

**San José State University**  
**Connie L. Lurie College of Education**  
**Department of Special Education**  
**EDSE 231, Issues and Research in Special Education**  
**Section 01, Spring, 2016**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Lisa Simpson
<b>Office Location:</b>	Sweeney Hall 235
<b>Telephone:</b>	(408) 924-2924
<b>Email:</b>	<a href="mailto:lisa.simpson@sjsu.edu">lisa.simpson@sjsu.edu</a>
<b>Office Hours:</b>	Wednesdays 3:00 – 5:00 and by appointment
<b>Class Days/Time:</b>	Thursday 4:00 – 6:45
<b>Classroom:</b>	Sweeney Hall 315
<b>Prerequisites:</b>	<b>Completion of EDSE 285 with B- or higher</b>

**Course Format**

This course follows a traditional format with face-to-face class sessions. However, some sessions will be designated for independent research and writing. This course has an extensive writing component, the bulk of which must be completed outside of class time. Students must have access to a computer and the Internet in order to submit assignments to the CANVAS learning management system.

**CANVAS Learning Management System**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas learning management system](http://sjsu.instructure.com) course website at <http://sjsu.instructure.com>. **All students are responsible for regularly checking their SJSU email for course updates from the instructor.**

**Course Description**

This course covers the evaluation of research relating to characteristics and methods of identification of individuals with disabilities; including minority and underachieving students. Current funding issues, research models, research on individuals with disabilities and instructional organization are reviewed and analyzed.

This course further provides graduate students with the essential knowledge in educational research necessary to become critical consumers and analytical investigators in their field. Students will develop an understanding of different types of educational research and the corresponding sources of data and analysis appropriate to each, including both quantitative and qualitative methods. Students will comprehend and use basic statistical concepts to analyze data, including descriptive and inferential statistics. Upon completion of this course students will have selected a research topic, outlined the steps necessary to complete the research, and developed fully the methods section of the research project in order to submit a proposal to the IRB.

## **Connie L. Lurie College of Education Mission**

The mission of the Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

## **Department of Special Education Mission**

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence-based best practices that are endorsed nationally.

## **Course Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Distinguish between the various methodologies used in educational and related research, particularly survey research and single subject research
2. Critically evaluate research on the basis of its rationale, methodology, and ethical practices
3. Identify limitations of studies and the sources of limits in sampling, data analysis and interpretation, statistical procedures and data collection
4. Identify and analyze implications of research studies on the development of educational theory, policy, and practice
5. Utilize education resources such as research journals, ERIC network, Education Abstracts, Dissertation Abstracts, State and Federal agency publications and others
6. Identify sections of research reports and aspects of research design that indicate possible bias or contamination, including sampling bias
7. Understand internal and external validity and recognize variables that are potentially threatening to validity
8. Recognize and describe independent, dependent, control, and extraneous variables in research
9. Plan and conduct research that has high internal validity and external validity
10. Explain statistical concepts as they are used in reports of research: descriptive statistics (e.g., mean, median, mode), frequencies, correlations, and inferential statistics
11. Explain the concepts of statistical and practical significance and use them to evaluate the significance of findings reported in research
12. Explain research findings meaningfully in terms of a study rationale, focus, and hypothesis or questions
13. Write an introduction, review of literature, and methodology sections of a research report using correct APA style
14. Complete and submit a comprehensive IRB application pertaining to their research study

## **Required Texts**

1. *Educational Research: Competencies for Analysis and Applications*

Authors: Mills and Gray (2016)

ISBN-13: 978-0134041032

2. *How to Write a Master's Thesis (2<sup>nd</sup> edition)*

Author: Bui (2013)

ISBN-13: 978-1452203515

3. *Publication Manual of the American Psychological Association (APA Manual) 6<sup>th</sup> Edition (2009)*

ISBN-13: 978-1433805615

## Other Readings

Students will read a variety of research articles pertaining to their own research topic. The following are journals in the field of special education from which you can draw reference articles relevant to your research. This list is a good starting place but there may be other journals that are of use to you. Remember that journal articles must be peer-reviewed research articles.

