Leadership Studies Ph.D. Program Objectives

The PhD Leadership program is designed to provide an interdisciplinary intensive preparation for evolving educational and community leaders who have a willingness to address community problems. The program will examine considerations such as,

- Leadership for civic service and the collective good;
- Different beliefs in and responses to this freedom and the resulting developmental limitations and inequities within communities;
- Research as a tool to understand and address human and community capabilities and development;
- The evolution of leadership as an integrative effort across various public arenas;
- Leadership action that requires data, networking, and ethical decision-making.

Course Description

The course examines the theoretical, conceptual and epistemological frameworks for qualitative research methods; including training in qualitative data analysis, qualitative methods including but not limited to participant observation, organizational observation, semi- and non-structured interviewing, interpretation, and presentation of original research. This class addresses standards in the following professional fields: Educational Leadership Policy Standards (ISLLC) 1.B and 4.A; Council for the Advancement of Standards (CAS) Subpart 5b.5 Assessment, Evaluation, and Research; Standards for Excellence Code; and Ethics and Accountability Code for the Nonprofit Sector, Mission & Program: C. Program Evaluation).
Required Course Texts


Additional Text Resources


Course Objectives

- To understand the basic theoretical and conceptual frameworks for qualitative research.
- To compare and contrast positivist and post-positivist epistemologies.
- To gain and understanding of interpretive, critical, and deconstructive paradigms.
- To gain and understanding of qualitative methodologies such as ethnography, case study, narrative inquiry, grounded theory, phenomenology, etc.
- To gain skills in qualitative research methods such as observation, interviewing, focus groups, document analysis, text analysis, and grounded surveys.
- To gain an understanding of tools and issues in qualitative research including the various types of coding and other data analyses, trustworthiness, and positioning.
Conceptual Framework: “Educators as Reflective Decision Makers”

Faculty members involved in the preparation of professional educators, as well as professional education candidates and higher education administrators share a vision for the Professional Education Unit at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision Makers. The vision encompasses the development of candidates’ abilities to examine problems, formulate options, consider decisions and evaluate outcomes, while embracing an awareness of and sensitivity to human diversity. The vision is achieved by candidates’ acquisition of reflective decision-making skills through self-understanding, course work and field and internship experiences.

How do the goals reflect the conceptual framework?

The shared vision of the University of Central Arkansas’s professional education programs is one of “Preparing Educators as Reflective Decision Makers.” This vision exemplifies the type of professional who is needed to assist students in problem solving and coping with the myriad of issues impacting them. The mission of the Education Leadership Programs is to “Prepare Candidates as Reflective Decision Makers” in the education environment. To accomplish this goal we closely adhere to the national standards as set forth in the Educational Leadership Policy Standards (ISLLC), Council for the Advancement of Standards (CAS), Standards for Excellence Code, and Ethics and Accountability Code for the Nonprofit Sector.

Diversity Statement

The University of Central Arkansas and its faculty and staff are committed to providing an equal educational opportunity to all students. One of the facets of the university experience includes the characteristics, which include, but are not limited to, racial, ethnic and cultural heritage, national origin, opportunity to learn in an environment where there are other individuals from varied backgrounds and socioeconomic status, family structure, age, sex identity, gender, gender identity, sexuality, religious and spiritual beliefs, physical and mental status, academic ability and preparation, learning styles, immigrant status, disability, developmental status, transfer status, and family situation. The University of Central Arkansas does not condone harassment (or other forms of inappropriate conduct) against any student. These matters are handled in the same procedural way as those involving sexual harassment. (For the procedure see the UCA Sexual Harassment Policy in the Student Handbook). – Adapted from UCA Student Handbook and Daily Planner 2014 – 2015. http://uca.edu/student/student-handbook/

Schools are not politically neutral places, and their inter-relations with the larger community are filled with long-standing issues, vested interests, and inevitable conflicts. This course seeks to interrogate and expand students’ conceptualization of diversity, which affects all aspects of schools and the society at large. Thus, issues related to gender, race, class, language, spirituality, sexuality, politics, etc. will also be explored. Guidelines for discussion are listed in Appendix A.
Title IX Disclosure

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: https://uca.edu/titleix.

