

**Institutional Effectiveness
2024-2025**

Program: Curriculum & Instruction MA

College and Department: College of Education & Human Sciences, Curriculum & Instruction

Contact: Jeremy Wendt

Mission:

The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

Mission Brief: Learn from the past. Impact the present. Focus on the future.

Vision: Evidence-based, student-focused, future-oriented education for life-long learners.

Attach Curriculum Map (Educational Programs Only):

Attached Files: See Appendix 1

Student Learning Outcome 1: Content & Pedagogical Knowledge

Define Outcome:

1. Candidates for the MA in C&I will demonstrate content and pedagogical knowledge in their teaching area as reflected by passing scores on state licensure examinations.
2. Candidates for the MA in C&I will apply ethical research, compliance, practice and understanding in their coursework and degree program.

Assessment Methods:

1. State licensure exams. Candidates take between one and six licensure exams in order to be recommended for licensure. The Praxis subject assessments measure candidates' content knowledge of the subjects they teach. The subject assessments measure subject-specific teaching skills and content knowledge. Validity for the assessments is evidenced through multiple means, including job analysis; item writing and reviewing; standard-setting studies; test reviews; and ongoing reviews. Reliability is addressed via the standard error of measurement, reliability of classification, and reliability of scoring. Praxis is a proprietary assessment developed, regulated, and scored by ETS, and the Tennessee State Board of Education sets candidate cut scores.
2. CITI training modules - Candidates for the C&I MA will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding. The CITI training modules: Enhance the integrity and professionalism of medical, healthcare, technology, and higher education communities, staff, and students conducting research or other compliance-related activities in the United States and globally; educate members, administrators and organizational leadership of ethics committees and compliance entities to enable them to conduct their oversight and credentialing duties effectively, efficiently and professionally; promote ethical research at organizations where research is conducted through the education of research administrators and organizational leadership.

Criteria for Success (Thresholds for Assessment Methods):

1. PRAXIS II Scores - Candidates in licensure programs must meet or exceed required scores on Praxis II exams for her or his program. These scores are reported to TTU directly from ETS. Performance at a level above or comparable to the state mean on the Praxis II Examination will be defined as TTU candidates having a mean score above or equal to the state mean. Praxis II scores are generally reported a year behind due to a delay with state reporting.
2. CITI training modules - Candidates for the MA will complete the required CITI training modules to demonstrate ethical research, compliance, practice and understanding with a minimum 80% score on the modules.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:**PRAXIS SCORES II:**

Pass rates for Praxis exam:

Table 1. Pass Rates for PRAXIS Exam – MA/EdS

	2020-2021	2021-2022	2022-2023
Total N	100	93	88
# Pass	83	71	65
% Pass	83.00%	76.34%	73.86%

With a minor change in reporting, the college was able to separate the MA PRAXIS exam info from the EdS Although the EdS numbers are small, it gives a more accurate count for each area.

Table 2. Pass Rates for PRAXIS Exam – MA (C&I)

Year	2023-2024	2024-2025
Total Test Takers	67	
Total Passed	51	
Pass Rate	76.12%	

CITI training:

In 2024-2025, C&I MA/EdS graduates had a 100% completion rate for the CITI training modules. The department's goal is to achieve the 100% completion rate annually.

Use of Results to Improve Outcomes:

The department faculty and administration will continually evaluate the content and curriculum that builds towards successful completion of the Praxis, edTPA, and ATR. Part of the continuous improvement cycle is facilitated through the Data and Assessment Forums (DAF). DAFs are convened monthly with EPP-wide participation. The goal is to facilitate systematic, collective analysis and review of performance, program quality, and EPP operations to initiate data-driven changes. At DAF meetings, program stakeholders analyze trends in candidate/completer data to identify areas of strength and improvement disaggregated by program, race/ethnicity, and gender. DAF groups are divided by content area to support focused discussion and to evaluate trends across programs. Strategic decisions are mapped at the DAF and are documented for the