- American Journal on Intellectual and Developmental Disabilities
- Behavioral Disorders
- Behavior Therapy
- Career Development and Transition for Exceptional Individuals
- Education and Training in Autism and Developmental Disabilities
- Exceptional Children
- Intervention in School and Clinic
- Journal of Applied Behavior Analysis
- Journal for the Education of the Gifted
- Journal of Learning Disabilities
- Journal of Positive Behavior Interventions
- Journal of School Psychology
- Journal of Special Education
- Journal of Speech, Language, and Hearing Research
- Learning Disability Quarterly
- Learning Disabilities Research and Practice
- Remedial and Special Education
- Research and Practice for Persons with Severe Disabilities
- Teacher Education in Special Education
- Topics in Language Disorders
- Topics in Early Childhood Special Education

## Library Liaison

The Special Education Library Liaison is Teresa Slobuski. She will be happy to assist you with finding resources for your research. Her contact information is:

Phone: 408-808-2318

Email: [Teresa.slobuski@sjsu.edu](mailto:Teresa.slobuski@sjsu.edu)

## COURSE REQUIREMENTS AND ASSIGNMENTS

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### 1. Research Outline (30 points) (CLO 1- 9)

Students will complete a Research Outline of the procedures and methodology they intend to use to collect data for their research study. The research outline is important in organizing the study and determining key pieces of information that must be collected. The research outline must clearly identify how the research questions will be answered, the intended methodologies and the intended sample. Be specific!

**Research Outline is due March 3 by 4:00 pm.**

**\*\*\*\*\* NOTE ABOUT WRITTEN ASSIGNMENTS \*\*\*\*\***

The assignments for this class are formal written documents, which must be submitted in APA style. Submit one copy electronically and one hard copy to the instructor. All papers should be free of grammatical and spelling errors, should be double-spaced and paginated, and should follow APA format for headings, margins, etc. Citations must be included and must be formatted correctly. I will stop reading a paper after noting 5 spelling/grammatical/citation/format errors. Please proofread all papers for run-on sentences, fragments, subject-verb agreement, correct verb tense, correct sentence structure, and correct use of plurals. In addition make sure all claims are cited.

Many papers in this class will have at least one revision. When submitting the revisions you must attach the original paper with instructor's feedback. Revisions must be submitted to instructor within one week of receiving feedback. Failure to resubmit on time will jeopardize student's ability to successfully complete this course.

**2. Chapter 3 (100 points) (CLO 1-13)**

Students will write a methodology section (Chapter 3 of the research project) that describes how they intend to carry out their research. As appropriate, include relevant descriptions of the research plan, sampling procedures, dependent and independent variables, measurement tools/instruments, data gathering procedures, data analysis procedures, etc. appropriate to the research design. Appropriate APA format is necessary. Attach all instruments to be used for data collection as Appendix.

**Chapter 3 is due March 24 by 4:00 pm.**

**3. IRB Application (100 points) (CLO 1-14)**

Everyone is required to submit two copies of the protocol for review by the Human Subjects Institutional Review Board (IRB) by the due date stated in the syllabus. Students will first submit a copy of the IRB to the instructor. The instructor must review the application and sign off on the application before it can be submitted to the IRB Office. IRB Packets must include all protocols (data collection sheets, surveys, etc.) as well as all consent forms and letters of support from school districts (if you are conducting research in a district). IF forms or missing or not signed the IRB Packet will be automatically rejected by the IRB office

**IRB Application is due to the instructor by April 15. IRB Application is due to the IRB Office by April 25 by 5:00pm.**

**4. Revised Chapters 1 and 2 (50 points) (CLO 1-9; 13)**

Chapters 1 and 2 need to reflect the research behind your study (purpose, research questions, design, and instruments/intervention), consequently, you may need to update the chapters you submitted in EDSE 285 with additional literature to support your study. Students will submit revised versions of Chapters 1 and 2.

**Final Versions of Chapters 1-3 are due May 16, 2016.**

**5. Final Presentation (20 points) (CLO 1-14)**

Each student will present chapters 1-3 of their research study during the final examination period using a POSTER SESSION FORMAT.

