Graduate Certificate Proposal
Graduate Certificate in Qualitative Research

Introduction
This 18-credit hour graduate certificate is proposed by the Department of Educational Leadership in collaboration with other departments within the College of Education. This certificate is being created in response to the demand for trained qualitative researchers at the national and international levels. The need for trained qualitative researchers reflect an interdisciplinary demand, such as those who can work in academia, public health, non-profit sector, business and marketing, amongst others.

This program is suitable for anyone who wants to use qualitative inquiry in their professional spaces. This would include people who want to conduct qualitative inquiry in their scholarly, or scholarly practitioner projects. Students will be introduced to learning qualitative methods from a broad social science perspective so they understand how qualitative research has been taken up in education and other fields. This experience will allow students to make connection between different parts of the inquiry process, thereby developing a stronger understanding of how to conceptualize, execute, and report projects conducted through qualitative inquiry.

Specifically, students will be trained to gain an understanding of their identities as a researcher so that they may conduct research with due diligence, create trust and rapport with participants, and maintain high ethical standards. To that end, we would train students to understand their positionality as researchers, interrogate their privileges, identify their ethical responsibilities, how they construct knowledge, their worldviews, and their values, beliefs, and assumptions. The program will prepare students to present traditional, innovative, or creative representations of research as appropriate for the target audience of their research. Therefore, students will be trained to write academically for multiple audiences with multiple purposes.

The emphasis of the program is to expose students to seminal and current work in qualitative inquiry with strong foundations in theoretical and methodological approaches, research design, data analysis and representation, and the use of appropriate digital tools grounded in classroom and field-based experiences. This emphasis also aligns with several thematic goals and common elements of K-State’s 2025. These thematic goals and common elements include, Research, Scholarly and Creative Activities, and Discovery, and Graduate Scholarly Experiences. Therefore, this certificate will also offer some institutionalized frameworks for pursuing qualitative inquiry. While the program is housed within the College of Education, students from any discipline across campus would be welcome to apply to the program. Additionally, developing a rigorous certificate will increase the possibility of recruiting and retaining outstanding graduate students who can not only pursue their own line of inquiry but be members of research teams that work on grant-funded projects. The 18-credit hour requirement also qualifies the students to be able to teach qualitative research in various universities based on their accreditation requirements. Most graduate certificate programs offer 12-15-credit hours of coursework to their students. However, those that offer an 18-credit hour option make their students more marketable as future academics, scholarly practitioners, clinicians, non-profit, public health, or market researchers.
I. **Statement of the Educational Objectives of the Certificate Program**

The certificate is guided by five primary student learning outcomes as listed below:

1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.
2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.
3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.
4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.
5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.

II. **Certificate Program Courses**

This graduate certificate contains 18 credit hours of courses that students are expected to take. Within the College of Education, most doctoral programs have increased their research requirements to 15 credit hours. Research courses taken in qualitative methods within those 15 credit hours could be used towards the graduate certificate. Students who wish to pursue the graduate certificate should work with their advisor and/or the program coordinator of the qualitative research graduate certificate to design their sequence for taking the courses. The advisor will not be responsible for any additional work other than completing a Program of Study form as normally required by graduate school and signing the student’s application form (see Appendix A) for the graduate certificate indicating their awareness of the student’s interest in the certificate. Also, please note that there are two courses listed from Curriculum and Instruction as research electives. While the instructor of record has left the institution, there are students in the college who might want to use these courses towards their research electives, and therefore, the courses are included. In other words, no additional resources are required to list these courses as research electives. Additionally, courses that are offered outside the College of Education are listed so that if students in those areas opt to take additional qualitative research courses, then they would be able to do so in collaboration with approval from their advisors and the instructor of record. There is no expectation on the faculty outside of the College of Education to accept students from the College of Education if their courses are restricted to students who are majors of their specific programs. Please note that students’ enrollment in any courses should meet established criteria for pre-requisites.

The sequence is divided into 9 credit hours of core classes, 6-9 credit hours of electives (methodological/theoretical), and 0-3 credit hours of applied research. The final three credit hours towards the graduate certificate are designed for students to experience their understanding of qualitative research through an applied project. This applied project can include a completed dissertation that was conducted using qualitative inquiry, or a publishable paper submitted to a refereed journal highlighting an empirical study where the student is the first author of the paper. Students could use a maximum of 3 credit hours of dissertation in progress (999 credits) towards their applied project, but a certificate will not be granted until the students actually complete the dissertation. Students who wish to pursue a publishable paper option could use the Differentiated Research course credit hours towards
the applied research credit and would only be granted the certificate after they offer evidence of submission of their manuscript to a refereed journal in their field. Students can also use other courses (independent study with a professor of their choice) or other courses in their programs to develop the publishable paper, if that is their terminal project. In other words, a student can complete the publishable paper as part of their coursework, or take a course that helps them prepare and submit the paper. This decision will be made jointly by the student and her/his advisor. The student and the advisor can also contact the program director for options and more information.

Once students meet all the requirements of the certificate, they will be asked to fill out a Completion and Summative Evaluation Form (see Appendix B), where the students will articulate how they fulfilled each of the student learning objectives and attach relevant evidence from their work towards the objectives designed for the program. The qualitative research graduate certificate committee, comprised of graduate faculty, who conduct and/or teach qualitative research, will review the completion documents and issue students their graduate certificates. All coursework needs to be completed according to the guideline set by the Graduate School to maintain active status with a minimum of 3.0 GPA.

Overview of the Graduate Certificate
Students are expected to take 18 credit hours of courses to earn the certificate, of which 9 credit hours will be required courses, 6-9 credit hours will be research electives, and 0-3 credit hours will be an applied project.

Core Classes – 9 credit hours
EDLEA 838 – Qualitative Methods in Education or equivalent (offered every Fall and Spring). Instructors: Kakali Bhattacharya and Jessica Holloway
EDLEA 938 – Advanced Data Analysis in Qualitative Research or equivalent (offered every Spring). Instructor: Kakali Bhattacharya
EDLEA 948 – Data Representation and Writing Up Qualitative Research or equivalent (Offered Summer Session II). Instructor: Kakali Bhattacharya (can only be taken once for the graduate certificate)