purposes of monitoring, follow up, and closing the continuous improvement loop. Licensure programs are designed to ensure candidates develop and demonstrate discipline-specific content knowledge and skills through a state-managed approval process, adhering to standards outlined in the Tennessee Educator Preparation Policy. Candidates must pass Praxis, edTPA, and ATR and complete coursework aligned with InTASC and specialty area standards. Evidence displays how the regularly reviewed and updated courses incorporate current educational practices such as trauma-informed curriculum and local literacy mandates. These programs are consistently evaluated in DAFs and ELCs using aggregated and disaggregated data to maintain high standards and address any variations in performance across different demographics. Success on these nationally norm-referenced indicators is vital to accreditation and licensure in the department for our candidates. Curricular changes across all programs have been implemented to maintain current standards in each program. Several changes were implemented to ensure continuous growth and improvement to meet the needs of students and stakeholders: For example, additional ATR integrations into coursework to ensure future preparedness for the classroom.

Student Learning Outcome 2: Effective Research Experience

Define Outcome:

Candidates for the MA in C&I will demonstrate research methods knowledge and skill as reflected by passing grades on the culminating research project.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

Culminating research project - Candidates in all programs complete a sequence of research courses near the end of their program. A research proposal is developed in CUED 6300 (quantitative) or CUED 6310 (qualitative) and the research is conducted and written up in CUED 6305 or 6315. A rubric is used in all courses to provide data to inform the department of the preparedness of candidates. Data from applied research will be discussed among research faculty and shared in departmental meetings to help determine any recommended changes.

(Comprehensive Exam - In August 2021, traditional comprehensive examinations were replaced by the culminating research project and will assess all candidates' content and pedagogical knowledge in a more authentic and in-depth application)

Criteria for Success (Thresholds for Assessment Methods):

Pass rates/percentages in the research course rubric will indicate if the majority of students have met or exceeded departmental and university graduate school requirements.

Link to 'Tech Tomorrow' Strategic Plan:

2B Research, Scholar, Intellect, and Creativity

Results and Analysis:

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics. Refinements to the course content and delivery by faculty have been minor and no major changes have been made to the research rubric. Results of the research project series are analyzed in research faculty meetings, the college data and assessment forum, and departmental faculty meetings. When improvements are identified (as needed), those are addressed in terms of curricular integrations, program of study changes, or faculty development. Research grades and project completion were successful and no additional major changes were applied this academic year.

Research I Course Grades

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2021-22	64.40%	27.30%	3.80%	0.80%	1.50%	2.30%	0.00%
2022-23	54.40%	28.20%	9.70%	0%	2.80%	4.90%	0%
2023-24	74.70%	19.50%	2.30%	1.20%	2.30%	0%	0%
2024-25	74.00%	15.30%	6.70%	0.00%	2.00%	2.00%	0.00%

Research II Course Grades

	Satisfactory	General	Minimal	Below Expectations			
	A	B	C	D	F	I	IF
2021-22	78.90%	16.50%	2.80%	0.00%	0.90%	0.90%	0.00%
2022-23	73.70%	21.90%	2.60%	0.00%	0.00%	1.80%	0.00%
2023-24	75.30%	21.50%	2.20%	0.00%	0.00%	1.00%	0.00%
2024-25	83.50%	15.30%	1.20%	0.00%	0.00%	0.00%	0.00%

Use of Results to Improve Outcomes:

An elaborate and thorough rubric (included in evidence) is used in all courses to provide data to inform the department of the preparedness of candidates. Data from applied research will be discussed among research faculty and shared in departmental meetings to help determine any recommended changes. Research projects, impacts, and curricular changes are addressed in several formalized settings. Results of the research project series are analyzed in research faculty meetings, the college data and assessment forum, and departmental faculty meetings.

In response to ongoing challenges observed in students' academic writing—particularly within the Literature Review section—several targeted instructional improvements were implemented to better support student learning and performance. The standalone Literature Review assignment was revised to increase its point value and emphasize its significance within the overall project. This revision provides students with multiple opportunities for feedback and

revision prior to submitting their final proposal, encouraging more meaningful engagement with the research process.

