined based upon the following expectations:

1. Class Participation (minus 3 points for each absence)	10%
2. 5 Qualitative Research Abstract Analysis	10%
3. APA Citations	5%
4. Class Qualitative Research Study	45%
3.1 Chapter One Contents	(8 points)
3.2 Chapter Two Contents	(2 points)
3.3 Chapter Three Contents	(11 points)
IRB Checklist/Application	(10 points)
3.4 Chapter Four Contents: Interviews, Coding, Mental Models, and Narrative	(9 points)
3.5 Chapter Five Contents: Findings from the Data Analysis	(5 points)

5. Preliminary Dissertation Prospectus	15%
6. Final Exam	15%

Course grades: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% and below = F

PREPARING ASSIGNMENTS TO SUBMIT

Key Points

1. Refer to each assignment's description and assessment rubric
2. Follow APA 6th or 7th Edition Format ([The Owl at Purdue](#))
 - a. **Double spacing throughout**
 - b. Provide citation information when paraphrasing (author's last name, publication date)
 - i. Direct quotations require author, publication date, and page number
 - c. APA uses past tense for published works
 - d. Page number noted in the heading (top right hand corner- format provided in the assignment template)
 - e. Academic works use indented paragraphs and left justification rather than the block format and full justification used by business.
 - f. References: Follow the format used for the course syllabus references (p. 31).
 - i. References centered with bold upper and lower case
 - ii. Reference format is hanging indent, double spaced, no extra space between references
 - iii. When citing class PPT content, use:
In References:
 McCaw, W. P. (2021, Autumn). Qualitative research [PowerPoint slides]. University of Montana. <https://moodle.umat.edu/course/view.php?id=43570>

In Text:
 (McCaw, 2021, Class #, Slide #)
 - g. APA Deviations
 - i. Font = Calibri (Body), 10.5 point (Word Default) or Times New Roman 10 or 12 point font
 - ii. No Running Head
 - iii. No Abstract
3. Utilize the provided assignment templates on all assignments including the assessment rubric (these are provided in the "Assignments" area of the Moodle Shell)

Writing Requirements

Quality graduate scholarship requires not only the ability to master the concepts found in literature and research, but also the ability to use this information to integrate knowledge. All assignments should be subjected to spelling and grammar checks. Papers poorly written containing numerous grammatical and/or mechanical errors will not be accepted. When noted, adhere to the page number restrictions.

SUBMITTING ASSIGNMENTS

Submit assignments as an MSWord file and only through Moodle in the Assignments area.

Using Assignment Templates

Assignments must use the assignment template which are located in the Moodle course shell within "Assignments" and can be downloaded as an MSWord file. These templates contain the important elements of each assignment. Leave the assessment rubric as part of the assignment. **You will need to add your name and student number to the cover page, and then rename the file using the format and names noted below.**

Save your documents using the format, assignment names, and spacing listed below. Please follow the provided format and spell each assignment as it is in the example. Color clarifies the three components of **course and semester**, **assignment**, and **student name**; your saved assignment will not be in color. Your saved assignment should contain the following information in the order provided in the example (including spaces) for the student Jerri Smith.

EDLD 620 Au21 Assignment [Your Last Name] [Your First Initial]

Example for Jerri Smith:

EDLD 620 Au21 APA Smith J

EDLD 620 Au21 Abstr Smith J

EDLD 620 Au21 Ch1 Smith J

EDLD 620 Au21 IRB Smith J

EDLD 620 Au21 Ch2 Smith J

EDLD 620 Au21 Ch3 Smith J

EDLD 620 Au21 Study Smith J

EDLD 620 Au21 Prosp Smith J

EDLD 620 Au21 Final Smith J

Assignment Submittal Area

Each assignment has its own assignment submittal area. These areas provide the assignment description from the course syllabus. To access the submittal area, click on the assignment name or file icon. Submit assignments (with the correct naming format) by clicking the dark "Add submission" button in the lower right-hand corner of the assignment box.