Electives - 6-9 credit hours
In College of Education
EDLEA 828 – Scholarly Orientation to Graduate Studies (offered Summer Session II, fully online). Instructor: Kakali Bhattacharya (can only be used if students choose to write a research interest paper that explores a research interest via qualitative inquiry)
EDLEA 958: Advanced Seminar/Case Study (Offered in Spring, first offering Spring 2016, Pre-requisite EDLEA 838 or equivalent). Instructor: Jia “Grace” Liang
EDLEA 848 – Advanced Seminar/Philosophies of Inquiry (Offered every Fall, first offering Fall 2016). Instructor: Jessica Holloway
EDLEA 968: Advanced Seminar/Discourse Analysis (Offered Summer Session I, first offering Summer 2016, pre-requisite EDLEA 838 or equivalent). Instructor: Jessica Holloway
EDLEA 988 – Advanced Seminar/Differentiated Research (Offered every Fall, first offering Fall 2015. Pre-requisite EDLEA 838 or equivalent). Instructor: Kakali Bhattacharya
EDLEA 978 – Advanced Seminar/ Qualitative Data Management and Analysis using NVivo (Offered Summer Session II, first offering Summer 2016, Pre-requisite EDLEA 838 or equivalent. EDLEA 938 is highly recommended). Instructor: Jia “Grace” Liang
EDLEA 928 – Narrative and Arts-Based Inquiry (Offered every other Fall, first offering Fall 2017, Pre-requisite EDLEA 838 or equivalent). Instructor: Kakali Bhattacharya
EDCI 760 - Action Research in Education – currently not being offered, but there are students who have taken this class who could still use it towards the certificate
EDCI 920 - Narrative Inquiry - currently not being offered, but there are students who have taken this class who could still use it towards the certificate

Outside Electives
THTRE 862 – Workshop in Playwriting. Instructor: Sally Bailey
THTRE 880 – Project in Ethnodrama. Instructor: Sally Bailey
FSHS 902 - Qualitative Research Methods in FSHS. Instructor: Karen Myers-Bowman
FSHS 908 - Advanced Qualitative Research Methods. Instructor: Instructor: Karen Myers-Bowman

Applied Project – 0-3 credit hours
Applied project could constitute a completion of a dissertation using qualitative methods. Students who wish to use their completed dissertation using qualitative methods could use a maximum of 3 credit hours to complete this requirement. Certificates will be granted only after the completion of a dissertation.

Students who wish to submit a publishable paper to a refereed journal based on an empirical study, could use 3 credit hours earned from EDLEA 988 – Advanced Seminar/Differentiated Research (Offered every Fall, first offering Fall 2015. Pre-requisite EDLEA 838). Instructor: Kakali Bhattacharya.

Other ways of submitting a publishable paper to a refereed journal could include, but not limited to, preparing the manuscript as a result of specific coursework, or preparing the manuscript as an independent study with a faculty member, or preparing the manuscript, outside of coursework through the student’s own initiative.

Course Descriptions

EDLEA 828: Scholarly Orientation to Graduate Studies
This online course offers graduate students opportunities to learn how to write in a scholarly way, manage bibliography, understand formatting and citational guidelines of American Psychological Association (6th edition), conduct index-driven library searches for scholarly sources, and develop an understanding of academic standards of graduate studies in education. (Accepted only if the students prepare a research interest paper that incorporates qualitative inquiry.)

EDLEA 848: Advanced Seminar/Philosophies of Inquiry
In this course, students will explore a variety of philosophical stances upon which different education research methods are built. With a focus on the nature of reality (ontology) and the nature of knowledge (epistemology), the course will challenge students to question the ways in which education knowledge is produced, interpreted, and utilized. By the end of the course, students are expected to develop a personal philosophy of inquiry that will help inform their theoretical and methodological approaches to education research. (For the purpose of the graduate certificate, this course could only be used once.)
EDLEA 838: Qualitative Research in Education
An overview of theoretical and philosophical perspectives informing qualitative research is presented. In addition, methods (design, data collection, data analysis, and reporting) used in qualitative research for educational settings are examined and applied.

EDLEA 958: Advanced Seminar/Case Study
This advanced qualitative research class focused on case study design and application in social science research. Topics include types of case studies, defining the case, site and sample selection, data collection methods, within-case and cross-case analysis, and writing case reports. Students will conduct and critique a case study appropriate to their discipline. This course may be particularly helpful to students who are contemplating using case study methods in their seminar papers, theses, or doctoral dissertations or students who are exploring various approaches to research. Pre-Requisite: EDLEA 838 or equivalent.

EDLEA 968: Advanced Seminar/Discourse Analysis
In this course, students will be exposed to the broad and complex field of discourse analysis, particularly as it relates to education research. Students will learn about different theoretical and methodological approaches to analyzing the various forms and conceptualizations of “discourse”. The course will weave together theory and method, as it will cover discourse analysis as both a method and methodology. While the course will cover a range of approaches (e.g., sociolinguistics, critical discourse analysis, Foucauldian discourse analysis, etc.), students can expect to explore one approach in-depth through an applied project. Pre-Requisite: EDLEA 838 or equivalent.

EDLEA 938: Advanced Data Analysis in Qualitative Methods
Qualitative inquiry relies on developing an in-depth data analysis and understanding of the topic being investigated. Such in-depth understanding emerge from triangulation of various data sources as well as using multiple approaches to data analysis to crystallize understanding. This course is designed for doctoral students who want to pursue their interests in qualitative methods and who want to use these methods in their dissertation. Students would need to have a qualitative research methods course completed in order to take this class. Students will learn to use various qualitative data analysis methods using multiple data sources. Further, this course will also help students produce a conference proposal and develop skills for documenting their findings, data analysis processes, and representing final outcomes of their studies. Pre-Requisite: EDLEA 838 or equivalent.

EDLEA 978: Advanced Seminar/ Qualitative Data Management and Analysis using NVivo
This course addresses the intersection of qualitative research and digital technology. It offers students opportunity to explore the relationships between current technologies and the theory and methods of research. Rather than a survey course, students will learn to use qualitative analysis software, NVivo, with specific data sets for preparation of data files, management of text and images, creation of codes, memos, queries models, and formation of reports. Through practice and refinement of analytical skills in a digital technology supported environment, students are strongly encouraged to reflect on the challenges and opportunities of computer assisted qualitative data analysis software (CAQDAS) as well as one’s ethics as a researcher. Pre-Requisite: EDLEA 838 or equivalent. EDLEA 938 is highly recommended prior to taking this course.
**EDLEA 948: Data Representation and Writing in Qualitative Research**
Topics covered in this course would vary each semester based on students’ writing projects. Topics may include, but not limited to, building methodological arguments, connecting theoretical and methodological frameworks, navigating issues in various genres of data representation, triangulation, and aligning findings with research purpose and questions. Course is repeatable. Pre-Requisite: EDLEA 838 or equivalent.

**EDLEA 988: Advanced Seminar/Differentiated Research in Qualitative Inquiry**
In this class, students would identify an area of qualitative research that they would like to explore in-depth, to give them an opportunity to complete research projects. The class is differentiated to individual student’s research needs. Some students might be exploring specific data analysis technique that was underexplored in other courses, while other students might be working on theoretical understanding, and others might be working on completing a chapter in their proposal or dissertation. Recommended Pre-Requisite: EDLEA 838 or an advanced research course.