To strengthen students' academic writing skills—both across the full paper and within the Literature Review specifically—a required in-depth APA module was added to the courses. This resource equips students with essential knowledge of citation practices and formatting. It is paired with a structured paper template that outlines expectations for organization, tone, and style across major sections of the project, helping students approach their writing with greater clarity, confidence, and correctness. Students were also permitted to use generative AI tools at appropriate stages of the writing process—such as for brainstorming, organization, and improving grammar and flow. This use is closely guided by faculty oversight to ensure academic integrity and originality. The structured integration of AI has allowed students more time to actively engage in drafting and revising their work, while helping them focus more on the core content of their research projects.

Additionally, the Assessment of Assessments committee conducted a comprehensive review and revision of the grading rubric for the research courses. The updated rubric provides clearer performance expectations and better alignment with current evaluation standards, supporting grading consistency and reinforcing core course learning outcomes. To support student success in the latter stages of the project, faculty prioritized meeting individually with each student to ensure appropriate data analysis and to clarify expectations for the final paper. These one-on-one meetings have strengthened students' understanding of data interpretation and improved the quality of the final two chapters—Data Analysis and Discussion—by helping students articulate findings with greater depth and alignment to their research questions.

Since implementing these changes, faculty have observed notable improvements in students' Literature Review sections—particularly in source synthesis, academic voice, and APA adherence—as well as in the clarity, coherence, and analytical depth of the final chapters. These instructional strategies were first introduced in Fall 2024 and further refined in Spring 2025 in response to faculty reflection, student needs, and initial outcomes. Enhancements such as improved scaffolding, individualized support, and responsible AI use have been fine-tuned to strengthen student engagement, writing quality, and alignment with program learning goals. Looking ahead, continued efforts will focus on maintaining high levels of individualized support, deepening students' understanding of qualitative research processes, and further refining these targeted improvements to enhance students' final paper submissions. These ongoing improvements reflect a commitment to continuous refinement of instruction and a desire to cultivate student writing confidence and research competency.

Below are some examples of research studies that were very innovative and successful:

- Educator and Administrator Perspectives on Academic and Social Accommodations and Services Provided to Students with Autism Spectrum Disorder: An Interpretive Case Study at a Tennessee University
- Empathy and Friendship Between Pre-K Students and Younger: A Qualitative Study of Teacher Perspectives on the Peer Buddy System in an Early Childhood Setting in Tennessee
- Stakeholder Views of Benefits and Barriers within Carceral Post-Secondary Education Programs: An Interpretive Case Study in Tennessee
- Teachers' Experiences with Mathematics Anxiety and Strategies they Utilize to Mitigate it: An Interpretive Case Study in a Middle Tennessee School
- Teachers' Perspectives on the Impact of Collaborative Learning on Intrinsic Motivation and Cognitive Engagement in Middle and High School ESL Classrooms in a Small Urban Setting: A Qualitative Case Study

Attached Files: See Appendix 2

Summative Evaluation:*Student Learning Outcome 1 & Student Learning Outcome 2*

Multiple changes have been made to the assessment plan, specifically related to the Comprehensive Exam.

1. Completion of CITI training is now a pre-requisite for admission to candidacy. All candidates complete the CITI training before or during their research courses. Successful completion of the CITI training allows candidates to demonstrate ethical research, compliance, practice and understanding.
2. The Comp exam has been replaced with the completion of a culminating research project. Results from the rubric scoring of the project can be used to not only assess research skills, but also content knowledge and application.

Student Learning Outcome 2: Effective Research Experience

Updates to the research core better reflect current educational language and CAEP standards. Collaborative research and increased knowledge across quantitative and qualitative topics from students are evident in the project success rates and topics.