ASSIGNMENT DESCRIPTION AND ASSESSMENT RUBRIC

In addition to the assigned readings, expectations of class participation, and adherence to the *Professional Standards for Student Performance*, each student will be required to complete the following:

1. Qualitative Dissertation Abstract Analysis requires a sampling of five **qualitative** dissertation abstracts obtained electronically from library resources. Each abstract will identify words associated with the qualitative research paradigm by highlighting these words within the abstract. The purpose of this assignment is for you to demonstrate your ability to identify words associated with the qualitative research paradigm. Justification of your choices is not required. (Due Sept 30)

Dissertation Abstract Analysis Assessment Rubric

	Acceptable 2 Points	Unacceptable 1-0 Points	Points (10)
Abstract #1	The research utilizes a qualitative research design and the majority of words associated with qualitative research identified	Either the research paradigm is incorrect, many qualitative words not highlighted, or numerous highlighted words are not clues associated with qualitative research	
Abstract #2	The research utilizes a qualitative research design and the majority of words associated with qualitative research identified	Either the research paradigm is incorrect, many qualitative words not highlighted, or numerous highlighted words are not clues associated with qualitative research	
Abstract #3	The research utilizes a qualitative research design and the majority of words associated with qualitative research identified	Either the research paradigm is incorrect, many qualitative words not highlighted, or numerous highlighted words are not clues associated with qualitative research	
Abstract #4	The research utilizes a qualitative research design and the majority of words associated with qualitative research identified	Either the research paradigm is incorrect, many qualitative words not highlighted, or numerous highlighted words are not clues associated with qualitative research	
Abstract #5	The research utilizes a qualitative research design and the majority of words associated with qualitative research identified	Either the research paradigm is incorrect, many qualitative words not highlighted, or numerous highlighted words are not clues associated with qualitative research	

2. **APA Publication Manual Citations: (5 points) (Due Oct 14)**

This assignment requires you to demonstrate that you can successfully follow the APA (6th or 7th ed.) style guide when citing work or works from other people. *Please articulate the criteria in a heading prior to each item (a-e) followed by your example.* You are to provide:

- a) Paraphrasing within a paragraph what an author or authors has/have written and giving that author or authors credit for the information
- b) Using a direct quote (less than 40 words) within a sentence
- c) Using a direct quote (40 words or more) within a paragraph
- d) Using a citation from a secondary source within a sentence, and
- e) Referring to work by three or more authors more than once within a paragraph.

APA Manual Citations Assessment Rubric

Category	Acceptable 1 Point	Unacceptable 0 Points	Points (5)
Paraphrasing the works of one or more authors	Paraphrasing is used in a manner that is clear as to who the thought is being attributed to	Paraphrasing is used but it is unclear as to who is responsible for what information	
Using a direct quote (less than 40 words) with a sentence	Direct quote follows the APA style noting all required citation information, and is used in a manner that is clear as to who the quote is being attributed to	Direct quote is used in a manner that is confusing and/or does not note all required citation information, and/or does not follow the APA style	
Using a direct quote (40 words or more) within a paragraph	Direct quote follows the APA style noting all required citation information, and is used in a manner that is clear as to who the quote is being attributed to	Direct quote is used in a manner that is confusing and/or does not note all required citation information, and/or does not follow the APA style and/or is not contained within a paragraph	
Using a citation from a secondary source	Secondary citation follows the APA style and is used in a manner that is clear as to who the quote is being attributed to	Secondary citation does not follow the APA style and/or is used in a manner that is confusing	
Referring to work by three or more authors more than once	Reference follows the correct APA style and is used in a manner that is clear	Reference does not follow the correct APA style and/or is used in a manner that is confusing	

- 3. Class Qualitative Research Study (Group Project) addressing all five chapters of a formal study that appropriately reflects the qualitative approach assigned to each research group. Components of the qualitative study addressed with a minimum of one paragraph (**minimum of 3 sentences**) for each component and submitted in sections in order to receive formative feedback and make revisions (**in blue font**) for the final write up of the study. Refer to Appendix B for the Qualitative Research Outline. Since this will be a group project, each member of the research team will be able to provide confidential feedback regarding their research team member's contributions. **(Due Dec 16)**

Example:

Presentation Topic: _____

Your Name:	_____
Area of Responsibility:	_____
Grade You Believe You Earned:	A B C D F
Reason for your grade:	_____

Please list the members of your group and give them the grade that you believe they earned. Grades below an "A" require a justification.