**EDLEA 928: Narrative and Arts-Based Inquiry**
This course will focus on surveying various arts-based methodological approaches to narrative research within qualitative inquiry. Students will be exposed to arts-based approaches such as ethnodrama, documentaries, performative work, mixed medium work, poetic analysis, creative non-fiction, critical and traditional autoethnographies, etc. Students will be expected to focus on one of these approaches as their chosen approach and create a data-driven product reflecting the guidelines of their chosen methodological approach. Pre-Requisite: EDLEA 838.

**EDCI 760 - Action Research in Education**
This course is a graduate seminar for practicing teachers and pre-service teachers who are committed to improving their teaching practices. The premise of this course is that teachers are both consumers and producers of knowledge (theory) about teaching and learning. Teachers will learn how to become teacher-researchers who investigate and evaluate their teaching practice and create their own living theory. Teachers will be involved with action research, an inquiry that has become popular in teacher education as a form of professional learning. Teachers will also be encouraged to develop their own phronesis (practical wisdom in Greek) and praxis (practice informed by phronesis) through action research.

**EDCI 920 - Narrative Inquiry**
Narrative inquiry has become a popular research methodology increasingly employed across disciplines and interests over the last decade. Currently, narrative inquiry is not only used as a research methodology but also as a pedagogical tool in teaching and learning and in the field of education. The burgeoning interests in narrative inquiry among educational researchers and teachers come from the realization of the power of narratives in impacting the educational field. In this course, we will explore stories or narratives in order to understand and interrogate educational phenomena. We will also examine theoretical underpinnings of narrative inquiry, issues related to, and methods of, narrative and storytelling forms of research in education.

**THTRE 862 – Workshop in Playwriting**
Advanced writing of drama.
THTRE 880 – Project in Ethnodrama
Major creative project undertaken to demonstrate competence in a specific area of theatre or drama therapy as required for the Master's Degree.

FSHS 902 - Qualitative Research Methods in FSHS
Expands students’ skills in theories and methods associated with qualitative research. Emphasis on understanding foundations of qualitative methods, comparing and using various qualitative traditions and applying this knowledge to a research project.

FSHS 908 - Advanced Qualitative Research Methods
Recent research, theory construction, and program development; focusing on selected relevant topics. Designed for doctoral students in family life education and consultation.

III. Statement of How the Courses are Associated with the Certificate
The three required courses are fundamental courses that teach the students how to conceptualize a qualitative research project, how to execute the project, and how to document and explain the findings of the project within the larger structure of qualitative research. The three required courses are institutionalized and are built into the workload of the instructors of record. The courses in the research electives are a combination of existing courses and new courses. These courses are designed to offer in-depth understanding of methodological and theoretical approaches that inform qualitative inquiry. The courses listed in the applied project category are designed to offer students experience in translating theory and conceptualization of research design into practice. Courses listed outside the college of education can also be taken by students if they align with a methodological approach within their research interest. Departments or programs that offer their own qualitative courses could use their equivalent courses as appropriate replacement courses for the core requirements. Since there is flexibility of 6 credit hours for research electives, a variety of courses within and outside the College of Education can be used towards the certificate.

IV. Statement of Need
There has been an increasing demand of trained qualitative researchers both within and outside of academia. Grant funding committees are increasingly open to qualitative components in a proposal and require members in the research team to have appropriate expertise. Within academia a student with a graduate certificate in qualitative research brings a value-added skill to their employability given that these programs are not commonly offered in every university, including research intensive universities. Within the scholarly practitioner spaces in education, there is an increasing demand to understand the context in which students, teachers, and educational leaders are functioning in order to address various problems in education. Such understanding can only be forwarded by those scholarly practitioners who have qualitative research skills. Given that not all institutions of higher education have the support and infrastructure to offer comprehensive qualitative research courses, the opportunities available at K-State put us in a position to take advantage of these opportunities and train our students to be strong researchers in multiple spaces of inquiry.

The proposed 18-credit hour graduate certificate is designed to meet the increasing demands for trained qualitative researchers in multiple spaces of social science inquiry so that not only our students are employable, but we are able to position ourselves as leaders within the field comparable to very high research intensive institutions by enhancing the profile of our
research course offerings and training students to produce quality products of scholarly inquiry via dissertations and/or publishable articles. Additionally, as mentioned earlier, such an initiative would accelerate the K-State’s 2025 agenda due to its alignment with various strategic goals within the agenda.

V. Description of the Certificate Program Administration
The graduate certificate in Qualitative Research will be administered under the auspices of the Department of Educational Leadership in the College of Education. Dr. Kakali Bhattacharya will be the primary administrator and contact for the certificate program. Drs. Jia “Grace” Liang and Jessica Holloway, housed in Educational Leadership will also be considered core faculty for the program and will be able to respond to inquiries about the program. The three core faculty members (Drs. Bhattacharya, Liang, and Holloway) are the administrative team charged with development and execution of the program. This team will co-lead the first iteration of the certificate offering and be responsible for overseeing the course delivery and program evaluation. Oversight will be provided by Dr. David Thompson, Professor and Chair of the Department of Educational Leadership.

Once a student decides to pursue the graduate certificate, the student will complete an application form (See Appendix A). The application form must have the student’s dissertation supervisor’s signature, so that the supervisor is aware of the student’s desire to pursue the certificate. Upon meeting all the requirements of the certificate, the student will fill out a completion form (see Appendix B), where the students will articulate how they fulfilled each of the student learning objectives and attach relevant evidence from their work towards the objectives designed for the program. The qualitative research graduate certificate committee, comprised of graduate faculty, who conduct and/or teach qualitative research, will review the completion documents and issue students their graduate certificates. All coursework needs to be completed according to the guideline set by the Graduate School to maintain active status with a minimum of 3.0 GPA. At present, the tentative formation of the qualitative research graduate committee would include the three core qualitative research faculty members, and two other graduate faculty members from within and outside the College of Education.

VI. Estimated Budget
There is no additional cost for this graduate certificate program as the courses offered are part of the teaching load of the faculty. The department will provide administrative resources via a graduate assistantship, which would be used towards managing this program, such as dedicated email address for application submission and submission of completion forms.

VII. Names of Faculty Associated With or Contributing to the Certificate Program

Dr. Kakali Bhattacharya
Kakali Bhattacharya is an associate professor, of qualitative research, at Kansas State University. Housed in the department of Educational Leadership, her research interests are transnational race, class, gender, nationality issues in higher education in the U.S., technology-integrated learning and social spaces, and contemplative approaches to qualitative inquiry. Specifically, she is interested in arts-based approaches to qualitative inquiry, which integrates various contemplative practices. Her refereed book chapters
have appeared in publications such as Higher Education: Handbook of Theory and Research, Academic Knowledge Construction and Multimodal Curriculum Development, Qualitative Inquiry as Global Endeavor, and Arts-based research in education: Foundations for practice. Additionally, Kakali Bhattacharya is a certified trainer of NVivo, has extensive program evaluation experience, and is a trained instructional designer from Southern Illinois University at Carbondale, IL. She has been the recipient of numerous awards and honors, including being an invited keynote speaker for Southern Connecticut State University, an Outstanding Islander award and an ELITE’s Outstanding Faculty Award, from Texas A & M University, Corpus Christi, and the Dean’s Award for Outstanding Research and Scholarship, from the College of Education at University of Memphis. She is quite active and visible in various national and international organizations, such as American Educational Research Association and International Congress of Qualitative Inquiry.