**Final Examination Poster Session is May 19 2016 at 5:15 pm.**

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### **Grading Policy**

1. Students must complete ALL assignments to receive a grade in this class including submitting an IRB Application. Attendance in every class is paramount.
2. All written assignments must meet standards of academic and professional quality as outlined in APA format for reporting on research. All assignments must be typed, double-spaced, paginated, and free of spelling and grammatical errors. You must cite all work and have research to support your study/project.
3. The quality of your work and adherence to APA guidelines will impact your final grade. Remember, your study must be based on research and your work cited appropriately.
4. Worked submitted late will receive a deduction of 10% for each week past the due date.

### **Summary of Assignments/Grading**

<b>Assignment</b>	<b>Points</b>	<b>Percentage of Grade</b>
Research Outline	30 points	10 %
Chapter 3	100 points	33 %
IRB Application	100 points	33 %
Revised Chapter 1 and 2	50 points	17 %
Final Presentation	20 points	7 %
<b>Total</b>	<b>300 points</b>	<b>100 %</b>

### **Department Grading Policy**

All MA students must receive a GPA of 3.0 with a grade of B or better in each MA class to be able to continue with coursework. An “Incomplete” is only given when 80% or more of the work has been completed on time.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### **Classroom Protocol**

Professional demeanor is required of all class participants. Participants are expected to arrive to class on time and to stay until class is ended. Participants are expected to respect speakers and peers at all times. Participants are further expected

to refrain from using cell phones in class and to refrain from using computers for topics other than those relating to coursework. The instructor reserves the right to modify a student's final grade for unprofessional conduct.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that

students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## EDSE 231 / Issues and Research in Special Education, Spring 2016

### Course Schedule

Week	Date	Topics and Readings	Assignments Due
1	01/28/16	Overview of EDSE 231	
2	02/04/16	<u>Survey Research – Chapter 7</u> Correlational Research – Chapter 8	Submit 1 paper copy of Chapters 1 and 2 from 285 with revisions from Dr. Golloher
3	02/11/16	Experimental Research – Chapter 10 <u>Single Subject Research – Chapter 11</u>	
4	02/18/16	Preparing and Evaluating a Research Plan – Chapter 4 Selecting a Sample – Chapter 5 Selecting Measuring Instruments – Chapter 6	
5	02/25/16	Writing Week (individual meetings as needed)	
6	03/03/16	Writing Chapter 3 – Methodology Bui Book Chapter 7 (pgs. 137-160)	Research outline due March 3 by 4:00pm
7	03/10/16	Instrument development Small group break outs	
8	03/17/16	Writing Week (individual meetings as needed)	
9	03/24/16	IRB Process Bui Book Chapter 4	Chapter 3 due March 24 by 4:00 pm
10	03/31/16	<b>SPRING BREAK</b>	
11	04/07/16	Analyzing single subject data – Horner Article Descriptive Statistics – Chapter 17	
12	04/14/16	Writing Week (CEC Conference)	IRB packet due to me April 15
13	04/21/16	Writing Week (individual meetings everyone! You will need my signature on the IRB packet.)	
14	04/28/16	Revising Chapters 1 and 2 Preparing a professional presentation	IRB Packet due to IRB office April 25
15	05/05/16	Writing Week – individual meetings as needed on Chs. 1 and 2	
16	05/12/16	Writing and preparation week	Final versions Chapters 1-3 due May 16
Final Exam	05/19/16	Note change of time!! Final Poster Presentation 5:15 – 7:30	

*Instructor reserves the right to modify the course schedule with prior notice.*

## Assignment Rubrics

<b>EDSE 231 Research Outline</b>			
<b>Rubric – 30 points</b>			
	<b>Needs Revision 1 points</b>	<b>Developing 3 points</b>	<b>Exemplary 5 points</b>
<b>Research Questions Clearly Identified</b>	Research questions not identified.	Research questions are identified but may need further clarification and/or may be difficult to measure as stated.	Two to Three research questions that are measurable are stated. Research questions are appropriate to the research design.
<b>Research Design Clearly Identified</b>	Research design not identified.	Research design is identified but may not be able to answer research questions with chosen design.	Research design that will answer research questions is identified.
<b>Participants Or Sample Identified</b>	Participants or sample not identified.	Participants or sample are identified in general terms. (e.g., teachers)	Description of participants or sample is provided. (e.g., third and fifth grade teachers with at least 5 years experience in an urban district)
<b>Recruiting Process For Participants Identified</b>	No recruiting process for participants is identified.	Recruiting process is generally described. (e.g. participants will be recruited from local school)	Specific steps for recruiting participants are provided. (e.g. Meet with principal, identify potential teachers, set up meeting with teachers to discuss study)
<b>Study Procedure And Methodology Clearly Delineated</b>	Procedure and methodology minimally addressed.	General procedures are provided. (e.g., survey will be used, results will be analyzed)	Specific steps, procedures and methodologies are provided. (e.g. list of teacher emails will be obtained from district, teachers will be sent survey through their school email, reminder email will be sent two weeks later after initial survey sent)
<b>Data Collection Methods Identified To Answer Research Question</b>	Data collection methods not identified to answer research questions.	Data collection methods are identified but may not be able to answer the research questions.	Data collection methods identified and clearly address the research questions.