Name: _____ Grade: **A B C D F**
Justification: _____

- 3.1. Chapter One Contents to include: (a) Introduction to the Study, (b) Problem Statement, (c) Purpose of the Study, (d) Central Question, (e) Definitions of Terms, (f) Delimitations, (g) Limitations, and (h) the Significance of the Study; (8 points) (Due Nov 4)

Chapter One Contents Assessment Rubric

	Acceptable 1 Point	Unacceptable 0 Points	Points (8)
Introduction	The introduction is clearly written and introduces the reader to the study	The introduction does not introduce the study and/or is poorly written or not included	
Problem	The problem is clear and concise and articulates the rationale for the study	The problem is not clearly articulated and/or does not state a problem	
Purpose	The purpose addresses the problem in a manner that is clear and plausible and uses words associated with the chosen qualitative approach	The purpose does not address the problem in a manner that is clear and plausible and/or does not use words associated with the chosen qualitative approach	
Central Question	The Central question is articulated in a manner that is not dichotomous and addresses the purpose of the study	The Central question is articulated in a manner that is dichotomous and/or does not address the purpose of the study	
Definition of Terms	Definition of terms are included with the correct format	Definition of terms are not included or included in an incorrect format	
Delimitations	Delimitations are noted	Delimitations are not noted	
Limitations	Limitations are noted	Limitations are not noted	
Significance	The significance addresses the problem and aligns with the purpose making a strong case for the study being conducted	The significance does not follow the problem and purpose and/or does not make a strong case for the study being conducted	

- 3.2. Chapter Two Contents will be a short description noting the purpose of the review of literature in a qualitative study and address the five quality indicators of a literature review as articulated by Boote & Beile (2005) (2 page maximum). (2 points) (Due Oct 7)

Chapter Two Contents Assessment Rubric

	Acceptable 2 Points	Unacceptable 1-0 Points	Points (2)
Chapter Two Contents	The purpose of the review of literature in a qualitative study noted and the five quality indicators of a literature review as articulated by Boote & Beile (2005) are described	The purpose of the review of literature in a qualitative study is not articulated and/or the quality indicators of a literature review as articulated by Boote & Beile (2005) are not addressed	

- 3.3 Chapter Three Contents to include: (Due Nov 18)
- a. The University of Montana's [Institutional Review Board](#) (IRB) Application to include the Interview, Consent Form(s), and verification of the CITI Human Subjects Protection Course (10 points)
 - i. [IRB Application](#)
 1. To complete the IRB Application, you need to successfully complete [Option 1: CITI Human Subjects Protection Course](#) from the Institutional Review Board at The University of Montana. The specific course is Human Subjects Research (HRS) Social-Behavioral-Educational (SBE) Basic. CITI estimates 4 hours to complete the 12 modules. (Due Oct 28)

** The IRB Application is NOT sent to the IRB but rather submitted as part of the Chapter Three contents in an Appendix*
 2. The first step of the CITI Learner Registration process will be to "Select Your Organization Affiliation", which would be: University of Montana. UM pays a registration fee for you to take this Human Subject Protection Course. There should be **NO FEE** for you to take this Human Subject Protection Course.
 3. The specific training is the "Basic Human Subjects -Social and Behavioral Focus." You are not required to take the "Supplemental Modules."
 - ii. The Interview Protocol should contain
 1. Participant Demographic Information
 2. Opening statements
 3. Consent to participate form
 4. Interview questions
 - b. Methodology
 - b.1 Research Paradigm and Qualitative Approach Described
 - b.2 Research Questions
 - i. Central Question
 - ii. Subquestions
 - b.3 Participants (describe inclusion criteria and justify selection)
 - b.4 Data Collection
 - i. Method to collect data
 - ii. Details of interview process
 - b.5 Transferability of the data
 - i. Trustworthiness to include accuracy and verification
 - ii. Role of the Researcher