Dr. Jia “Grace” Liang
Jia Grace Liang is an assistant professor in the Department of Educational Leadership at the Kansas State University. Her research interests focus on school leaders’ beliefs and practices about instructional leadership with respect to teacher development, supervision, data monitoring, and curriculum programming; leaders’ dispositions and practices in community engagement; the institutional equity for women and racial minorities; pedagogy/andragogy for social justice. She holds a Ph.D. from the University of Georgia in educational administration and policy.

Dr. Jessica Holloway
Jessica Holloway-Libell is an assistant professor of Educational Leadership at Kansas State University. She earned her Ph.D. at Arizona State University in Education Policy and Evaluation. Her current research looks at the influence of market logics on education policy, specifically related to standardization and accountability. Her dissertation took a policy-as-discourse approach to look at the ways in which teachers and teacher quality have been discursively (re)defined by market-based rationalities. Jessica has published her work in various outlets, including Teachers College Record and Educational Leadership, and she has presented her research at national and international conferences sponsored by, for example, the American Educational Research Association and the American Association for Colleges of Teacher Education. She currently teaches qualitative research methods at K-State.

Dr. Karen Myers-Bowman
Karen S. Myers-Bowman, Ph.D., CFLE, is an associate professor and the unit coordinator of Family Studies in the School of Family Studies and Human Services at Kansas State University. She has taught family life education courses since the late 1980s at both undergraduate and graduate levels. Her main areas of professional interest include parent education, sexuality education, families in cultural context and effective educational methods in multiple environments. Using primarily qualitative research methods, her research focuses on parent-child communication about difficult topics and international student exchange experiences within the family context.
Sally Bailey
As a registered drama therapist Sally Bailey has worked with recovering substance abusers and people with disabilities for over ten years in the Washington, DC area. She is also the author of "Wings To Fly: Bringing Theatre Arts To Students with Special Needs," "Dreams To Sign: Bringing Together Deaf and Hearing Actors and Audiences," and "Barrier-Free Theatre: Including Everyone in Theatre Arts" (recipient of the 2011 American Alliance for Theatre in Education Distinguished Book Award). Sally Bailey has produced children's theatre playwright and is a member of the National Association for Drama Therapy Board of Directors 1995-2001; President of the National Association for Drama Therapy 2001-2003. Founder and Treasurer of the Drama Therapy Fund, 2003-present. Sally Bailey is the recipient of the NADT Gertrud Schattner Award 2006; NADT Service Award 2005; 2005 Inspire by Example Award, given by Community 1st National Bank for Community Service; 2003 William Stamey Undergraduate Teaching Award; the 2001 KSU Advisor of the Year Award; 2011 PAAC Award - Promoting an Accessible Campus, presented by EmPowerCats and K-State for All; and the 2007 Distinguished Service Award in Arts and Disabilities, presented by Accessible Arts, Kansas City, KS and the Kansas State Board of Education.

VIII. Program Coordinator
Dr. Kakali Bhattacharya, Associate Professor
Educational Leadership
College of Education
318 Bluemont Hall
1100 Midcampus Drive
Manhattan, KS 66506
Phone: 785-532-1164
FAX: 785-532-7304
Email: kakalibh@ksu.edu

IX. Student Learning Outcomes and Assessment Plan
The assessment plan for this certificate is centered around the following student learning outcomes:

1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.
2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.
3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.
4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.
5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.

While students will be assessed during their courses via various assignments, discussion, and participation the development of the above-mentioned student learning objective, the student’s
response on their Completion and Summative Evaluation Form (see Appendix B) would be where the assessment of the educational objectives will occur. All of the learning outcomes deal with knowledge and skills which will be developed throughout the course culminating in a terminal applied project which could be a submission of publishable paper to a refereed journal or the completion of a thesis or dissertation that incorporates qualitative inquiry.

**Assessment Plan**

The course objectives within this graduate certificate program will be aligned with the five student learning objectives listed. The core faculty will meet at the end of each academic year to evaluate the alignment of the student learning objectives and students’ performances and feedback from the courses. If necessary, the core faculty can then decide how they would move forward and if there are changes that need to be made. Appropriate assessment tools are attached in the appendix.

1. **Direct Measure – Final Portfolio**

   Students will complete a terminal applied project where they will either submit a publishable paper to a refereed journal or they would complete a graduate level thesis or dissertation. Upon completion of their terminal applied project, students will be preparing a final portfolio outside their coursework as guided by the Completion and Summative Evaluation Form (Appendix B). This form will require the students to supply evidence of how they mastered each of the five learning objectives from their applied projects. Students will write 150-word narrative describing how they mastered each SLO and offer appropriate materials from their terminal project as evidence of the mastery of the SLO (sections of a paper, chapter, etc.). The emphasis will be on the summative work done in the terminal applied projects because the applied projects are designed to integrate all of the five student learning objectives. The core faculty will then evaluate the portfolios (see Appendix C) and issue a graduate certificate. Core faculty will pay attention to cluster of patterns emerging from evaluation data collected (Appendix C). Data from Appendix C would be calculated via counting the number of responses made for each level of assessment (Needs Improvement, Meets Expectations, Exceeds Expectations, and Exceptional). Descriptive statistical reports will be calculated based on the data collected for Appendix C responses for each student portfolio. Special emphasis will be paid to any SLO that clusters around the “Needs Improvement” level of assessment to determine programmatic changes and improvements. Discussion for program improvement will be contingent on how students perform on the portfolio evaluation with the expectation that most students will be able to meet expectations (level of achievement) or perform at higher achievement level as outlined in Appendix C (exceeds expectations, or exemplary). Students will not receive a graduate certificate until they complete the requirements of the portfolio.

   The core faculty will also use students’ portfolio work as formative evaluation data to make necessary modification to the program. This data will be brought forward during the annual meeting for the core faculty for program development and modification.

2. **Indirect Measures – Self Assessment**

   At the end of each semester, students in the certificate program will receive an invitation to participate in a self-assessment survey (see Appendix D) to reflect on their learning experiences and their mastery of skills. Survey will be created using Qualtrix. An email distribution list for all students enrolled in the graduate program will be continuously updated with admission and graduation of students. Core faculty will use this data for program modification and development during their annual meeting.
3. **Indirect Measures – Placement of Students**
   Six months after the students complete the graduate certificate, they will be sent a short survey (see Appendix E) where they will provide information about where they are professionally employed, their contact information, and how they are using their acquired qualitative research skills. Information gathered from this evaluation will be used by the core faculty for program development and modification during their annual meetings. Additionally, information gathered from this survey will also be a recruitment tool and data to be used towards K-State’s 2025 matrix.