**EDSE 231 Chapter 3**

**Rubric – 100 points**

	<b>Needs Revision 5 points</b>	<b>Developing 7 points</b>	<b>Proficient 8 points</b>	<b>Exemplary 10 points</b>
<b>Introduction</b>	No introduction is included.	Introduction provided may be missing two of the following elements: reminder of the research problem, research questions, research design, and brief explanation of how data were collected and analyzed.	Introduction provided may be missing one of the following elements: reminder of the research problem, research questions, research design, and brief explanation of how data were collected and analyzed.	Introduction provided includes a reminder of the research problem, research questions, research design, and brief explanation of how data were collected and analyzed.
<b>Research Questions</b>	Research questions minimal or are not provided.	One or two research questions are provided but questions are confusing and difficult to measure, and may not fit the research design.	Two to three research questions appropriate to the research design are provided but questions need further clarification to be measurable.	Two to Three clearly defined and measurable research questions are identified. Research questions are appropriate to the research design.
<b>Setting And Participants</b>	Setting and participants minimal or not described.	Setting and participants are described but more information is needed in at least two areas. Setting and participants are appropriate for the research design.	Setting and participants are described but need further clarification in one area. Setting and participants are appropriate for the research design.	Setting and participants are clearly described with details to support and are appropriate for the research design.
<b>Intervention and Materials</b>	No intervention or materials are defined or described.	Intervention and materials are described but need further clarification in at least two areas. Intervention and materials match the research design.	Intervention and materials are described but need further clarification in one area. Intervention and materials match the research design.	Intervention and materials are clearly described with details to support. Intervention and materials match the research design.
<b>Dependent And Independent Variables</b>	Dependent and independent variables are not described.	Dependent and Independent variables are described but need further clarification in at least two areas. Dependent and independent variables match the research design.	Dependent and Independent variables are described but need further clarification in one area. Dependent and independent variables match the research design.	Dependent and Independent variables are clearly described with details to support. Dependent and independent variables match the research design.
<b>Measurement instruments</b>	Measurement instruments are minimally described with no discussion of reliability and validity.	Measurement instruments are described but need further clarification in at least two areas. Validity and reliability procedures need further clarification in at least two areas.	Measurement instruments are described but need further clarification in one area. Validity and reliability procedures need further clarification in one area.	Measurement instruments are clearly described with details to support. Validity and reliability procedures are clearly described.
<b>Data Analysis</b>	Data analysis procedures are not described or significant clarification needed, or data analysis procedure does not match type of data collected.	Data analysis procedures are included but need clarification in several areas. Data analysis procedures match type of data collected and are appropriate for the research design.	Data analysis procedures are included with only minimal clarification needed. Data analysis procedures match type of data collected and are appropriate for research design.	Data analysis procedure is clearly described with details to support. Data analysis procedures clearly match type of data collected and are appropriate for research design.
<b>Appendix And Reference List</b>	Items for appendix are not included or three items are missing. Reference list has three or more errors or is not included.	Two items are missing from the Appendix. Reference list has two reference errors.	All but one item for Appendix is included. Reference list has only one reference error.	All items for Appendix are included. Accurate reference list is included.
<b>Spelling</b>	Chapter 3 is written with more than 3 errors in spelling.	Chapter 3 is written with 3 errors in spelling.	Chapter 3 is written with 1-2 errors in spelling.	Chapter 3 is written without errors in spelling.
<b>Grammar</b>	Chapter 3 is written with more than 3 errors in grammar.	Chapter 3 is written with 3 errors in grammar.	Chapter 3 is written with 1-2 errors in grammar.	Chapter 3 is written without errors in grammar.
<b>APA Style</b>	Chapter 3 is written with more than 3 errors in APA style.	Chapter 3 is written with 3 errors in APA style.	Chapter 3 is written with 1-2 errors in APA style.	Chapter 3 is written without errors in APA style.

