9-2013

EDLD 620.01A: Qualitative Research

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University of Montana
Department of Educational Leadership
EDLD 620: QUALITATIVE RESEARCH
AUTUMN 2013

CLASS:

August 29 – December 12, 2013
7:10 – 10:00 PM
PJWEC Room 322 & Internet

INSTRUCTOR:

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Phyllis J. Washington College of Education and Human Sciences
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REQUIRED READINGS:

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd
    ed.). Thousand Oaks, CA: Sage.

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

Suggested Reading:
American Psychological Association. (2010). *Publication manual of the American Psychological
    Association* (6th ed.). Washington, DC: Author.

Other readings as assigned during the course.

COURSE DESCRIPTION:

Qualitative Research is a core research course for doctorate studies in the Department of Educational
Leadership and the Department of Curriculum and Instruction. This course will provide an overview of
the various qualitative research design considerations utilized with the five approaches of qualitative
research as described by John W. Creswell (2013). Creswell describes 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 proposal.

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 and Human Sciences. 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 and Human Sciences Mission

The Phyllis J. Washington College of Education and Human Sciences 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.

CONCEPTUAL FRAMEWORK

The Professional Education Unit at the University of Montana 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 the University of Montana 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:

- *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 course content and complete the course assignments.

- *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 as a research team member designing, conducting, and completing a class qualitative research study.*

- *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.*

COURSE OUTCOMES AND 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) administrator preparation Program Standards (NCATE/ELCC, 2002), developed by the Education Leaders Constituent Council (ELCC). The NCATE/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 the Council of Chief State School Officers at http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf.

Montana Professional Educator Preparation Program Standards (PEPPS)
10.58.705 School Principals, Superintendents, 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 in order to promote the success of all students;

   b) Promote a positive school culture,
      i. provide an effective instructional program,
      ii. apply best practice to student learning, and

      iii. design comprehensive professional growth plans for staff in order to promote the success of all students;

c) Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;

d) Collaborate with families and other community members,
      i. respond to diverse community interests and needs,
      ii. including Montana American Indian communities, and
      iii. mobilize community resources in order to promote the success of all students;

e) Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;

f) Understand, respond to, and influence the larger
      i. political,
      ii. social,
      iii. economic,
      iv. legal, and
      v. cultural context in order to promote the success of all students.

COURSE OBJECTIVES:

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

Standards Alignment	PEPPS
1. Describe the major differences between quantitative and qualitative research designs;	b
2. Analyze research abstracts and determine the specific type of research design presented in the study;	b
3. Demonstrate an understanding of the characteristics of qualitative research;	b
4. Apply the appropriate qualitative methods to a research study;	b
5. Develop conclusions from qualitative data;	b, e
6. Understand the ethical considerations when conducting research;	e
7. Utilize electronic databases to support a qualitative research proposal;	b
8. Complete a class assigned qualitative research study; and	b, e
9. Complete a preliminary dissertation proposal.	b

	Conceptual Framework
10. *Students will apply previous course content, outside reading, and experiences as they interact with the various leadership theories and organizational components.*	*CF1*
11. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*	*CF2*
12. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance.*	*CF3*
13. *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.*	*CF3*

EXPECTATIONS:

Students enrolled in this course are expected to demonstrate regular and consistent class attendance by participating 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). Students are required to be current in the assigned reading for each class and to submit and/or present required assignments in a timely manner. Late assignments will not be accepted without prior consent of the instructor.

Written assignments will reflect the individual's original work (except in the case of group work) and, when appropriate, follow the style articulated in the *Publication Manual of the American Psychological Association* (APA) 6th Edition. All references to works by other authors must be properly cited. All written assignments must (a) include a title page (Appendix B), (b) be double spaced, (c) use 12 point font, (d) utilize indented paragraphs rather than business block format, (e) be left justified rather than full justification and (f) numbered in the top right hand corner. You do not need to provide an abstract or use a Running Head. **Each written assignment must contain a Cover Page (see Appendix B) and be saved using the names provided on page 6 under Submitting Assignments.**

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. The opportunity to demonstrate your level of mastery and creativity will often be in the form of a formal research paper. All papers should be subjected to spelling and grammar checks. Papers that are poorly written containing numerous grammatical and/or mechanical errors will not be accepted.