**Results and Review of Assessment Strategies**
At the end of each academic year, the core faculty will meet to evaluate the data collected via the direct and indirect measures as mentioned above. The core faculty will evaluate the data based on the Logic Model of Evaluation (see Appendix F). Logic model is a commonly used model for evaluation that consists of focusing on inputs, outputs, and outcomes. The premise is to think of the end goal in mind and find ways to evaluate during all phases of the program. The input part of the model considers what has been invested in the program, the output part contains who we reach, what we do, and what we create, and the outcome part of the model evaluates short, intermediate, and long-term results. These results could be viewed in terms of learning, changing actions, and/or changing the conditions of learning and performing. A Logic Model template is attached (see Appendix G). At the annual meeting, the core faculty will complete a logic model based on the data collected via direct and indirect measures. The core faculty will then engage in discussion about the program’s inputs, outputs, and outcomes to assess necessary modification and development strategies.
Degree Program: Graduate Certificate in Qualitative Research
Assessment of Student Learning Plan
Kansas State University

A.  College, Department, and Date
College: Primarily College of Education with support from Human Ecology and School of Music, Theatre and Dance
Department: Sponsored by Educational Leadership, with support from other departments within the college of Education, Human Ecology, and School of Music, Theatre and Dance
Date: Estimated start date, Fall 2016. Submitted for consideration Fall 2015 (within College of Education) and Spring 2016 (outside College of Education).

B.  Contact Person(s) for the Assessment Plans
Kakali Bhattacharya, Ph.D., Associate Professor

C.  Degree Program
Graduate Certificate in Qualitative Research

D.  Assessment of Student Learning
   I.  Student Learning Outcomes
      a.  List (or attach a list) all the student learning outcomes for the program.

          The assessment plan for this certificate is centered around the following student learning outcomes:

          1.  Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.
          2.  Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.
          3.  Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.
          4.  Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry through their coursework and applied projects.
          5.  Students will produce written reports aligned with the expectations of their specific disciplinary audience.

      b.  Identify the outcomes that will be assessed.
          Please see the Alignment Matrix for the Graduate Program. All outcomes will be assessed summatively in the final portfolio where the students reflect on how they mastered each of the learning outcomes and attach evidence from their terminal applied project (sections of published paper, dissertation, thesis, etc.). The portfolio is completed outside of the coursework.
University SLO and Relationship with Graduate Certificate Program SLO

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>University-wide SLOs (Graduate Programs)</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes &amp; Professional Conduct</th>
<th>Program SLO is conceptually different than university SLOs</th>
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<td>1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.</td>
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<td>2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alignment Matrix for Graduate Programs – For each stated student learning outcome, where does the student have the opportunity to learn the outcome (e.g., specific courses, multiple courses, or other program requirements) and where is student achievement of the outcome is assessed (e.g., assignments in courses, evaluation of final thesis, report, dissertation)?

<table>
<thead>
<tr>
<th>SLO/Required Courses/Experiences</th>
<th>Direct Assessment (A)</th>
<th>Opportunities to Learn Courses Listed by Number (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.</td>
<td>Dissertation/Thesis Publishable Paper informing Final Portfolio</td>
<td>EDLEA 838, EDLEA 848, EDLEA 938, EDLEA 958, EDLEA 948, EDLEA 988, EDLEA 928, EDLEA 968, EDCI 920</td>
</tr>
<tr>
<td>2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.</td>
<td>Dissertation/Thesis Publishable Paper informing Final Portfolio</td>
<td>EDLEA 838, EDLEA 848, EDLEA 938, EDLEA 958, EDLEA 948, EDLEA 988, EDLEA 928, EDCI 920, FSHS 902</td>
</tr>
<tr>
<td>3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.</td>
<td>Dissertation/Thesis Publishable Paper informing Final Portfolio</td>
<td>EDLEA 938, EDLEA 928, EDLEA 958, EDLEA 928, EDLEA 988, FSHS 908</td>
</tr>
<tr>
<td>4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.</td>
<td>Dissertation/Thesis Publishable Paper informing Final Portfolio</td>
<td>EDLEA 958, EDLEA 938, EDLEA 968, EDLEA 978, EDLEA 928, EDCI 720, EDCI 920, THTR 862, THTR 889, ANTH 777, ANTH 792</td>
</tr>
<tr>
<td>5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.</td>
<td>Dissertation/Thesis Publishable Paper informing Final Portfolio</td>
<td>EDLEA 828, EDLEA 938, EDLEA 948, EDLEA 988, EDLEA 958, EDLEA 928, FSHS 908</td>
</tr>
</tbody>
</table>

**University SLO’s**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>A</td>
</tr>
<tr>
<td>Attitudes and Professional Conduct</td>
<td>A</td>
</tr>
</tbody>
</table>

Place an “X” for courses or experiences in which students have the opportunity to learn the outcome (coursework, other program requirements).

Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome (assignments in course, evaluation of final thesis, report, dissertation).
II. How will the learning outcomes be assessed? What groups will be included in the assessment?

The learning outcomes would be assessed summatively (direct assessment) based on the student’s submission of a terminal project final portfolio (Appendix B). The portfolio work will be conducted outside of the coursework. Students will be directed to reflect how they mastered each of the student learning outcomes (150-word maximum) and offer appropriate evidence of such mastery from their applied project which could be either a publishable paper or dissertation or thesis. Core faculty will meet annually to evaluate the portfolio (Appendix C) with the expectation that most students will perform at the level of Meets Expectation or better. Data from Appendix C would be calculated via counting the number of responses made for each level of assessment (Needs Improvement, Meets Expectations, Exceeds Expectations, and Exceptional). Descriptive statistical reports will be calculated based on the data collected for Appendix C responses for each student portfolio. Special emphasis will be paid to any SLO that clusters around the Needs Improvement level of assessment to determine programmatic changes and improvements.

Additionally, each semester students will be completing Student Self Assessment Survey (Appendix D) to reflect on the learning outcomes (indirect assessment) from their coursework completed in that particular semester.

III. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

The core faculty will meet every year to evaluate the data collected from Appendix D and data collected from Appendix C (when available, as there might not be students completing terminal projects each year). When applicable graduates of the program will also complete a Post-Graduation Program Testimonial and Placement Survey (Appendix E) six months after their graduation reflecting on how they are using their skills obtained from the program in their current professional roles. During the annual meeting, the core faculty will use a Logic Model evaluation (Appendix F) to identify strength and weaknesses of the student learning outcomes, patterns and clustering around certain student learning outcomes, and possible programmatic changes and revisions. The Logic Model chart will be completed and other relevant information will be documented as minutes of the meeting. In subsequent years, the core faculty will use previous year’s assessment to determine further programmatic changes and revisions.