Chapter Three Contents Assessment Rubric

Category	Exemplary	Acceptable	Unacceptable	PTS (21)
IRB Application	10 Points The IRB application is complete and would probably be accepted by the IRB	9 - 7 Points Major components of the IRB application are complete and revisions are not substantive most likely requiring an administrative approval by the IRB	6-0 Points The IRB Application is incomplete and/or revisions are substantial requiring a resubmittal to the IRB	
Chapter Three Contents				
Research Paradigm and Qualitative Approach		1 Point Adequately described using words associated with the specific qualitative approach	½ -0 Points NOT adequately described and/or words associated with the specific qualitative approach are missing	
Research Questions to include Central Question and Subquestions		1 Point Central and Subquestions articulated	½ -0 Points Central and/or Subquestions are not articulated	
Participants		1 Point Who the participants are and how they were selected is articulated and justified	½ -0 Points Incomplete description of who the participants are and/or how and why they were selected	
Data Collection				
Collection Methods		1 Point Described in detail	½ -0 Points Not described in detail	
Interview Protocol to include Consent Form	5 Points Protocol, Consent Form, and interview questions provided	4 – 3 Points Revisions required	½ -0 Points Protocol and/or consent form and/or interview questions not provided	
Transferability		1 Point Understanding of transferability articulated	½ -0 Points The concept of transferability is not understood	
Role of the Researcher		1 Point Understanding of the Role of the Researcher articulated	½ -0 Points The Role of the Researcher not articulated and/or understood	

- 3.4 Chapter Four Contents (9 points) (Due Dec 9)
- a. Individually conduct 4 interviews (total per research team = 8)
 1. Interview at least one class member
 2. at least one interview recorded and then transcribed verbatim
 - b. Code data from the interviews. The coding should identify emerging categories and themes from the interview data (attach evidence of interview coding to the study in an Appendix).
 - c. Written Narrative from the field notes and interview data utilizing rich thick descriptions. The narrative should not exceed three doubled spaced pages and synthesize the findings derived from the analysis of the data.

Chapter Four Contents Assessment Rubric

	EXEMPLARY	ACCEPTABLE	UNACCEPTABLE	POINTS (9)
Four Interviews	4 Points Four interviews conducted following criteria	3 Points Less than 4 interviews conducted or criteria not followed	2 - 0 Points Interviews not acceptable	
Data Coded		1 Point At least one Interview is transcribed and all interviews coded in a manner consistent with the specific qualitative approach methods of data analysis.	0 Points Interview data not provided and/or not coded	
Themes Articulated		1 Point Themes are articulated and utilize direct quotations from the interviews to support the findings	0 Points Themes are not provided	
Narrative	2 Points Narrative is well written synthesizing the findings and describes the phenomenon from all perspectives	1 Point Narrative is poorly written, with findings not synthesized and does not give a complete picture of the phenomenon and/or does not represent the data	0 Points Narrative not provided	
Mental Model		1 Point Mental Model for the data analysis is provided	0 Points Mental Model not provided	

- 3.5 Chapter Five Contents: combined into the final class study (5 points) **(Due Dec 16)**
- Findings from the study articulated by answering the Central and Subquestions
 - Recommendations for future studies
 - Recommendations for practitioners, and
 - Contribution to the field (your)

Chapter Five Contents Assessment Rubric

	Acceptable	Unacceptable	
	2 Points	1-0 Points	Points (5)
Findings	Findings are articulated in a manner that answers the Central and Subquestions	Findings are noted but does an insufficient job of answering the Central and Subquestions	
	1 Point	0 Points	
Recommendations	Recommendations are aligned with the study and address recommendations for future studies as well as for practitioners	Recommendations are somewhat aligned with the study and either do not address recommendations for future studies and/or for practitioners	
	1 Point	0 Points	
Contribution to the Field	Contribution noted	Contribution not noted	
	1 Point	0 Points	
Preliminary Pages and Appendices	Preliminary Pages and Appendices included with the correct format	Preliminary Pages and Appendices not included or utilize an incorrect format	

Note: The above assignments (3.1-3.5) are designed for you to demonstrate your ability to apply the concepts that we are studying. They are not designed to become an exhaustive piece of scholarship on each topic. Therefore, these assignments should focus on learning the required skills for each assignment.