ONLINE COURSE SUPPLEMENT

There will be an online course supplement developed through UMOnline using Moodle. Moodle is an open-source learning management system that is used by the University of Montana to deliver online learning. Within the Moodle system, there is a short introductory course, UMOnline. You can take this self-paced UMOnline 101 tutorial course by going to http://umonline.umt.edu/. 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 which should take approximately 30 minutes to complete.

This course supplement will contain an area for introductions, course syllabus, content for each class including the PowerPoints used in the class lecture, course resources, and optional discussion areas. Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling.

There will be the following two discussion areas:

Class Discussion (Optional)
- This is an optional discussion area within each class where students can post questions or prompts to further the discussion and interaction among classmates. It is suggested that anyone posting in this area send an e-mail message to the entire class so that everyone has the opportunity to participate in the continued discussion.

General Course Questions (Optional)
- This is an optional discussion area where students can post general course questions (rather than student or class topic specific questions) for Dr. McCaw to answer. To ensure a timely response, please e-mail Dr. McCaw (bill.mccaw@umontana.edu) that you have posted a general course question.

SUBMITTING ASSIGNMENTS (Please submit <u>only one assignment per e-mail</u>.)

      Assignments will be submitted electronically by e-mailing them to (bill.mccaw@umontana.edu) saved as a MSWord document. **Save your documents using the format and assignment names listed below**. *Please follow the provided format and spell each assignment as it is in the example.* Color has been provided only to clarify the three components of course and semester, assignment, and student name; it is understood that 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).

          EDLD 620 Au 13 Assignment [Your Last Name] [Your First Initial]

            Example for Dan Smith:

                EDLD 620 Au 13 APA Smith D

                EDLD 620 Au 13 Abstr Smith D

                EDLD 620 Au 13 Ch 1 Smith D

                EDLD 620 Au 13 IRB Smith D

                EDLD 620 Au 13 Ch 2 Smith D

                EDLD 620 Au 13 Ch 3 Smith D

                EDLD 620 Au 13 Study Smith D

                EDLD 620 Au 13 Diss Smith D

                EDLD 620 Au 13 Final Smith D

Forwarding Your UMConnect e-mail Account

      Correspondence to you regarding this course will utilize your UMConnect mail account. While it is recommended that you check your UMConnect mail account regularly, there is a way that you can have messages sent to your UMConnect mail account forwarded to another e-mail account. While doable, there are drawbacks to having your messages forwarded. Specifically the University does not recommend doing this due to FERPA regulations.

      One negative side effect of this procedure is the problem of replying to the original message. When your UMConnect mail has been forwarded to another email account there is a problem with replying. In order to reply to the original e-mail, you must insert the e-mail address where you want your message to go. If you just hit "reply" your reply will be sent only to your UMConnect mail account and NOT to the intended recipient!

      However, it can be done if you so desire. For instructions on how to forward your UMConnect mail to an external e-mail account go to: http://umt.custhelp.com/cgi-bin/umt.cfg/php/enduser/std_adp.php?p_faqid=820&p_created=1268326353

Needing Help

      If you encounter problems regarding this online course, please contact Extended Learning Services at http://umonline.umt.edu/. There is also a Technical Support link within the UMOnline Services area of the course shell (on the upper right hand corner).

      For questions regarding your NetID, changing NetID passwords, email accounts, and general computer assistance:

      IT Central Help Desk: (406) 243-4357, **itcentral@umontana.edu**

      Moodle live technical support: 406-243-4999

      General registration information:

      Registration Help Desk (Griz Central), (406) 243-6077

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 by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. (For other options see http://life.umt.edu/sa/dss/).