Abilities

The office of Disability Resource Center (DRC) at the University of Central Arkansas offers a variety of services for students with documented disabilities, including learning disabilities, deaf/hard of hearing, blind/low vision, mobility limitations, attention deficit disorders (ADD/ADHD), psychiatric disorders, and medical disabilities. We invite and encourage both prospective and enrolled students to learn more about DRC services by going to the website at, http://www.uca.edu/disability, or calling the office (501-450-3613) to make an appointment with a disability specialist. Any student who feels they may need an accommodation based on the impact of a disability may also contact me privately to discuss specific needs.

Academic Integrity

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university’s Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.* Continued enrollment in this course affirms a student’s acceptance of this university policy. – UCA Student Handbook and Daily Planner 2014-2015.

http://uca.edu/student/student-handbook/

* Failure to adhere to the academic integrity standards outlined in the UCA Student Handbook and Daily Planner 2014-2015 could result in a grade of “F” for the project or the course, or a referral to the Academic Integrity and Discipline Committee.

Student Academic Appeals: Grade Appeals

The College of Education’s Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the University of Central Arkansas Student Handbook. It specifically defines a timeline for the appeal process. A student who wishes to appeal the final grade in a course should follow the guidelines found in the College of Education Student Academic Grade Appeal Policy. This policy is located on the College of Education website: http://uca.edu/education/files/2013/07/StudentAcademicAppeals_1.pdf

Emergency Procedures Summary

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes. See Appendix C for the Mashburn Hall Emergency Procedures Summary.
Grading

| 900 – 1,000 points | A |
| 800 – 899 points    | B |
| 700 – 799 points    | C |
| 600 – 699 points    | D |
| ≤ 599 points        | F |

Assignment Descriptions

(Assignment rubrics and further descriptions are available on Blackboard under COURSE CONTENT AND ASSIGNMENTS/SYLLABUS, ASSIGNMENTS, AND RUBRICS)

Class Attendance and Participation (150 points). Given the importance of critical analysis, discussion of class material, and the limited number of class meetings, attendance is required. Missed class meetings will result in point deductions for the absence.

Collaborative Institutional Training Initiative (CITI) Training – (50 points).

- Human Subjects Research Course/Research Investigators (Students, faculty, staff)
- Social and Behavioral Responsible Conduct of Research (RCR)
- No, I do not need to enroll in the HIPS course

All students will be required to complete the full behavioral sciences & RCR training through the UCA Sponsored Programs Office. The link to the training site is https://www.citiprogram.org/Default.asp?

Due January 10th. (If you have already completed the training, please save a print a PDF copy of the completion report and upload that on Blackboard under assignments.)

Journaling (150 points). Journaling is an essential component of qualitative research. Each segment will be devoted to the readings, class discussions and materials, and/or assignments. The reflection for each class, submitted on Blackboard under Journals (not under ASSIGNMENT SUBMISSIONS), are due starting with the second class on Saturday, January 24th – Due January 24th; February 7th, 28th; March 14th; April 17th

Study Epistemology and Paradigm (50 points). You will need to develop a 2-3 page discussion and analysis of the epistemology and paradigm to be used in your research proposal. This needs to be cited with support from the literature and fit within the focus of the research question. – Due February 7th

Institutional Observation (100 points). You are to observe an area for 30 minutes within an organization/institution and analyze the physical, social, and emotional environment. The coding and notes are – Due February 28th

Interview and Transcription (200 points): For this assignment you need to interview a person in a leadership position for 30 minutes and record the interview. Ten minutes of the interview is to then be transcribed VERBATIM. A copy of the interview transcript is to be brought to class on Saturday, March 14th. An electronic copy of the transcript AND the interview file is to be uploaded to Blackboard by – Due March 14th

Final Qualitative Research Proposal Presentation (50 points): You will need to prepare a 10-minute presentation of your proposal ideas, with Q&A afterwards. Be prepared to defend your proposal and your recommended methods. – Due March 14th
Assignment Descriptions (cont.)

**Final Qualitative Research Proposal (250 points):** Write a proposal for your research project following the tradition that best fits your research question. Refer to the guidelines in Appendix B for format guidelines. – **Due April 17th**

**Late Assignments**

Late assignments are assessed a 1 point deduction for EACH DAY late. **Feedback** on late assignments will be limited and will be returned at a time that is at the discretion of the instructor.

**Written Projects**

All papers are submitted electronically, and must be,
- in American Psychological Association 6th edition (American Psychological Association, 2010) format,
- double spaced,
- have one (1) inch margins on all edges of the paper,
- have a cover page,
- and use a 12-point font (preferably Times New Roman).