4. **Preliminary Dissertation Prospectus:** This preliminary dissertation prospectus assignment provides foundational information on a research topic appropriate for a doctoral dissertation. It is *written in third person using future tense*. The content for this prospectus contains (a) a concise articulation of the dissertation's intent, (b) the background and context of the study, (c) a description of the problem being addressed by the study, (d) a synthesized review of supporting information from the literature; and the identification and justification of at least one seminal author associated with the study's topic. This prospectus should not exceed 15 pages without the cover page, assessment rubric, and references. (Due Dec 2)

Prospectus Contents (Use the following 4 criteria as headings)

a) Dissertation Intent

The intent is a clear and concise articulation of the study. This is a concise purpose statement of the dissertation. It may be helpful to use the stem: "The purpose of this dissertation will ..." The intent of the dissertation should not exceed two sentences.

b) Background and Context

This section provides the foundation and context for the study. It may, or may not, be directly related to the literature review but rather provides the reader with a general understanding of the dissertation topic. The background and context should not exceed two pages.

c) Problem being Addressed

Doctoral dissertations address a compelling problem as justification for the inquiry; sometimes noted, "there is little support in the literature." For a doctoral dissertation, this is a weak justification. Doctoral dissertations need to address some aspect of a compelling problem. It is the responsibility of the candidate to articulate a compelling problem and its relationship to the problem. **The description of the problem should not exceed two pages.** (note: the foundation of the problem can be introduced in the "Background and Context" section)

d) Synthesized Review of the Literature to Include the Identification and Justification of at Least One Seminal Author

Literature reviews for doctoral dissertations provide a synthesis of published works. An important component of doctoral reviews is the synthesis of two or more works/ideas etc. to support a specific point. This is why there are multiple authors noted in citations. That is to say, the researcher has read enough in the specific field to identify common themes or ideas from a variety of respected authors. This section also has the requirement of identifying and justifying the selection of one seminal author in the field; that is, who is the seminal author and why are they considered seminal in that field of study?

Preliminary Dissertation Prospectus Assessment Rubric

Category	Exemplary	Acceptable	Unacceptable	Points (15)
Dissertation Intent		2 Points The focus is very clear and concise not exceeding two sentences	1-0 Points The focus is somewhat or not clear exceeding two sentences	
Background and Context	3 Points Foundation and context clearly provided	2 Points Foundation and context is somewhat clear	1-0 Points Fails to provide an understanding of either the background and/or context	
Problem being Addressed		2 Points Problem is clearly stated and important	1-0 Points Problem is not clear and/or does not articulate its importance	
Synthesis of Related Literature	3 Points Literature presented with synthesis of the literature, supported with citations, and the identification and justification of at least one seminal author is noted	2 Points Literature presented with limited synthesis of information and/or the identification and justification of at least one seminal author is lacking	1-0 Points Literature presented with a limited synthesis of information and/or the identification and justification of at least one seminal author is not noted	
APA Style	3 Points APA style followed to a degree that does not detract from the prospectus	2 Points Lack of following APA style detracts from the prospectus and/or causes confusion to the reader	1-0 Points APA not followed or followed in a cursory manner	
Writing Clarity		2 Points Writing is of a scholarly nature, clear, with proper mechanics, and punctuation	1-0 Points Writing is not of a scholarly nature, or is not clear, or has mechanics and punctuation problems	

5. **Final Exam:** Each student will complete a take home final exam and will be due on the last class. This assignment approximates an actual comprehensive exam situation. The time requirement to complete this exam will be individualized to approximate the requirements of your academic department. You will be given the opportunity to study for the exam after viewing the question prior to the final due date. Unlike a real EDLD comprehensive exam, students may use notes. (Due Dec 16)