EMERGENCY PREPAREDNESS AND RESPONSE:

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be into the hall, turn right, and out the building's north doors.
- If that route is blocked, our secondary route will be into the hall, through the atrium into the old portion of the building, turn left and go down the stairs. From the bottom of the stairs on the first floor you have three options to leave the building; (1) take a left and go down the hall to the west entrance, or (2) you can take a right (heading east) and exit the building at the end of the short hall on the east side of the PJWEC; finally, (3) you can take a right and enter the circle area on the first floor and then either go left and out the north side of the building or go right and into the main atrium area where you will go past the Omni Globe and out either the east or west doors.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area to the east of the College of Education and Human Sciences – at least 300 feet from the building exit. Our indoor rally point is in McGill Hall Lobby. McGill Hall is east of the PJW College of Education and Human Sciences across the grass of Memorial Row. We should reconvene as a group at the appropriate rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- Please inform me if you possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

ASSIGNMENTS:

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. APA Publication Manual Citations: (5 points) (Due Sept 12)

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

    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 (requires two different formats) within a paragraph.

Assessment Rubric located in Appendix D

2. <u>Dissertation Abstract Analysis</u> requires a sampling of five dissertation abstracts obtained electronically from library resources. Each abstract should be correctly identified as utilizing *a qualitative or mixed methods type of research design*. Identification can be as simple as stating the type of research design and then noting, with some kind of method, the words within the abstract that are associated with the type of research design. That is, words indicating a quantitative research design and those associated with the qualitative research design noted as such.

Assessment Rubric located in Appendix E. (10 points) (Due Sept 19)

3. <u>Class Qualitative Research Study (Group Project)</u> addressing all five chapters of a formal study that appropriately reflects the qualitative approach that has been assigned to each research group. Components of the qualitative study will be submitted in sections in order to receive formative feedback and make revisions for the final write up of the study. Refer to Appendix C for the Qualitative Research Outline: (Due Dec 12)

    3.1. <u>Chapter One Contents</u> to include: (a) Introduction to the Study, (b) Problem Statement, (c) Purpose of the Study, (d) Central Question(s), (e) Definitions of Terms, (f) Delimitations, (g) Limitations, and (h) the Significance of the Study; (8 points) (Due Oct 10)
    Assessment Rubric located in Appendix F

    3.2. Chapter Two Contents which will be a short description noting the purpose of the review of literature in a qualitative study and address the quality indicators of a literature review as articulated by Boote & Beile (2005) (2 page maximum). (2 points) (Due Oct 24)

    Assessment Rubric located in Appendix G

    3.3 Chapter Three Contents to include: (Due Nov 14)
        a. The University of Montana's Institutional Review Board (IRB) Checklist and Application to include the Interview Protocol (10 points) (Due Oct 31)
            To complete the above assignment, you will need to successfully complete the online ethics course from the Institutional Review Board at The University of Montana. The course can be accessed at http://www.umt.edu/RESEARCH/complianceinfo/IRB/default.aspx . You are required to take Section One - Ethical Issues in Research: A Framework; Section Two - Interpersonal Responsibility; and, Section Six -

Human Participation in Research. This assignment can be completed in less than 2 hours and will be part of the IRB Checklist.

    b. Methodology
        b.1   Research Paradigm and Qualitative Approach Described (1 point)
        b.2   Central Question and Subquestions Articulated (1 point)
        b.3   Participants (describe and justify) (1 point)
        b.4   Data Collection
            i. how the data was collected (1 point)
            ii. interview protocol (to include interview questions) for collecting qualitative data and any necessary Consent/Ascent Forms (5 points)
        b.5   Trustworthiness of the data (1 point)
            ii. Role of the Researcher (1 point)

Assessment Rubric located in Appendix H

3.4   Chapter Four Contents (9 points) (Due Nov 21)
      a. 4 interviews
          ■ at least one interview recorded and then transcribed
      b. Coded data from the interviews. The coding should identify emerging themes and/or categories from the interview data (attach 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.