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</tr>
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<td></td>
<td></td>
<td>February 7th, 28th,</td>
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<td>March 14th</td>
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<tr>
<td>CITI Training</td>
<td>50</td>
<td>January 10th</td>
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<tr>
<td>Journaling</td>
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<td>Interview and Transcription</td>
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<td>Research Proposal Presentation</td>
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<td><strong>Total Points</strong></td>
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Class Schedule and Assignments

Saturday
January 10th

**Introduction, Epistemologies, and Paradigms**

**Journaling**

**ASSIGNMENTS DUE**

CITI Training – Basic Course and RCR – 50 points

**READINGS DUE**

(Creswell, 2012) Ch. 1 – “Introduction”

(Jones, 2002) “(Re)Writing the Word: Methodological Strategies and Issues in Qualitative Research”

(Ladson-Billings, 1999) “Just What is Critical Race Theory and What’s It Doing in a Nice Field Like Education?”

(Reviere, 2001) “Toward an Afrocentric Research Methodology”

(A. B. Ryan, 2006) “Post-positivist Approaches to Research”

(St. Pierre, 2000) “Poststructural Feminism in Education”

(Sullivan, 2003) “Ch. 1 – A Critical Introduction to Queer Theory”

(Sipe & Constable, 1996) “A Chart of Four Contemporary Research Paradigms”

**OPTIONAL RECOMMENDED READINGS**


(Calás & Smircich, 2009) “Feminist Perspectives on Gender in Organizational Research: What Is and Is Yet to Be”

(Creswell, 2012) Ch. 2 “Philosophical Assumptions and Interpretive Frameworks”

(Dilley, 1999) “Queer Theory: Under Construction”

(Fellner & Hamscha, 2014) “In a Different Light”: An Anthology of Students’ Projects on Queer Theory

(Jones, et al., 2014) Ch. 3 “Incorporating Theoretical Perspectives”

(Kvale, 1992) Ten Standard Responses to Qualitative Research Interviews

(Milam, 1992) The Emerging Paradigm of Afrocentric Research

(Mirza, 1999) “Patricia Williams: Inflecting Critical Race Theory”

(Olesen, 2000) “Feminist and Qualitative Research at and Into the Millennium”

(Pasque & Wimmer, 2012a) Feminist Perspectives: An Annotated Bibliography

(Pasque & Wimmer, 2012b) Qualitative Inquiry in Higher Education & Student Affairs: An Introduction: An Annotated Bibliography

(Schwandt, 2000) “Three Epistemological Stances for Qualitative Inquiry”

(Yanow & Ybema, 2009) “Interpretivism in Organizational Research”
Saturday  
January 24th

Methodologies  
Research Design  
Institutional Observations

ASSIGNMENTS DUE  
Journaling Entry – 30 points

READINGS DUE  
(Charmaz, 2000) “Grounded Theory”  
(Creswell, 2012) Ch. 4 “Five Qualitative Approaches to Inquiry”  
(Dowling & Cooney, 2012) “Research Approaches Related to Phenomenology”  
(Jones, et al., 2014) Ch. 1 “Situating the Research: First Steps”  
(Stake, 2000) “Case Studies”  
(Sunderland, 2000) “Glancing Possibilities”  
(Tedlock, 2000) “Ethnography and Ethnographic Representation”

OPTIONAL RECOMMENDED READINGS  
(Bowen, 2009) “Document Analysis as a Qualitative Research Method”  
(Charmaz, 2008) “Constructionism and the Grounded Theory Method”  
(Creswell, 2012) Ch. 3 “Designing a Qualitative Study”  
(Fitzgerald & Dopson, 2009) “Comparative Case Study Designs: Their Utility and Development in Organizational Research”  
(Goulding, 2009) “Grounded Theory Perspectives in Organizational Research”  
(Hassard, 2009) “Researching Work and Institutions Through Ethnographic Documentaries”  
(Jones, et al., 2014) Ch. 4 “Designing Research”  
(Moss, 2009) “Archival Research in Organizations in a Digital Age”  
(Stake, 1978) “The Case Study Method in Social Inquiry”  
(Strati, 2009) “‘Do you do beautiful things?: Aesthetics and art in qualitative methods of organization studies.”  
(Taylor & Carroll, 2010) “Corporate Culture Narratives as the Performance of Organisational Meaning”
Methods
Participant Selection
Developing Questions for Qualitative Research
Data Collection

ASSIGNMENTS DUE
Journaling Entry – 30 points
Study Epistemology and Paradigm – 50 points