Final Exam Assessment Rubric

	Acceptable	Unacceptable	FAIL	Points (15)
Directly answers the question	2 Points The answer directly answers the stated question	1-0 Points The answer does not directly answer the stated question	FAIL Answer does not address the question	
Chapter One	3-2 Points Major chapter components addressed	1-0 Points Major chapter components not addressed		
Chapter Two	1 Point Content articulates an understanding of Boote & Beile's (2005) five criteria for a literature review	0 Points Chapter design does not address all five Boote & Beile (2005) criteria for a literature review		
Chapter Three	3-2 Points Major chapter components addressed as well as anticipated data analysis	1-0 Points Major chapter components missing and/or anticipated data analysis not addressed		
Answer is supported with scholarly citations	3-2 Points Answer is fully supported with scholarly citations	1-0 Points Answer contains few supporting citations	FAIL No supporting scholarly citations provided	
APA Style	2 Points APA style is properly used	1-0 Points APA style is somewhat followed or not properly used		
Writing Clarity	1 Point Writing is of a scholarly nature, clear, and mechanics and punctuation do not detract from the proposal	0 Points Writing is not of a scholarly nature, and/or is not clear, and/or mechanics and punctuation problems detract from the proposal	FAIL Overall writing quality is not at the graduate level	

Appendix A

Professional Standards for Student Performance

Graduate students in the Department of Educational Leadership at the University of Montana are expected to:

1. Demonstrate professional vision in the practice of educational administration
2. Accept responsibility and accountability for class assignments in their role as members of the class
3. Demonstrate growth during the period of their graduate career
4. Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
5. Demonstrate imagination and originality in the discussion of educational leadership issues
6. Understand the relationship between theory and practice and the value of reflective leadership
7. Demonstrate a moral, humanistic, ethical and caring attitude toward others
8. Demonstrate an ability to build trust and positive relationships with others
9. Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
10. Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
11. Demonstrate an ability to express himself/herself well in speech and writing, and
12. Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

Failure to demonstrate the aforementioned qualities on a consistent basis may result in removal from classes and/or the Educational Leadership Program.

Appendix B

Qualitative Research Outline

A doctoral dissertation typically contains four major sections, (A) preliminary pages, (B) chapters one – five, (C) references, and (D) appendices. *It should be noted that some qualitative dissertations will have more than five chapters.* Specifics for the preliminary pages and how to format the unique numbering can be accessed from the [Graduate School's website](#) (There is an error on this website as the page numbers after the preliminary pages should be in the upper right hand corner).

Dissertation Sections and Content (typical)

A	Title Page Copyright (optional) Abstract Dedication (optional) Acknowledgements Table of Contents (using indents for the various levels of heading)	Roman numerals: Centered at the bottom
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B	Chapter One (Introduces the Study) Chapter Two (Review of Related Literature) Chapter Three (Methodology) Chapter Four (Data Analysis/Results) Chapter Five (Conclusions)	Arabic numerals: Top right hand corner
C	References	
D	Appendices	

Contents for the Class Study

Cover Page
 Abstract
 Table of Contents
 Chapter One
 Chapter Two
 Chapter Three
 Chapter Four
 Chapter Five
 References
 Appendices

Contents for the Final Exam

Cover Page
 Chapter One
 Chapter Two
 Chapter Three

SPECIFIC CONTENT

For the correct heading format, refer to APA. Below are the Levels of Heading for each chapter as per the 7th Edition. Each Preliminary Page begins on a new page (headings centered)

Title Page (Level 1)

Abstract (Level 1)

Acknowledgements (Level 1)

Dedication (Level 1)

Table of Contents (Level 1)

List of Appendices (Level 1)

List of Tables (Level 1)

List of Figures (Level 1)

New Page

Chapter One: Introduction to the Study (Level 1)

Introduction (no heading)

Problem Statement (Level 2)

Purpose of the Study (Level 2)

Central Research Question (Level 2)

Definitions of Terms (Level 2)

For the purpose of this study, the following definitions are defined.

(*Terms.* Alphabetized and use a Level 5 Heading format)

Delimitations (Level 2)

Limitations (Level 2)

(Address the Construct of Generalizability)

Significance of the Study (Level 2)

Summary (Level 2)

New Page

Chapter Two: Review of Related Literature (Level 1)

Introduce the Review of the Literature (no heading)

Short description noting the purpose of the Literature Review (using the Boote & Beile (2005) criteria)

Summary

New Page

Chapter Three: Methodology (Level 1)

Introduce the Methodology by beginning with the research design (brief description of the qualitative approach being employed—no heading)

Research Questions (Level 2)

Central Question (restated) (Level 3)

[begin sentence here]