**EDSE 231 IRB Application**

**Rubric – 100 points**

	<b>Needs Revision 5 points</b>	<b>Developing 7 points</b>	<b>Exemplary 10 points</b>
<b>Abstract or Description of the Study</b>	Description of the study is minimal and confusing to the reader. Purpose and significance of the study are missing. Research question is not included or would be extremely difficult to measure.	Application includes abstract or description of the study but some areas are not clear to the reader and require further explanation. Purpose of the study is provided but significance of the study may not be identified. Research questions are included but need further clarification.	Description of the study clearly conveys to the IRB team the purpose and significance of the study. Clearly identified research questions are included.
<b>Subject Population and Setting</b>	Subject population is not clearly identified or only referred to in general terms, e.g. students, teachers. People first language is not used. Setting not clearly identified.	Subject population is identified using people first language but there may be some areas of confusion about criteria for including participants in study. General information about the setting is provided.	Subject population is clearly defined using respectful and people first language. Criteria for including participants in the study are included. Setting characteristics clearly identified.
<b>Recruitment Plan</b>	No clear plan for recruiting participants is provided or minimally states that participants will be recruited with no supporting details.	Plan for obtaining participants is provided in general terms but may be missing rationale as to why participants are included. Teacher using own students as participants has identified him/herself as the person to recruit participants.	Plan for obtaining participants is clearly explained and rationale for why participants are included in study is part of recruitment plan. Teachers using students in own class have identified some person other than themselves to recruit students as participants.
<b>Research Methods</b>	Research methods are minimally described – design not included, independent and dependent variables not included and/or procedure is vague.	Research methods are described but design, procedures or methodologies may need additional clarification, or one area has not been addressed.	Research methods are clearly identified with research design and study procedures clearly explained, including independent and dependent variables.
<b>Materials and Devices</b>	Materials and devices are not identified or not attached to the application.	Materials and devices for the study are addressed but not in detail. One or more instruments may be missing from the application, e.g. data sheet, script, survey, etc.	Materials and devices for the study are clearly identified, including materials needed for data collection. All relevant materials are attached to the application, i.e. data sheet, survey, script or narration of what will be said, etc.
<b>Confidentiality</b>	Confidentiality is not addressed.	Confidentiality is addressed in general terms. Details about how to maintain anonymity or how to store data may be missing.	Confidentiality issues are addressed and explained including how data will be stored during the study and how participants will remain anonymous.
<b>Risks and Benefits</b>	Application states there are no risks to participants in the study.	Risks and benefits are identified but may not be in language in which participants can understand e.g. not in native language, language level too advanced.	Risks and benefits are identified and clearly explained to participants in a language in which they can understand.
<b>Consent / Assent Process</b>	Consent and assent processes are not addressed.	Consent procedures are identified and described but no process for obtaining assent.	Both consent and assent processes are identified and procedure for obtaining is clearly explained.
<b>Consent Forms and Translations, Including Site Consent</b>	Forms for consent, translation, and approval from site are missing from application.	Some but not all forms pertaining to consent, translation, and site approval are included with application.	All forms pertaining to consent, i.e. participant, parent/guardian, translations and approval from site are included with application.
<b>Grammar and Spelling</b>	More than 1 spelling or grammar errors. (IRB forms with spelling errors will be returned without being read by the committee.)		No spelling or grammar errors