Assessment Rubric located in Appendix I

3.5   Chapter Five Contents (5 points) (Due Dec 12)
      a. Findings from the study by answering the Central and Sub Questions
      b. Recommendations for future studies
      c. Recommendations for practitioners, and
      d. Contribution to the field (your)
      Assessment Rubric located in Appendix J

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. <u>Preliminary Dissertation Proposal:</u> This preliminary proposal will follow the traditional five chapter format for dissertations (see Appendix C) and address the first three chapters. Recognizing that this is a preliminary piece of work, there is no expectation that each component of the proposal will be completely addressed as this will come later in your dissertation process. At a minimum, you should include a Title Page, Table of Contents, produce one solid paragraph for each component in Chapters One and Three, and list any references that you have used in the proposal. Chapter Two, the Review of Literature, should contain enough information to demonstrate that you have been reading in the area of your dissertation topic and at a minimum provide an outline of anticipated topic for review (keeping in mind the criteria established by Boote & Beile (2005)). Although this course

focuses upon qualitative research, *you are not limited to the qualitative research paradigm for your Preliminary Dissertation Proposal.* (Due Dec 5)

Assessment Rubric located in Appendix K

5. <u>Final Exam:</u> Each student will complete a take home final exam which will be due on the last class. This assignment is designed to approximate an actual comprehensive exam situation. The time requirement to complete this exam will be individualized to approximate the requirements of the academic department you are in. You will be given the opportunity to study for the exam after viewing the question prior to the final due date. Unlike a real comprehensive exam, students will be allowed to use notes. (Due Dec 12)

Assessment Rubric located in Appendix L

GRADING:

Grading for this course is explained below. Specific assessment rubrics for each assignment can be found in Appendices D through L.

Unacceptable projects/papers are those that do not meet the requirements of the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly. <u>Papers that are poorly written containing numerous grammatical and/or mechanical errors will not be accepted.</u>

Grades will be determined based upon the following expectations:

1.	APA Citations		5%
2.	5 Research Abstract Analysis		10%
3.	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, Coded Fieldnotes, Mental		
	Models, and Narrative	(9 points)	
	3.5 Chapter Five Contents		
	Findings from the Data Analysis	(5 points)	
4.	Preliminary Dissertation Proposal		15%
5.	Final Exam		15%
6.	Class Participation (minus 3 points for each absence)		10%

Course grades will be based upon a percentage of the total possible course points:
100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% and below = F

TENTATIVE CLASS TOPICS AND ASSIGNMENTS:
5A= Qualitative Inquiry and Research Design
RD= Research Design

Class	Date		Topic	Reading
1	Aug	29	Introductions/Expectations Syllabus Review	
2	Sept	5	*Connoisseurship and Criticism* (Eisner, 1991) Process of Inquiry	Electronic 5A:Ch. 1

			Research Paradigms	RD: pp.1-21; Ch. 8, 9, & 10
			Philosophical Assumptions and Frameworks	5A: Ch. 2
			APA Style	Web Based
			The OWL at Purdue	
			http://owl.english.purdue.edu/owl/resource/560/01/	
3	Sept	12	Qualitative Research	5A: Ch. 3
			Introduction: Aims, Issues, and Overview	Electronic
			(Eisner, 1991)	
			Characteristics of Qualitative Research	Electronic
			(Bogdan & Biklin, 2003)	
			Comprehensive Exams	
			The Dissertation Process	
			Selecting a Dissertation Topic (Sternberg, 1981)	Electronic
			APA Citations Due	
4	Sept	19	Five Qualitative Approaches to Inquiry	5A: Ch. 4 & 5
			Class Study Established	
			Dissertation Abstract Analysis Due	
5	Sept	26	Chapter One: Introduction to the Study	
			Focusing the Study	5A: Ch. 6
			Problem, Purpose, Central Questions	RD: Ch. 4, 5, 6, & 7
			Set Up Individual Dissertation Meetings	
6	Oct	3	Library Skills	
			Kate Zoellner (Education Librarian Mansfield Library)	
			Taking Notes and Avoiding Unintentional	Electronic
			Plagiarism (Pan, 2003, pp. 58-73)	
			Chapter Two: Review of Literature	RD: Ch. 2
			Selecting a Topic for Review	Electronic
			(Pan, 2003, pp.12-26)	
			Evaluating and Interpreting Research	Electronic
			Literature (Pan, 2003, pp. 81-93)	
			Model Literature Reviews	Electronic
			The Performance of Narcissists Rises and	
			Falls with Perceived Opportunity for	
			Glory (Wallace & Baumeister in Pan,	
			2003, pp. 170-173)	
			The Inherent Limits of Predicting School	Electronic
			Violence (Mulvey & Cauffman in Pan,	
			2003,pp. 175-179)	
			Scholars before Researchers: (Boote & Beile, 2005)	Electronic
7	Oct	10	Ethical Considerations for Researchers	RD: 92-101