List of Appendices:

Appendix 1: Curriculum Map

Appendix 2: CUED 6300 Grading Rubric

Appendix 1: Curriculum Map

[illegible]

Program: Reading M.A.		International Literacy Association						
		Foundational Knowledge	Curriculum & Instruction	Assessment & Evaluation	Diversity & Equity	Learners & the Literacy Environment	Professional Learning & Leadership	Practicum/Clin ical Experiences
Subject	Course & Assignment:	1	2	3	4	5	6	7
ELED	7400 The Literacy Language Arts Program	Technology-based	Technology-based	Technology-based	Technology-based	Technology-based	Technology-based	
READ	6100 Uses of Technology in Literacy Education					Tech Integration Paper		
	6310 Assessment and Intervention in Literacy	Case Study	Case Study	Case Study	Case Study	Case Study	Case Study	Case Study
	6340 Literacy in the Elementary School	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards	
	6350 Literacy in the Secondary School	Cross-curricular project	Cross-curricular project	Cross-curricular project	Cross-curricular project	Cross-curricular project	Cross-curricular project	Cross-curricular project
	6700 Diversity & Equity in Literacy	Case Analysis	Case Analysis	Case Analysis	Case Analysis	Case Analysis	Case Analysis	
	6800 Field Experiences in Literacy	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection	Demographic/Requirement/Reflection
	7370 Linguistics: Theory & Application for Education	Virtual Presentation			Virtual Presentation		Virtual Presentation	
	7500 Leadership in Literacy Education	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project		Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project
FOED OR EDPY	FOED 6920 Educational Research OR	Research Proposal					Research Proposal	
	FOED 6980 Qualitative Research in Education OR	Research Proposal					Research Proposal	
	EDPY 6310 Educational Statistics OR	Research Proposal					Research Proposal	
	EDPY 6350 Measurement & Assessment	Research Proposal					Research Proposal	
CUED								
	6900 Problems in Curriculum (OR READ 6900)	Problem Paper		Problem Paper	Problem Paper		Problem Paper	

Program: Reading M.A.		TN EPP Literacy Standards				
		Content knowledge	Language & Literacy Rich Environment	Curriculum & Instruction	Assessment & Evaluation	Professional Learning & Leadership
Subject	Course & Assignment:	1	2	3	4	5
ELED	7400 The Literacy Language Arts Program	Technology Based Story				
READ	6100 Uses of Technology in Literacy Education	Tech Integration	Tech Integration	Tech Integration		Tech Integration
	6310 Assessment and Intervention in Literacy	Case Study	Case Study	Case Study	Case Study	Case Study
	6340 Literacy in the Elementary School	Professional Standards	Professional Standards	Professional Standards	Professional Standards	Professional Standards
	6350 Literacy in the Secondary School	Cross-curricular	Cross-curricular	Cross-curricular	Cross-curricular	Cross-curricular
	6700 Diversity & Equity in Literacy	Case Analysis	Case Analysis	Case Analysis	Case Analysis	
	6800 Field Experiences in Literacy		Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R	Demographic/Requirement/R
	7370 Linguistics: Theory & Application for Education	Virtual Presentation	Virtual Presentation		Virtual Presentation	Virtual Presentation
	7500 Leadership in Literacy Education	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project	Professional Development & Coaching Project
F	FOED 6920 Educational Research OR					Research Proposal
	FOED 6980 Qualitative Research in Education OR					Research Proposal
	EDPY 6310 Educational Statistics OR					Research Proposal
	EDPY 6350 Measurement & Assessment					Research Proposal
	6900 Problems in Curriculum (OR READ 6900)					Problem Paper

Appendix 2: CUED 6300 Grading Rubric

CUED 6300 Writing (and Grading) Rubric

NAME:									
TITLE:									
Guide to Writing and Evaluating a Research Proposal Paper, Revised 8/12/22									
RIGHT	WRONG	POINTS	SECTION/QUESTIONS AND DIRECTIONS	Chapters 1 & 3 (with Ch. 2 Revisions)		72			
		EAR NED		Chapter 2		28			
				GRADE:					
		<p>Title</p> <p>Does the title imply the correct <i>scope</i> of the study and nature of the <i>relationship(s)/ difference(s)</i>?</p> <p>Does the title <i>name or include the key variables</i>?</p> <p>Is the title as <i>short</i> as possible?</p>							
		2	2 pts						
		<p>Abstract (limit to approx. 120-150 words)</p> <p>Does the abstract contain all of the following elements: introduction, purpose, methods?</p> <p>Is adequate detail provided on: introduction, purpose, methods?</p> <p>Use subheadings for each of these components (Note: for the final paper the abstract will also contain the results).</p> <p>Does this section express ideas with good English usage and style?</p>							
		2	2 pts						

Chapter 1
Introduction

6

6 pts

Research Questions

Does the section provide a **context** for the research from the literature?
(including, but not limited to articles in your literature review)

Is there supporting evidence (e.g. statistics from school or state databases, previous research, media)?