Subquestions (articulated) (Level 3)

[begin sentence here]

Participants (Level 2)

Description and justification of the selection process

Data Collection Procedures (described) (Level 2)

Transferability [begin sentence here] (Level 2)

Trustworthiness of the data (Level 3)

[begin sentence here]

Accuracy. [begin sentence here] (Level 4)

Verification. (*To Include Researcher bias*) [begin sentence here] (Level 4)

Accepted Analysis Procedure (for the specific qualitative approach)

Summary (Level 2)

New Page

Chapter Four: Data Analysis (Level 2)

Description of the specific qualitative tradition's analysis procedure (no heading)

Description of the Analysis (Level 2)

Explanation of the steps utilized to identify categories and then themes (Level 3)

[begin sentence here]

Mental Models (Level 3)

[begin sentence here]

Narrative Report (Level 2)

Summary (Level 2)

New Page

Chapter Five: Conclusions (Level 2)

Introduction (no heading)

Findings (Level 2)

Answer the Subquestions (Level 3)

[begin sentence here]

Answer Central Question (Level 3)

[begin sentence here]

Implications of the Findings (Level 2)

Recommendations (Level 2)

For Future Study (Level 3)

[begin sentence here]

For Practitioners/Others (Level 3)

[begin sentence here]

Contribution to the Field (of your study) (Level 2)

Conclusion (Level 2)

New Page

References

APA uses hanging paragraphs (refer to p. 59 in the 6th ed. or p. 66 in the 7th ed.)

New Page

Appendices

- Recruiting Documents (fliers and/or Consent Form)
- Permissions to use content from existing literature (figures, instruments, etc.)
- Interview protocol and questions

Appendix C

Accreditation Information

CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

CF1 Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*

CF2 Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*

CF3 Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of the University of Montana-Missoula and the Phyllis J. Washington College of Education. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

University of Montana-Missoula Mission

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

Phyllis J. Washington College of Education Mission

The Phyllis J. Washington College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Vision

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

Educational Leadership Mission

We empower individuals to challenge the future.

By:

- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

COURSE STANDARDS FOR SCHOOL LEADERS

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). The PEPP Standards are used to guide courses in Educational Leadership. These standards are also identified more specifically in the next section “Course Objectives”.

It should be noted that the Montana PEPP Standards are based upon the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. Program standards guide accreditation of administrator preparation programs and are used in some states for professional development programs toward certification. Program standards are exemplified by the National Council on Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) administrator preparation Program Standards (NCATE/CAEP), developed by the Education Leaders Constituent Council (ELCC). The NCATE/CAEP/ELCC Program Standards are widely used by states as criteria to accredit administrator preparation programs for certification. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for [National Policy Board for Educational Administration](#).

Students seeking a M.Ed. in Educational Leadership are encouraged to reference the PEPP Standards in their M.Ed. culminating presentation to the comprehensive exam committee.

Montana Professional Educator Preparation Program Standards (PEPPS)

[10.58.705](#) School Principals, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:

- (a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and:

- (i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;
- (ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change theory, and use professional leadership behaviors including self-awareness and reflective practice;
- (iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and
- (iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaptation;

(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

- (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory;
- (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;
- (iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning;
- (iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and
- (v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:

- (i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;
- (ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and
- (iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and:

- (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;
- (ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and
- (iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;

- (e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:
- (i) ensure a system of accountability for every student's academic, social, and emotional success;
 - (ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;
 - (iii) safeguard the values of democracy, equity, and diversity; and
 - (iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;
- (f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources.

COUNCIL FOR THE ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP) SECTION FOUR STANDARDS: RESEARCH AND SCHOLARSHIP

The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP is dedicated to

1. encouraging and promoting the continuing development and improvement of preparation programs; and
2. preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.

RESEARCH AND SCHOLARSHIP

- 4.a Research designs appropriate to quantitative and qualitative research questions
- 4.c Qualitative designs and approaches to qualitative data analysis
- 4.d Emergent research practices and processes
- 4.g Research questions appropriate for professional research and publication
- 4. j Design and evaluation of research proposals for a human subjects/institutional review board review
- 4.l Ethical and culturally relevant strategies for conducting research

Appendix D

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