**EDSE 231 Revised Chapters 1 and 2**

**Rubric – 50 points**

	<b>Needs Revision 1 point</b>	<b>Developing 2 points</b>	<b>Exemplary 4 points</b>
<b>Introduction with Statement of The Problem</b>	Introduction is minimal and discuss not include statement of the problem.	Introduction is provided but statement of the problem needs further clarification.	Well-developed introduction that includes statement of the problem.
<b>Background And Need</b>	Statement on the background to the problem and need for further research is not provided.	Statement on the background to the problem and need for further research is unclear and needs further clarification.	Clear and concise statement on the background to the problem and need for further research is provided.
<b>Purpose Of The Study</b>	Purpose of the current study is not provided.	Purpose of the current study needs further clarification with explicit link to link to background and need and/or problem statement.	Purpose of the current study is clearly tied to the background and need as well as to the problem statement.
<b>Research Questions</b>	Two to three research questions are not identified.	Two to three research questions are identified but need further clarification to be measurable.	Two to three research questions are identified and clearly defined.
<b>Definition Of Terms</b>	Terms relevant to the current study are not provided.	Terms relevant to the current study are identified but need further clarification.	Terms relevant to the current study are identified and clearly defined.
<b>Introduction To Chapter 2</b>	Introduction to chapter two does not provide brief recap of the purpose of the study.	Introduction to chapter two is provided but recap of the purpose of the study is unclear.	Introduction to chapter two provides brief recap of the purpose of the study.
<b>Organizer Of The Literature Review</b>	Overview of the literature review is not provided.	Overview of the literature review is provided but needs further clarification.	Well-organized overview of the literature review is provided.
	<b>Needs Revision 5 point</b>	<b>Developing 7 points</b>	<b>Exemplary 10 points</b>
<b>Critique Of 9 Articles Pertinent To Your Research Study</b>	Thorough critique of less than 7 research articles pertinent to the current study is provided. Critiques need further clarification.	Thorough critique of 7-8 research articles pertinent to the current study is provided and/or some article critiques need further clarification.	Thorough critique of nine research articles pertinent to the current study is provided.
	<b>Needs Revision 2 point</b>	<b>Developing 4 points</b>	<b>Exemplary 6 points</b>
<b>Summary Of What Is Missing - The Research "Gap"</b>	Summary of the literature and research gap is missing.	Summary of the literature includes a description of the research gap but needs further clarification of the gap and/or the way in which it will be addressed in the current study.	Summary of the literature includes a clear description of the research gap and the way in which it will be addressed in the current study.
	<b>Needs Revision 1 point</b>	<b>Developing 2 points</b>	<b>Exemplary 3 points</b>
<b>Spelling, Grammar</b>	Paper is written with 3 or more errors in spelling or grammar.	Paper is written with 1-2 errors in spelling or grammar.	Paper is written without errors in spelling or grammar.
<b>Spelling, Grammar, APA Style</b>	Paper is written with 3 or more errors in APA style.	Paper is written with 1-2 errors in APA style.	Paper is written without errors in APA style.

**EDSE 231 Final Presentation**

**Rubric – 20 points**

	<b>Unsatisfactory 1 points</b>	<b>Proficient 3 points</b>	<b>Exemplary 5 points</b>
<b>Poster Visually Appealing</b>	Poster is unorganized, sloppy, or cluttered, and poster lacks headers and uses a font size that is too small.	Poster displays information but may be somewhat askew or unorganized. Poster may lack headers or font size may be too small to read easily, but not all of the above.	Poster is organized, neat, clean and professional in appearance. Headers are provided to cue reader where to find information. Font size appropriate for reader (Times New Roman 16 point or higher)
<b>Includes all key information about the study</b>	Poster is missing three or more areas of key information.	Poster includes most of the key information about the study though there may be one or two areas missing.	Poster includes all key information about the study including: <ul style="list-style-type: none"> <li>• Statement of the problem,</li> <li>• Background and need,</li> <li>• Significance,</li> <li>• Brief overview of the literature,</li> <li>• Research questions,</li> <li>• Participants,</li> <li>• Methodology and procedures.</li> </ul>
<b>Presenter is able to verbally convey information and answer questions</b>	Presenter not able to provide information about study or answer questions.	Presenter explains study though maybe confused or unsure about some aspects. Able to answer most questions about study but some areas unsure or vague answers.	Presenter clearly explains study purpose, significance, how it relates to the literature and methodology. Presenter clearly answers all questions.
<b>Content free of grammar and spelling errors</b>	More than 3 errors in grammar and spelling on poster	Poster includes 1-3 errors in grammar or spelling	No grammar or spelling errors on poster