Does this section provide a good context for the study (including history leading up to the current trend)?

In addition to providing the context, has "the problem" to be investigated been identified?

Is the purpose of the study stated?

Does the introduction consist of paraphrases rather than numerous and unnecessary quotations?

This introduction needs to be about 4-5 pages BEFORE the research question.

Do citations in this chapter follow APA style?

Does this section express ideas with good English usage and style?

Are most, if not all, the *questions* about *relationship(s)/ difference(s)* between variables?

Are all the questions written in *good form* naming *independent* and *dependent* variables?

Are *all variables* in the study *named* in the questions?

Are all variables potentially *measurable*?

Do the questions represent an important, *complete*, logical, cohesive *set*?

5

5 pts

Hypotheses

Are there any *other obvious questions*, possibly raised or implied elsewhere, that are *left out*?

Do most, if not all, the questions name *at least two variables*?

Do the questions just ask the same thing a lot of different (*redundant*) ways?

Does this section express ideas with good English usage and style?

Are all hypotheses *conjectural statements* about relationship(s)/ difference(s) between variables?

Are all the hypotheses written in *good form* naming *independent* and *dependent* variables?

Are *all* the variables in the study *included* in the hypotheses?

Are all the variables potentially *measurable*?

Is there a hypothesis *corresponding* to each question in the Research Questions?

Do the hypotheses represent an important, *complete*, logical, cohesive *set*?

Are there *other obvious hypotheses*, possibly suggested or implied elsewhere, that are *left out*?

Are some of the hypotheses stating the same thing different ways (*redundant*)?

Are *all* of the hypotheses stated in the *research, scientific, or alternate* form?

If any of the hypotheses are stated in a *directional* form, is there *justification*?

Does this section express ideas with good English usage and style?

5

5 pts

Problem Statement & Significance Statement

Does this focus on the specific "problem"?

Does this section explain why you are doing this research?

Does this section provide evidence (with sources) that this is indeed a problem?

Does the significance statement address each of these: practical problem, theory, and knowledge base?

This section needs to be not less than half a page in length.

Does this section express ideas with good English usage and style?

6

6 pts

Definitions

Are ALL the *variables* in the study *operationally defined*?

An *operational definition* tells how a variable will be *measured* or *manipulated in this study*.

Are all other *technical terms* defined with a dictionary or a "text book" definition?

Are there *references* for the definitions where needed?

Does this section express ideas with good English usage and style?

2

2 pts

First Submission: Chapter 2**Review of Literature**

The whole literature review should be between 10 and 15 pages in length.

			Is the review <i>representative</i> and based heavily (75%) upon <i>research-based primary sources</i> ?
			At a minimum, are there at least 15 <i>research-based</i> articles (including dissertations/theses) reviewed?
			At least 10 articles must have been published within the last 10 years.
			(Most of these research-based articles must be quantitative studies)
	6	6 pts	
			Is there a well written introduction to the literature review?
			Does this section include a clear mapping of how the literature review was conducted?
			For example, databases searched, keywords identified, and timeline for the searches.
			Does the introduction outline how the whole literature review section is organized?
			(Describe/highlight all the subheadings used in this section).
	3	3 pts	
			Is the review of literature a synthesis of research studies and NOT an annotated bibliography?
			Is there adequate <i>detail</i> on all articles reviewed?
			See below:
			Do not include in your review of literature the reviews of literature of others you might be citing.
			There must be a minimum of a <i>full paragraph</i> of detail on each article cited (not just conclusions).
			<i>For paragraphs/pages of detail above include</i> such topics/aspects as problem, hypotheses,

		7

7 pts

procedures, instruments, populations, variables, design, **faults**, statistical methods, statistical **results**, **discussion**, and conclusions.