IV. What is the unit’s process for using assessment results to improve student learning?

At the annual meeting, core faculty will use all data collected within the previous academic year and the years preceding to identify the ways in which student learning outcomes are assessed and where improvements might be needed.
Appendices

Appendix A – Application form (administered to potential incoming students)
Appendix B – Completion and Summative Evaluation Form (administered to graduating students)
Appendix C – Portfolio Evaluation Rubric (administered to core program faculty)
Appendix D - Student Self Assessment Survey (administered each semester to enrolled students)
Appendix E - Post-Graduation Program Testimonial and Placement Survey (administered to graduates of the program, six months after graduation)
Appendix F – Logic Evaluation Model (distributed to core faculty, once a year, for program evaluation and development)
Appendix G – Endorsements from other academic units
Appendix A

Application for entry into the program will be accepted on an ongoing basis. Students should consult with their advisors and/or the Program Director for the Qualitative Research Graduate Certificate to ensure they understand the requirements of the program.

To apply to the program students must:
- Have a minimum GPA of 3.0
- Must be admitted to graduate school at K-State
- Submit a personal essay describing their interest in qualitative research and how they see the certificate contributing to their professional aspirations.
- Complete the application form
Application Form
Graduate Certificate in Qualitative Research

Name:

Address:

Student ID: Email Address:

Phone Number:

To be completed by an assigned dissertation or thesis supervisor if applicable.

Name of Dissertation/Thesis Supervisor (if applicable):

I have reviewed this application and approve ____________________________’s (name of student) proposal for completion of the graduate certificate in Qualitative Research.

Signature of Supervisor Date

____________________________________ ________________________________

Include a personal essay (no more than 500 words) with this application form. Highlight the following topics in your personal essay:

- prior exposure to qualitative research if any
- current interest in qualitative research
- alignment of the graduate certificate with your professional aspirations
- research interest, if you have any, that can be pursued via qualitative inquiry

Sign below to indicate your understanding of the requirements of the certificate.

- I have to maintain a 3.0 GPA.
- I have to complete all program requirements for the certificate.
- I will complete an applied project that is empirical in nature driven by qualitative inquiry
- I will complete self-assessment surveys sent out to me each semester.
- I will complete end-of-program portfolio with my reflections on how I mastered the student learning objectives
- I will complete a post-graduation placement survey to communicate how I am using qualitative research in my professional role.

Signature of Student Date

____________________________________ ________________________________
Appendix B

Completion and Summative Evaluation Form
Terminal Project Final Portfolio

Name (as you want it to appear on the graduate certificate):

Current email and mail address:

Date: 

Student Number:

List below information about courses taken that are being considered for the graduate certificate.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Research Elective (6-9 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>--------</td>
</tr>
</tbody>
</table>
Completion and Summative Evaluation Form
Terminal Project Final Portfolio

Applied Project (0-3 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
</table>

Applied Project Description (include the following information, title of project, type of qualitative inquiry, theoretical and methodological framework, and findings within 250 words. You can include your abstract if it captures all the details. You can write below or attach a separate document.)

To be completed by Dissertation, Thesis Supervisor, or Supervising Advisor

I certify that ___________________________ (student’s name) has completed the above listed course requirements for the Graduate Certificate in Qualitative Research.

Signature of Supervisor/Advisor Date

____________________________________ _______________________________
Completion and Summative Evaluation Form
Terminal Project Final Portfolio

Reflect on how the work in your applied project allowed you master the five student learning objectives listed below. Attach specific examples, excerpts from your applied project that are relevant to the mastery of each of the five student learning objectives. Keep your narrative explanation to 150 words for each of the objectives. You can use the space below (press enter to expand the space if you are using MS Word, or you can add separate attachments.

a. Students will be able to integrate their epistemological position based on their understanding of various philosophical frameworks in all stages of qualitative inquiry.

b. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.

c. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.
d. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry through their coursework and applied projects.

e. Students will produce written reports aligned with the expectations of their specific disciplinary audience.
Completion and Summative Evaluation Form
Terminal Project Final Portfolio

Checklist for completion of Portfolio

☐ Name listed as it needs to appear on the certificate
☐ Correct contact information
☐ Course listings are accurate and falls within the certificate guidelines
☐ Applied Project description completed with the necessary information as outlined in this form
☐ Signature of supervisor/advisor collected to certify accuracy of information and completion of applied project
☐ Narratives written for each of the five learning objectives
☐ Supplemental evidence to support mastering each of the five learning objectives is attached
☐ Stayed within the listed word limits
Appendix C
Portfolio Evaluation Rubric

This portfolio rubric is for core program faculty to use to evaluate the quality of the student portfolio submitted as students reach the final stage of completing certificate requirements. This rubric will be used for program development and formative evaluation.

Name of Student:

Semester Portfolio Submitted:

Date of Evaluation:

Evaluator:

Applied Project Type and Title:

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s narrative on his/her epistemological position could have used more elaboration on the specific tenets of a philosophical framework and its applicability in the terminal project with scholarly citations. Supporting evidence from terminal project was lacked explanation and elaboration in terms how it aligned with the narrative.</td>
<td>Student’s narrative on his/her epistemological position was adequate with specific tenets of a philosophical framework and its applicability in the terminal project with scholarly citations and elaboration of concepts. Supporting evidence from terminal project was appropriately aligned with narrative.</td>
<td>Student’s narrative on his/her epistemological position demonstrated discernment between multiple tenets of various epistemological positions to situate one’s narrative within certain epistemological position. Supporting evidence from terminal project demonstrated a depth of understanding of one’s own epistemic framing in addition to understanding other epistemic choices that might not be the best fit.</td>
<td>Student’s narrative on his/her epistemological position demonstrated an expert/publishable/polished level of understanding of various philosophies of inquiry, why the particular study is situated in a certain epistemic position, and what might be the potentials and problems of such epistemic positioning in comparison to other options. Supporting evidence from terminal project aligned well with the narrative justification, and the quality of writing could be considered worthy of academic publication.</td>
</tr>
</tbody>
</table>
2. Students will be able to articulate their positionalities as researchers by identifying their subjectivities, worldviews, privileges, and ethical responsibilities.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s narrative on his/her subjectivities, worldviews, privileges, and ethical issues was abbreviated and could have used more elaboration with scholarly citations. Supporting evidence from terminal project did not clearly demonstrate an alignment with the student’s narrative.</td>
<td>Student’s narrative on his/her subjectivities, worldviews, privileges, and ethical issues was adequate with scholarly citations and elaboration of concepts. Supporting evidence from terminal project was appropriately aligned with narrative.</td>
<td>Student’s narrative on his/her subjectivities, worldviews, privileges, and ethical issues demonstrated a depth of understanding of one’s own worldview in relation to the context of research, relationship with participants, and ways in which one’s worldview might interact with data collection, analysis, and representation. Supporting evidence from terminal project demonstrated the understanding of the complex intersection of subjectivities, ethical responsibilities, worldviews, privileges and their role in the student’s empirical study.</td>
<td>Student’s narrative on his/her subjectivities, worldviews, privileges, and ethical issues demonstrated expert/polished/publishable level understanding and critical interrogation of how such constructs inform various parts of qualitative inquiry. Supporting evidence from terminal project not only aligned well with the narrative, but also demonstrated complex, deep, and critical understanding of how worldviews, subjectivities, privileges, and ethical responsibilities played out in the empirical study in the terminal project. The quality of writing could be considered worthy of academic publication.</td>
</tr>
</tbody>
</table>