READINGS DUE
(Brinkman & Kvale, 2015) Five – “The Qualitative Research Interview as Context”
(Brinkman & Kvale, 2015) Seven – “Conducting an Interview”
(Creswell, 2012) Ch. 7 “Data Collection”
(Jones, et al., 2014) Ch. 2 “Meeting the Obligations of High Quality Inquiry”
(Jones, et al., 2014) Ch. 5 “Perspectives on Sampling”
(Jones, et al., 2014) Ch. 6 “Challenges in Collecting Data”
(Lather, 1986) “Research as Praxis”

OPTIONAL RECOMMENDED READINGS
(Coyne, 1997) “Sampling in Qualitative Research”
(Davis, 1997) “AIDS Education: A Conversation With an African American Adolescent”
(Faber & Mazlish, 1999) Ch. 1 “Helping Children Deal With Their Feelings”
(Grajales & Gonzalez, 2008) “Towards a New Concept of Research”
(Hawkins, 2009) *Addressing Lather’s Concerns*
(Suri, 2011) “Purposeful Sampling in Qualitative Research Synthesis”
(White & Drew, 2011) “Collecting Data or Creating Meaning?”
Analyzing and Incorporating the Data Corpus
Goodness, Ethics, and Positioning
Mixed Methods

ASSIGNMENTS DUE
Journaling Entry – 30 points
Institutional Observation – 100 points

READINGS DUE
(Creswell, 2012) Ch. 8 “Data Analysis and Representation”
(Jones, et al., 2014) Ch. 7 “Issues in Analysis and Interpretation”
(Saldaña, 2012) Ch. One “An Introduction to Codes and Coding”
(Saldaña, 2012) Ch. Two “Writing Analytic Memos”
(Saldaña, 2012) Ch. Three “First Cycle Coding Methods”
(Saldaña, 2012) Ch. Five “Second Cycle Coding Methods”
(Swisher, 1998) “Why Indian People Should Be the Ones to Write About Indian Education”

OPTIONAL RECOMMENDED READINGS
(Cho & Trent, 2006) “Validity in Qualitative Research Revisited”
(Creswell, 2012) Ch. 10 “Standards of Validation and Evaluation”
(Fine, Weis, Weseen, & Wong, 2000) “For Whom? Qualitative Research, Representations, and Social Responsibilities”
(Jones, Torres, & Arminio, 2006a) “Choices and Consequences of Mixing Methods in Qualitative Research”
(Jones, Torres, & Arminio, 2006b) “Ensuring Goodness of Qualitative Research”
(Jones, et al., 2014) Ch. 8 “Anticipating and Navigating Ethical Issues”
(Lather, 2001) “Validity as an Incitement to Discourse: Qualitative Research and the Crisis of Legitimation”
(Peterson, 2009) “Cross-Cultural Comparative Studies and Issues in International Research Collaboration”
(Saldaña, 2012) Ch. Four “After First Cycle Coding Methods”
(Saldaña, 2012) Ch. Six “After Second Cycle Coding Methods”
(Saltmarsh, Sutherland-Smith, & Randell-Moon, 2011) “Best Foot Forward, Watching Your Step, Jumping in with Both Feet, or Sticking Your Foot in It? The Politics of Researching Academic Viewpoints.”
Saturday March 14th

Writing Assertions and Warrants
Final Proposals
Evaluations

ASSIGNMENTS DUE
Journaling Entry – 30 points
Interview and Transcription – 200 points Final Proposal Presentation – 50 points

READINGS DUE
(Cole, 2013) “Stories from the Lived and Living Fieldwork Process”
(Creswell, 2012) Ch. 9 “Writing a Qualitative Study”
(Donnelly, Gabriel, & Özkazanç-Pan, 2013) “Untold Stories of the Field and Beyond: Narrating the Chaos”
(Lambotte & Meunier, 2013) “From Bricolage to Thickness: Making the Most of the Messiness of Research Narratives”
(Patton, 2002b) “Top Ten Pieces of Advice to a Graduate Student Considering a Qualitative Dissertation”

OPTIONAL RECOMMENDED READINGS

Sample Autoethnographic Poetry

Sample Art Expression (Draw-Write) and Narrative
(Ogina & Nieuwenhuis, 2012) “Gaining Access to the Experiences of Orphaned Children”