			Ethics in Educational Research	Electronic
			(Howe & Moses, 1999)	
			Ethics (Bogdan & Biklin, 2003)	Electronic
			Institutional Review Board (IRB)	Web Based
			http://www.umt.edu/RESEARCH/complianceinfo/IRB/default.aspx	
			Online Research Ethics Course	Web Based
			Take three sections:	
			Section One - Ethical Issues in Research: A Framework	
			Section Two - Interpersonal Responsibility; and,	
			Section Six - Human Participation in Research.	
			http://www.umt.edu/research/Ethics/research_ethics.html	
			Chapter One Contents Due (Class Study)	
	Oct	17	No Class: Annual Professional Development Days	
8	Oct	24	Chapter Three: Methodology	
			Data Collection	5A: Ch. 7
			Interview Protocol	
			Interviewing	RD: Ch. 9 & 10
			The Interview (Fontana & Frey, 2000)	Electronic
			Verification, Trustworthiness, and Transferability	5A: Ch. 10
			Generalizability	
			Chapter Two Contents Due (Class Study)	
9	Oct	31	Chapter Four: Data Analysis	5A: Ch. 8
			Three Approaches to Data Analysis	Electronic
			(Miles & Huberman, 1994)	
			Data Management and Analysis Methods	Electronic
			(Ryan & Bernard, 2000)	
			NVIVO 7 Software Analysis	
			Interview Protocol Due (Class Study)	
	Nov	7	Preliminary Dissertation Work	
10	Nov	14	Writing it Up: The Narrative	5A: Ch. 9, 10, & 11
				RD: 83-92
			The Taliban in Their Own Words	Electronic
			Chapter Three Contents Due (Class Study)	
11	Nov	21	*Do Qualitative Case Studies Have Lessons to Teach?*	
			(Eisner, 1998)	Electronic
			Chapter Five: Findings	
			Appendices	
			Chapter Four Contents Due (Class Study)	
	Nov	28	NO Class: Thanksgiving Vacation	

12   Dec   5   Presenting Scholarly Work   Electronic
              The Scholarly Lecture: How to Stand and
                  Deliver (Geramon, 2004)
              Final Exam Question Handed Out
              Preliminary Dissertation Proposal Due

13   Dec   12 Class Qualitative Research Presentations
              Class Qualitative Research Study (includes Chapter Five) Due
              Final Exam (Take Home) Due

References

American Educational Research Association. (1992*). American educational research association research ethical standards*. Washington, DC: American Educational Research Association.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Berg, B. L. (2001). *Qualitative research methods for the social sciences* (4th ed.). Boston, MA: Allyn & Bacon.

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APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

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

➢ Demonstrate professional vision in the practice of educational administration

➢ Accept responsibility and accountability for class assignments in their role as members of the class

➢ Demonstrate growth during the period of their graduate career

➢ Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives

➢ Demonstrate imagination and originality in the discussion of educational leadership issues

➢ Understand the relationship between theory and practice and the value of reflective leadership

➢ Demonstrate a moral, humanistic, ethical and caring attitude toward others

➢ Demonstrate an ability to build trust and positive relationships with others

➢ Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions

➢ Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor

➢ Demonstrate an ability to express himself/herself well in speech and writing, and

➢ 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

Assignment

Title of the Paper

by
Your Name
790 #

Submitted to
William P. McCaw, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 620: Qualitative Research
University of Montana
Autumn 2013

Appendix C
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 (There is an error on this website as the page numbers after the preliminary pages should be in the upper right hand corner) can be accessed from the Graduate School's website at http://life.umt.edu/grad/Graduation%20Resources/Create%20Your%20EDTP%20-%20Thesis%20and%20Professional%20Paper.php .