3. Students will be able to conceptualize and execute theoretically and methodologically rigorous qualitative inquiry.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s narrative made references to theoretical and methodological tenets and their application in the terminal project but required more elaboration, explanation, and scholarly citations. Supporting evidence from terminal project lacked clear demonstration of an alignment with the student’s narrative and/or did not demonstrate a well fleshed out understanding of how theoretical and methodological tenets</td>
<td>Student’s narrative made references to theoretical and methodological tenets and their application in the terminal project that contained adequate elaboration, explanation, and scholarly citations. Supporting evidence from terminal project offered clear demonstration of an alignment with the student’s narrative with well fleshed out</td>
<td>Student’s narrative demonstrated a depth of understanding of theoretical and methodological tenets that not only pointed towards various supporting evidence in the terminal project, but also made strong arguments for how such alignment brings about academic rigor and trustworthiness for the terminal project, and by extension, qualitative</td>
<td>Student’s narrative on theoretical and methodological tenets, and their associated academic rigor and trustworthiness demonstrated expert/polished/publishable level of understanding and critical interrogation of how such constructs influence various parts of qualitative inquiry and the quality of such inquiry. Supporting evidence from terminal project aligned well with the narrative explanation demonstrating complex,</td>
</tr>
</tbody>
</table>
applied to the empirical study in the terminal project.

Examples of application of theoretical and methodological tenets in the empirical study in the terminal project.

Supporting evidence from terminal project demonstrated the complex ways in which theoretical and methodological tenets played out in the empirical study and its associated academic rigor and trustworthiness. The quality of writing in the terminal project could also be considered worthy of academic publication.

### 4. Students will be able to demonstrate an expertise in at least one chosen approach of qualitative inquiry.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s narrative made thin, unelaborated explanations of their chosen form of methodological approach. Abbreviated explanations lacked discussions about research design (data collection, analysis, and data representation) and the established application of chosen methodology within the discipline of qualitative inquiry. Supporting evidence from terminal project lacked clear alignment with the narrative and/or demonstrated weak understanding of one or more aspects of the chosen methodology and how such methodology is used in qualitative research literature.</td>
<td>Student’s narrative made adequate, explanations to the chosen form of methodological approach to qualitative inquiry. References were made to research design (data collection, analysis, and representation) and the established application of chosen methodology within the discipline of qualitative inquiry. Supporting evidence from terminal project demonstrated alignment with the narrative and/or understanding of one or more aspects of the chosen methodology and how such methodology is used in qualitative research literature.</td>
<td>Student’s narrative included methodological understanding from disciplinary and interdisciplinary use of qualitative methods in social sciences. Explanations referred to how the chosen approach has been taken up both within the student’s disciplinary literature and in relevant interdisciplinary literature. Supporting evidence from terminal project demonstrated alignment with the narrative and/or understanding of one or more aspects of the chosen methodology and how such methodology is used in qualitative research literature.</td>
<td>Student’s narrative demonstrated disciplinary and interdisciplinary understanding in addition to expert/polished/publishable quality in detailed explanations of a chosen methodology including the complex iterative interaction between various parts of the research process (data collection, data analysis, and data representation), explaining tensions, contradictions, ethical crossroads, multiple analytical approaches, and situating such understanding within the methodological literature. Supporting evidence from terminal project not only aligned well with the narrative, but the content in the empirical study could be considered publishable.</td>
</tr>
</tbody>
</table>

### 5. Students will produce written reports aligned with the expectations of their specific disciplinary audience.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s narrative content missed multiple criteria as expected by the student’s</td>
<td>Student’s narrative content included multiple criteria as expected by the student’s</td>
<td>Student’s narrative content included criteria as expected by the student’s</td>
<td>Student’s narrative content demonstrated expert/polished/publishable level of writing meeting the</td>
</tr>
<tr>
<td><strong>disciplinary audience.</strong> Criteria could include, but not limited to:</td>
<td><strong>student’s disciplinary audience.</strong> Criteria could include, but not limited to:</td>
<td><strong>disciplinary and interdisciplinary audience.</strong> by creating a broader implications for the terminal project. Criteria could include, but not limited to:</td>
<td><strong>expectations of relevant criteria for disciplinary and interdisciplinary audience.</strong> Criteria could include, but not limited to:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>- scholarly citations</td>
<td>- scholarly citations</td>
<td>- included relevant scholarly citations that are within and outside the student’s immediate discipline</td>
<td>- included relevant scholarly citations that are within and outside the student’s immediate discipline</td>
</tr>
<tr>
<td>- alignment with different parts of the research</td>
<td>- alignment with different parts of the research</td>
<td>- alignment with different parts of the research</td>
<td>- alignment with different parts of the research</td>
</tr>
<tr>
<td>- triangulation of data sources</td>
<td>- triangulation of data sources</td>
<td>- triangulation of data sources</td>
<td>- triangulation of data sources</td>
</tr>
<tr>
<td>- explanation of methodological processes</td>
<td>- explanation of methodological processes</td>
<td>- explanation of methodological processes</td>
<td>- explanation of methodological processes</td>
</tr>
<tr>
<td>- justification for choices made for conceptualization, execution, and report of research</td>
<td>- justification for choices made for conceptualization, execution, and report of research</td>
<td>- justification for choices made for conceptualization, execution, and report of research</td>
<td>- justification for choices made for conceptualization, execution, and report of research</td>
</tr>
<tr>
<td>- justification for academic rigor and trustworthiness</td>
<td>- justification for academic rigor and trustworthiness</td>
<td>- justification for academic rigor and trustworthiness as relevant for disciplinary and interdisciplinary audience</td>
<td>- justification for academic rigor and trustworthiness as relevant for disciplinary and interdisciplinary audience</td>
</tr>
<tr>
<td>Supporting evidence from terminal project lacked clear alignment with the narrative and/or demonstrated weak understanding of criteria for reporting research within the student’s chosen discipline of the empirical study.</td>
<td>Supporting evidence from terminal project demonstrated alignment with the narrative in order of understanding the criteria for reporting research within the student’s chosen discipline of the empirical study.</td>
<td>Supporting evidence from terminal project not only aligned well with the narrative, but the content in the empirical study could be considered publishable.</td>
<td>Supporting evidence from terminal project not only aligned well with the narrative, but the content in the empirical study could be considered publishable.</td>
</tr>
</tbody>
</table>

**Evaluator Notes:**
Appendix D
Student Self Assessment Survey
(to be administered at the end of each semester to enrolled students via Qualtrix)

Please complete this self-assessment survey to reflect on your learning experiences and mastery of skills based on the qualitative research courses that you have participated in this semester. Please know that there is no right or wrong answer. Some questions may or may not apply to your experiences. If they do not apply to your experiences, just put N/A in the answer to denote Not Applicable.