Sample Case Study
(Mayer & Boness, 2011) “Spiritual Insights in Cross-Cultural Conflicts and Mediation in Ecclesiastical Organizations in Tanzania”
(Riessman, 2003) “Performing Identities in Illness Narrative”

Sample Ethnography
(Ladson-Billings, 2009) The Dream-Keepers: Successful Teachers of African American Children
(Magolda & Ebben Gross, 2009) It’s All About Jesus: Faith as an Oppositional Collegiate Subculture

Sample Grounded Theory
(Edwards & Jones, 2009) “Putting My Man-Face On”

Sample Phenomenology
(Arminio & McEwen, 1996) “White Connections of Family, Place, Race, and Ethnicity”

Sample Chapter 3s
(Harper, 2003) Most Likely to Succeed – Ch. 3
(James Brown, 1995) Black Male Crisis in the Classroom
Friday April 17th

**Final Proposal Due**

**NO CLASS MEETING**

**ASSIGNMENTS DUE**
Journaling Entry – 30 points
Final Qualitative Research Proposal – 250 points
References


Harper, V. R. (2003). *Most likely to succeed: The self-perceived impact of involvement on the experiences of high-achieving African American undergraduate men at predominately White universities.* (Indiana University, Bloomington.)


Lambotte, F., & Meunier, D. (2013). From bricolage to thickness: Making the most of the messiness of research narratives. *Qualitative Research in Organizations and Management, 8*(1), 85-100. doi: 10.1108/17465641311327531


Appendix A

Rules to Promote Positive Race, Class, and Gender in Culturally Diverse Settings\textsuperscript{a}

1. Acknowledge that forms of oppression exist.

2. We are all systematically misinformed about our own and other groups.

3. Agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility once we have learned otherwise.

4. Agree not to blame individuals for the condition of their lives.

5. Assume that individuals do the best they can, given their life experiences and circumstances.

6. Share information about our groups with others, and never demean, deride, or in any way “put down” people for their experiences.

7. Actively pursue information about our own groups and those of others.

8. Agree to combat actively the myths and stereotypes about own groups and other groups so we can break down the walls that prohibit group cooperation and group gain.

9. Create a safe atmosphere for open discussion. What is said in the classroom stays in the classroom.

\textsuperscript{a} Adapted from, Weber Cannon, L. (1990). Rules to promote positive race, class and gender in culturally diverse situation. \textit{Women's Quarterly, 1 & 2}, 126-134.
Proposal Guidelines (Chapter 1 & Chapter 3)

Blue text describes what is generally included in this section
Red text gives explanations on issues in the section and other comments.

CHAPTER 1

INTRODUCTION
(This section is about 5-10 pages in length)

Introduction – In APA 6th edition you do not use the title “Introduction” but simply write up a brief overview of the chapter and your intent in the chapter.

Background to Study

Sets the study and the societal and professional context of the research topic.

Theoretical Foundations

What theoretical and philosophical foundations are used to support the study and the direction of inquiry? What research in the field directs your questions?

Statement of the Problem

What is being addressed and why is it an issue to be studied?

Significance and Purpose of the Study

Why is the study important and what do you hope to accomplish with it? Why are you doing it?

Research Question

What is your research question?

Definition of Terms

List any terms that are unique to the study or are not part of the general discourse in the profession. This can include definitions of terms that are not standardized in the profession.

CHAPTER 3
(This section is about 5-10 pages in length, depending on the design; it can be longer.)

RESEARCH PERSPECTIVE, METHODOLOGY, AND METHODS

Introduction – In APA 6th edition you do not use the title “Introduction” but simply write up a brief overview of the chapter and your intent in the chapter. You can include an overview of your purpose of the study, including your research question.
(Why was a qualitative design chosen?)

Appendix B (Continued).
Epistemology and Paradigm

(Describe your epistemological approach to the study and the research paradigm.)

Participants, Population and Sampling

Setting and Environment

(What is the setting for your study and why was that setting chosen?)

Population

(Describe your population and the reasons for selecting that population. What makes this population unique?)

Sampling Methods

(What sampling methods did you choose and why? What negotiations are necessary for access to the setting and the population? Who are the key participants and gatekeepers?)

Methodology and Methods

Methodology

(Describe the methodology and the reasoning in selecting that methodology. Is the methodology appropriate? Is the research trying to understand structure or process, or subjective meaning and experiences?)

Methods

(Describe your methods and the criteria in selecting those methods. Are the methods consistent with the methodology chosen?)