		4

4 pts

Are the literature review sources relevant to the study?

Does the review *comprehensively* and adequately cover *all variables* mentioned in the problem?

If not, are the gaps/deficits in the literature highlighted/discussed?)

Does the review show how each of the articles informs the student's own research problem

(e.g. informing the research questions, significance)?

Does the student identify methodological limitations/strengths in each of the articles reviewed

and hence how the articles are used to refine the student's own methodology?

		3

3 pts

Is the review *well organized* with *subheadings and transitions* to help the reader?

Use about 4-5 **relevant** subheadings throughout this section.

Do not use journal article titles or other bibliographic information in the narrative or as headings.

Does the review consist of paraphrases rather than **numerous and unnecessary quotations**?

Is there a well written summary of the major literature findings (citing all sources again)?

		Does this section express ideas with good English usage and style? See "Organisation of the Paper."
5	5 pts	
Final Submission: Chapter 2 Revisions (Up to 5 points)		
		Were ALL suggested changes and comments upon first grading of Chapter 2 addressed?
5		
<u>Chapter 3</u>		
<u>Methodology</u>		
<u>Introduction</u>		
		Is there a well written introduction to the methodology section?
		Does this section briefly describe the <i>sequence of major steps</i> in methods section?
		Does this section express ideas with good English usage and style?
3	3 pts	
<u>Sample (sometimes referred to as Participants or Subjects)</u>		
		Does this section describe <i>how participants will be chosen</i> for inclusion in this study?
		Does this section describe how participants will be <i>assigned to groups</i> , if needed?
		Are the anticipated <i>demographic characteristics</i> of participants described?
		<i>Demographics</i> are such factors as race, gender, SES, receiving free lunches. Etc.
		Does this section express ideas with good English usage and style?
4	4 pts	

Design

4

4 pts

Is the ***general*** type of research strategy (book chapter title) identified?

Is the ***specific*** design or strategy (section within chapter) identified?

Are the above described ***choices right or suitable*** for the problem, hypotheses, and data?

Does this section express ideas with good English usage and style?

Measurement and Instrumentation

6

6 pts

Is the ***reliability*** of each and every measure established?

Is the ***validity*** of each and every measure established?

If ***externally*** developed measures are used, are the ***(1) reliability*** and ***(2) validity***

procedures and ***results*** (coefficients) reported?

Are reliability and validity studies cited and ***referenced properly***?

If ***instruments are to be developed***, did the investigator describe fully the ***methods/procedures***

that will be used to establish the ***(1) reliability*** and ***(2) validity*** of the instruments?

Were ***all*** measures used in this research covered in this section?

Does this section express ideas with good English usage and style?

Delimitations (optional)

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Materials

--	--

Does the writer make clear what closely related *questions or variables are not being addressed*?

Are *materials, equipment, technology, or any apparatus* described briefly and adequately?

This section should **NOT** include *measurement instruments*!

If materials, etc. are *commercially available* are they *properly referenced*?

If materials, etc. are "*locally developed*" is descriptive information included as an *appendix*?

Are the materials, equipment, technology, or any apparatus of *high quality*?

Does this section express ideas with good English usage and style?

If there are *no materials* for the study is it stated in this section?

2

2 pts

Data Collection

--	--

Does this section describe where *every* data element will be obtained?

Data elements include *treatment group, gender, ability, test results, etc.*

Is there an explanation of how *all* the data will be *organized* into a data base (*spreadsheet*)?

Is there a description of *all* the *column labels* (variables) in the spreadsheet?

Is the data base *organized* so that analysis will be possible and facilitated?