A Title Page Copyright (optional) Abstract Dedication (optional) Acknowledgements Table of Contents	Roman numerals centered on the bottom

B Chapter One (Introduces the Study) Chapter Two (Review of Literature) Chapter Three (Methodology) Chapter Four (Data Analysis/Results) Chapter Five (Conclusions) **C** References **D** Appendices	Arabic numerals top right hand corner

Contents for the Class Study	Contents for the Preliminary Dissertation Proposal
Title Page Abstract Table of Contents Chapter One Chapter Two Chapter Three Chapter Four Chapter Five References Appendices	Title Page Table of Contents Chapter One Chapter Two Chapter Three References

SPECIFIC CONTENTS

For the correct heading format refer to APA (2010, p. 62)

Preliminary Pages
- Title Page
- Abstract
- Acknowledgements
- Dedication
- Table of Contents
- List of Appendices
- List of Tables
- List of Figures

Chapter One: Introduction to the Study
- Introduction (no heading)
- Problem Statement
- Purpose of the Study
- Central Question
- Definitions of Terms (For the purpose of this study, the following terms are defined.)
- Delimitations
- Limitations
  - Construct of Generalizability
- Significance of the Study
- Summary

Chapter Two: Review of the Literature
- Introduce the Review of the Literature (no heading)
  - (Short description noting the purpose of the Literature Review)
- Summary

Chapter Three: Methodology
- Introduce the Methodology by beginning with the research design (brief description of the qualitative approach being employed—no heading)
- Central Question (restated) and Subquestions
  - (Referred to Research Question in a Quantitative Study)
- Participants
  - Description and justification of the selection process
- Data Collection Procedures (described)
  - Trustworthiness of the data to include:
    - Accuracy, Verification, and the Role of the Researcher
- Summary

Chapter Four: Data Analysis
- Description of the specific qualitative tradition's analysis procedure (no heading)
- Description/explanation of how the themes or categories emerged
- Narrative Report
  - Mental Models
- Summary

Chapter Five: Conclusions

- o Introduction (no heading)
- o Findings
    - ▪ Answer the Central and Sub Questions
- o Conclusions
    - ▪ Contribution (of your study) to the Field
- o Implications
- o Recommendations
    - ▪ For Future Study
    - ▪ For Practitioners/Others
- o Summary

Appendices

- o Recruiting Documents (fliers and/or Consent Form)
- o Permissions to use content from existing literature (figures, instruments, etc.)
- o Interview protocol and questions
- ⬇ IRB Application
- ⬇ Coded Field Notes

APPENDIX D
APA Manual Citations Assessment Rubric

Category	Acceptable	Unacceptable	
	1 Point	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 or is not contained in a paragraph	
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, and/or is not contained in a paragraph.	

APPENDIX E
Dissertation Abstract Analysis Assessment Rubric

	Acceptable 2 Points	Unacceptable 1-0 Points	Points (10)
Abstract #1	Research paradigm is identified correctly and evidence is noted	Either the research paradigm is incorrect or the evidence is not marked or does not match the stated research paradigm	
Abstract #2	Research paradigm is identified correctly and evidence is noted	Either the research paradigm is incorrect or the evidence is not marked or does not match the stated research paradigm	
Abstract #3	Research paradigm is identified correctly and evidence is noted	Either the research paradigm is incorrect or the evidence is not marked or does not match the stated research paradigm	
Abstract #4	Research paradigm is identified correctly and evidence is noted	Either the research paradigm is incorrect or the evidence is not marked or does not match the stated research paradigm	
Abstract #5	Research paradigm is identified correctly and evidence is noted	Either the research paradigm is incorrect or the evidence is not marked or does not match the stated research paradigm	