1. Based on your understanding of various philosophical frameworks in qualitative inquiry, what is your epistemological position?

2. How comfortable do you feel about this framework? Where might you be struggling?

3. After identifying your subjectivities, worldviews, privileges, and ethical responsibilities, what are your positionalities as a researcher?

4. How comfortable do you feel in articulating your positionalities? Where might you be struggling?

5. What work did you do in this past semester that helped you conceptualize a methodologically rigorous qualitative inquiry?

6. What work did you do in the past semester that helped you conceptualize a theoretically rigorous qualitative study?

7. What work did you do in the past semester that helped you execute a methodologically rigorous qualitative study?

8. What methodological approach, if any, did you study this past semester? What is your comfort level with this methodological approach?

9. What are you considering to be your applied project for this certificate?

10. How would you use (or how have you used) a chosen methodological approach in your applied project?

11. What kinds of qualitative research in your field have you been reading in this past semester, if any?

12. What would you need to consider to prepare high quality research reports from your applied project for your intended disciplinary target audience?
Appendix E
Post-Graduation Program Testimonial and Placement Survey
(administered to graduates, 6 months after graduation via Qualtrix)

Please complete the survey for the purpose of program development, assessment, and marketing efforts.

Name:

Email:

Mailing Address:

Phone number:

Current Position:

Employer Name and Address:

How are you currently using qualitative research skills that you obtained from the certificate program?

Would you be willing to give us permission to use your response as a testimonial for our program? A testimonial will contain excerpts from your response to the ways in which you are using qualitative research skills in your current position, your name, and your professional position. You are under no obligation to consent to a testimonial.
Appendix F
Logic Model of Evaluation
(distributed to core faculty, once a year, for program evaluation and development)

Core program faculty will use this Logic Model of Evaluation to assess the execution of the student learning objectives. Each year the core faculty will overview all documents collected during the year to closely look at how the program is functioning based on the resources invested in the program. The Logic Model of Evaluation template could also be used to project intermediate and long term goals once the program matures.

For the input column we would look at what we have invested in the program which could include, but not limited to:
- Faculty
- Staff
- Time
- Money
- Materials
- Equipment
- Technology
- Partners

For the Outputs column we would reflect on what we do and who we reach. What we do could include, but not limited to:
- Develop curriculum
- Deliver instructions
- Prepare scholarly practitioners
- Prepare future academics
- Assist with conceptualization of qualitative research
- Assist with execution of qualitative research
- Assist with reporting of qualitative research
- Assist with developing high quality and rigor in qualitative research
- Assist with maintaining high ethical standards in qualitative research
- Partner with other areas on campus

Who we reach could include:
- Students pursuing a masters degree
- Students pursuing a doctoral degree
- Non-degree seeking students

Our short term output would include assessment of:
- Execution of student learning objectives in final portfolio
- Graduates reporting the value of the certificate in their current professional practice

Based on our assessment, we would identify action items for program modification and development as necessary. We would expect to discuss intermediate and long term goals after the first 5 years of program management.
Logic Model Evaluation of Graduate Certificate in Qualitative Research

Date reviewed:  

Reviewers:  

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Activities</th>
<th>Participation</th>
<th>Short</th>
<th>Medium</th>
<th>Long</th>
</tr>
</thead>
</table>

Assumptions

External Factors
Appendix G
Endorsements from Other Academic Units

School of Music, Theatre, and Dance

On Nov 19, 2015, at 6:30 PM, Kurt Gartner <kgartner@ksu.edu> wrote:
I don't foresee problems from the standpoint of the School of Music, Theatre, and Dance. Please keep me posted.

Thanks,
Kurt

Kurt Gartner, D.A.
Interim Director - School of Music, Theatre, and Dance
Professor of Music
Kansas State University
130 McCain Auditorium
Manhattan KS 66506
(o) 785-532-3802
(f) 785-532-6899
http://www.ksu.edu/mtd

School of Family Studies and Human Studies

From: David Thompson <thomsond@ksu.edu>
To: Dorothy Durband <dottie@ksu.edu>
Cc: Kakali Bhattacharya <kakalibh@ksu.edu>, Sandra Stith <sstith@ksu.edu>
Subject: Re: Final Paperwork for Qual Graduate Certificate
Date: November 23, 2015 at 1:25:26 PM CST

Thank you, Dottie. Your email is sufficient! We appreciate your support and look forward to future collaborations. David

Dr. David C. Thompson
Elvon G. Skeen Endowed Chair
Distinguished Fellow of Research and Practice NEFC
Department of Educational Leadership
785.532.5535
thomsond@ksu.edu

On Nov 23, 2015, at 12:26 PM, Dorothy Durband <dottie@ksu.edu> wrote:
I have been at a conference since last week so I’m catching up on emails. I would be glad to sign the paperwork. Please route it to me.

Dottie

DOROTHY B. DURBAND, Ph.D., AFC®
Director
School of Family Studies and Human Services
College of Human Ecology  
Kansas State University  
302 Justin Hall  1324 Lovers Ln.  
Manhattan, KS 66506  
785.532.1472

From: David Thompson  
Sent: Wednesday, November 18, 2015 11:18 AM  
To: F Goodson; Kurt Gartner; Laszlo Kulcsar; Sandra Stith  
Cc: Kakali Bhattacharya; Debbie Mercer; Bradley Burenheide; Paul Burden; Kenneth Hughey  
Subject: Course and curriculum proposal--NEW GRADUATE CERTIFICATE touching bases

Good morning, all.

Attached please find a set of materials relating to a proposed new Graduate Certificate in Qualitative Research. Dr. Kakali Bhattacharya, Associate Professor of Educational Leadership, has provided thoughtful and skillful work in constructing the attached proposal… more particularly, I believe she has done an excellent job not only in content but in also securing broad support in the affected colleges. The attached materials also provide supportive statements from faculty members in your individual units.

I learned years ago, when the School of Leadership Studies was established in my department, the importance of substantive and courtesy contact with units that propose collaboration on important projects— I believe your faculty, along with those in my own college, have proposed a good and thorough graduate certificate (see attached). I am asking that you, as department head, (1) review the attached materials, (2) consult as needed with the named supportive faculty and others as you see fit, and (3) reply to me at your earliest convenience regarding your own willingness to support or amend the proposal. Obviously we wish to show wide support for this project, which we believe will serve graduate students well.

Relating to timeline, we are hoping to move the Graduate Certificate in Qualitative Research to the first voting level (i.e., College of Education) prior to December 3 (the date when Academic Affairs of the College next meets).

Thank you in advance for your review and response. David