Data Collection and Analysis

(Describe your systematic approach to data collection and analysis. Are the criteria used consistent with accepted methods for analysis? How will you manage the data collected?) (In the final METHODS section of your dissertation/thesis, you would address here how the themes, categories and coding were developed and actually implemented).

Positioning, Biases and Ethical Issues

(What is your relationship with the setting, population, and participants? Are there power relationships within that relationship? Are there personal experiences that may influence your analysis; with what lens are you seeing the data? How has confidentiality been addressed in the research process? What are the potential consequences of the research study, and your interaction with the population and environment? What effect could it have on the environment, population and participants?)

Appendix B (Continued).
**Trustworthiness** *(rigor)*  
(Word in italics is sibling term in quantitative research but DOES NOT mean the same thing)

**Credibility** *(internal validity)*

(What methods have you implemented to enhance credibility, i.e. member checking, peer review, journaling, reflection, triangulation, prolonged engagement, negative case analysis, etc.?)

**Transferability** *(external validity)*

(What methods have you implemented to enhance transferability, i.e. rich participant descriptions, thick descriptions, rich data, etc.?)

**Dependability** *(reliability)*

(What methods have you implemented to enhance dependability, i.e. member checking, multiple data methods, journaling, reflection, audit trails, etc.?)

**Confirmability** *(objectivity)*

(What methods have you implemented to enhance confirmability, i.e. member checking, peer review, audit trails, journaling, etc.?)

**Summary**

(Write up an overview of your research perspective, methodology, and methods).

References

**APPENDICES**

(Items such as, Consent Forms, Interview Questions, Observation Forms/Protocol, etc. This does not include IRB materials.)

Anything written in color and italics are notes and are not included in the chapter. Additional NOTES:

1. Provide theoretical support and justification *(references)* for criteria used to select research perspectives, methodology and methods.
2. What are the strengths and weaknesses of your choices?
3. The titles of sections DO NOT necessarily need to include the exact same names but need to include the content.

Appendix C
# Mashburn Hall Emergency Procedures Summary

## General Information
- In the event of an alarm or official notice to evacuate the building, use the nearest exit and stairway.
- Do not use elevators.
- Take keys and cell phone if possible.
- Secure offices if possible.
- Evacuate the building to the north side of Mashburn (between Mashburn and Hughes Hall).
- Follow directions by UCAPD, Conway Fire Department, or other emergency responders.
- If possible, assist persons with disabilities or special needs. If you are unable to assist, notify emergency responders of the location and number of disabled or special needs persons in the building.
- Do not return to the building until authorized by UCAPD; cessation of alarm does not mean it is safe to re-enter the building.

## Active Shooter
- Take shelter in a room that can be locked. Close and lock all windows and doors. Turn off lights. Exit the building only if safe to do so.
- Get down on the floor and ensure no one is visible from outside the room.
- Call 911. Advise the dispatcher of the events, your location, remain in place until authorized by UCAPD.
- If an active shooter enters your office or classroom, remain calm; call 911 and leave the line open.
- If the shooter leaves the area, proceed immediately to a safe place and do not touch anything.

## Fire
- Activate the nearest fire alarm pull station and call 911 or the Conway Fire Department @ 450-6147.
- Evacuate the building to the north side of Mashburn (between Mashburn and Hughes Hall).
- Do not return to the building until authorized by UCAPD. Cessation of alarm does not mean it is safe to re-enter the building.

## Bomb Threat
- Evacuate the building to the north side of Mashburn (between Mashburn and Hughes Hall).
- Do not use cell phones or radios.
- Report unusual objects to UCAPD, but do not touch.
- Do not return to the building until authorized by UCAPD. Cessation of alarm does not mean it is safe to re-enter the building.

## Power Outage
- Turn off and unplug computers.
- Use the lighted emergency exits to move to a safe area.

## Earthquake | Tornado | Severe Weather
- Move to a designated shelter area in the interior area of the building (inner hallways, inner rooms).
- Stay away from windows.
- Fire doors in hallways should be closed.
- Remain in a safe area until authorized to leave.
- Evacuate when authorized and stay clear of any damaged areas, fallen debris, or downed power lines.

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### Faculty and Staff Should Keep a Phone with Them at All Times to Receive UCA Alerts.

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Appendix C (Continued).
The Mashburn Emergency Assembly Area (EAA) is located at the north side of Mashburn (between Mashburn and Hughes Hall).

Individuals evacuating the facility are requested to congregate in this area to receive any additional information regarding the evacuation.