APPENDIX F
Chapter One Contents Assessment Rubric

	Acceptable	Unacceptable	
	1 Point	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	Definition of terms are not included	
Delimitations	Delimitations are noted	Delimitations are not noted	
Limitations	Limitations are noted including generalizability	Limitations are not noted and/or does not include generalizability	
Significance	The significance follows the problem and purpose and makes 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	

APPENDIX G
Chapter Two Contents Assessment Rubric

	Acceptable	Unacceptable	
	2 Point	**1-0 Points**	**Points (2)**
Chapter Two Contents	Chapter Two Contents outlined, the purpose of the review of literature in a qualitative study noted and the quality indicators of a literature review as articulated by Boote & Beile (2005) are articulated	Chapter Two Contents or outline not noted and/or 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	

APPENDIX H
Chapter Three Contents Assessment Rubric

Category	Exemplary	Acceptable	Unacceptable	PTS (21)
IRB Checklist and Application	**10 Points** The IRB application is complete and would probably be accepted by an 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 substantive 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	
Central Question and Subquestions		**1 Point** Central and Subquestions articulated	**½ -0 Points** Central and 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 how and why they were selected	
Data Collection				
Collection Methods		**1 Point** Described in detail	**½ -0 Points** Not described in detail	
Interview Protocol	**5 Points** Protocol and interview questions provided	**4 – 3 Points** Revisions required	**½ -0 Points** Protocol and/or interview questions not provided	
Trustworthiness		**1 Point** Understanding of trustworthiness articulated	**½ -0 Points** The concept of trustworthiness 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	

APPENDIX I
Chapter Four Contents Assessment Rubric

	EXEMPLARY	ACCEPTABLE	UNACCEPTABLE	POINTS (9)
4 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** Interviews are transcribed and 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 to support the findings	**0 Points** Themes are not provided	
Narrative	**2 Points** Narrative is well written representing the data analysis and describes the phenomenon form all perspectives	**1 Point** Narrative is poorly written 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	

APPENDIX J
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 Sub Questions	Findings are noted but does an insufficient job of answering the Central and Sub Questions	
	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	Preliminary Pages and Appendices not included	

APPENDIX K
Preliminary Mock Proposal Assessment Rubric

Category	Exemplary	Acceptable	Unacceptable	Points (15)
Preliminary Pages and Appendices		**2 Points** Preliminary Pages and Appendices included	**1-0 Points** Preliminary Pages not complete and/or Appendices not included	
Chapter One	**3 Points** Chapter components thoroughly addressed and supported	**2 Points** Not all chapter components are addressed and supported (such as lacking appropriate supporting citations)	**0 Points** Not addressed	
Chapter Two		**2 Points** Chapter design articulated in a manner that demonstrates an understanding of Boote & Beile (2005) criteria	**1-0 Points** Chapter design is poorly articulated and/or does not address the Boote & Beile (2005) criteria	
Chapter Three	**3 Points** Major components of chapter components addressed and supported	**2 Points** Major chapter components not addressed and/or supported (such as lacking appropriate supporting citations)	**0 Points** Not addressed	
APA Style	**3 Points** APA style followed to a degree that does not detract from the proposal	**2 Points** Lack of following APA style detracts from the proposal and/or causes confusion to the reader	**0 Points** APA not followed	
Writing Clarity		**2 Points** Writing is of a scholarly nature, clear, and mechanics and punctuation do not detract from the proposal	**1-0 Points** Writing is not of a scholarly nature, and/or is not clear, and/or mechanics and punctuation problems detract from the proposal	

APPENDIX L
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** Chapter design articulated in a manner that demonstrates an understanding of Boote & Beile (2005) criteria	**0 Points** Chapter Two not addressed		
Chapter Three	**3-2 Points** Major chapter addressed	**1-0 Points** Major chapter components 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	