				<p><u>Do not</u> describe <i>measurement or data analysis</i> in this section.</p> <p>Does this section express ideas with good English usage and style?</p>
		5	5 pts	
				<p><u>Limitations</u></p>
				<p>Are all of the “text book” limitations for this <i>general</i> type of research included?</p>
				<p>Are all of the “text book” limitations for the <i>specific</i> research design included?</p>
				<p>Are the <i>internal</i> and <i>external</i> threats to validity mentioned, where appropriate?</p>
				<p>Are all the <i>limitations that are unique</i> to this student’s endeavor included?</p>
				<p>Does this section express ideas with good English usage and style?</p>
		3	3 pts	
				<p><u>Data Analysis/Statistical Procedures</u></p>
				<p>Are the statistical procedures/data analysis plans:</p>
				<p><i>Appropriate</i> to the problem, hypotheses, design, measures, and data?</p>
				<p><i>Described clearly</i> and in <i>enough detail</i> to be followed?</p>
				<p>Does the student describe the process of data screening/cleaning and tests of assumptions before</p>
				<p>running the analysis (e.g. tests of normality, homogeneity of variance, etc.)?</p>
				<p>Does this section express ideas with good English usage and style?</p>
		3	3 pts	

References and Paper Organization

References

3

3 pts

Does the reference list begin on a new page with the title "References"?

Does this section follow the APA style for each reference entry and for formatting?

Are all the references in the narrative in the reference list?

-

Is the reference list double spaced?

-

Is the reference list in alphabetical order?

-

Are authors' names spelled correctly in both the narrative and reference list?

-

Organization

Does the paper follow the 7th edition of the APA manual?

Is there a table of contents, and is it formatted correctly?

Do the appendices, if any, follow the APA style?

Are all paragraphs correctly indented?

Are the headings (three levels) formatted properly?

Do in-text citations follow the APA style?

Does each chapter start on a new page?

All quotations must be properly introduced (do not start a sentence with a quotation).

Quotations over 40 words should be in block style.

			Literature review should all be in past tense.
			Do not use researchers' (authors') first names in the paper.
			Do not begin a sentence with a digit.
			Is the paper in correct tense?
		6	6 pts
			Is there evidence of <u>plagiarism</u> anywhere in the paper? If so assign an "F" for the paper/course.
Chapters 1&3 Total		72	
Chapter 2 Total		28	100 pts

The following section applies for the second part of the research sequence, and NOT for this proposal.

Chapter 4: Data Presentation & Analysis

		Introduction (no heading needed)
		Is there a well written introduction to the chapter?
		Does this section express ideas with good English usage and style?
		2
		2 pts
		Presentation of Data
		Is data displayed and presented in a thoroughly representative manner?
		Is data organized so that it flows clearly?

		Is there information on how data was collected and how much?
		Is there evidence that enough data was collected?
		Does the section include descriptive summary/visual charts?
		Is data selectively reduced rather than using a “data dump”?
		Does this section express ideas with good English usage and style?

6 6 pts

Data Analysis

		Is there clear representation of analytic strategy?
		Does this section include descriptive summaries/visual charts outlining coding/categories/definitions?
		Does this section describe how analytic decisions were made and the connection between data, coding,
		categorization, and themes?
		Does this section explicitly restate and clearly answer each of the research questions?
		Does this section express ideas with good English usage and style?

10 10 pts

Chapter 5: Summary, Discussion, and Recommendations

- Introduction (no heading needed)

		Is there a well written introduction to the chapter?
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2 2 pts

Summary of Findings (about 1 page)

		Is there a well written summary of the findings of the study?
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	Are all research questions thoroughly addressed with adequate detail?
	Are major themes discussed and connected to the original problem statement(s)?
	Does this section express ideas with good English usage and style?
4	4 pts
Discussion of Results and Conclusions (about 3 pages)	
	Is there a discussion of the major findings of the study?
	Is there a discussion of how the methodology worked/didn't work?
	Are limitations addressed?
	Is relevant literature cited in the discussion? (at least 5 studies cited)
	(The discussion places the findings of the study within the context of the existing literature).
	Are the major conclusions of the study stated clearly? (not going beyond information contained in your paper)
	Does this section express ideas with good English usage and style?
7	7 pts
Implications (or Recommendations)	
	Knowledge (How does the study contribute to knowledge or theory?)
	Policy (How does the study contribute to policy?)
	Practice (How does the study contribute to practice/practitioners?)
	Participants (How might study give back to research participants and/or the communities of which they are
	a part of?)
	Does this section express ideas with good English usage and style?
5	5 pts