**General Requirements:**

Use the following information to ensure successful completion of the assignment:

* Refer to the potential dissertation research questions and problem statement you drafted as an assignment in a previous course: Using their instructional leadership authority, how will principals ensure equality for special education students in general education setting?
* Retain this paper for reference in future courses.
* This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.
* Doctoral learners are required to use APA style for their writing assignments. The APA Style Guide is located in the Student Success Center.
* Refer to the *Publication Manual of the American Psychological Association* for specific guidelines related to doctoral level writing. The Manual contains essential information on manuscript structure and content, clear and concise writing, and academic grammar and usage.
* This assignment requires that at least two additional scholarly research sources related to this topic, and at least one in-text citation from each source be included.

**Directions:**

Write a paper (750-1,000 words) in which you present a clearly articulated argument for whether a qualitative or quantitative research methodology is the best approach to answer the potential dissertation research questions and address the problem statement you drafted in a previous course. Include the following in your paper:

1. A literature-supported discussion identifying the critical attributes of the selected methodology (qualitative or quantitative).
2. A literature-supported rationale that clearly articulates why the critical attributes of the selected methodology are a best or appropriate fit for the stated problem and research questions. Cite specific examples where a similar methodology was used to answer similar research questions or to address a similar problem statement.
3. A literature-supported rationale that clearly articulates why the opposing methodology (qualitative or quantitative) is not appropriate for the study.
4. A concluding statement that clearly affirms the methodological choice (qualitative of quantitative).