GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDLE 895: Emerging Issues in Administration and Supervision

Instructors: Scott C. Bauer
Phone: Bauer: 703-993-3775
Fax: 703-993-3643
Website: www.taskstream.com
e-mail: sbauer1@gmu.edu
Mailing address: George Mason University
4400 University Drive, MSN 4C2
Fairfax, VA 22030-4444
Office hours: Tuesdays & Thursdays, 3:00 pm – class time, or by appointment

Schedule information:

Location: Robinson A246

Meeting times: Tuesdays & Thursdays, June 1 – July 21, 2009, from 7:20 – 10:00 pm.
This class is being conducted in tandem with EDLE 815. As a result, the two courses may combine for some sessions, and thus meet from 4:30 – 10:00 p.m. Students are expected to attend every class session on time. Please contact the instructor by phone or e-mail if you have a problem that will prevent you from attending class.

Catalog Descriptions:
EDLE 895— Emerging Issues in Administration and Supervision. *Prerequisites: admission to PhD program or permission of instructor.* Covers selected emerging issues in educational leadership. Students engage in research, study, discussion, and writing about various topics selected for study.

Course objectives & relationship to program goals:
The first courses in the EDLE doctoral specialization sequence allowed students to explore their research interests in the context of the larger sweep of education leadership as a field, with a focus on how leaders at all levels impact the effectiveness and improvement of schools and school systems. These survey courses introduced students to a wide variety of theory and applied research on leadership, school organization, policy and decision making. The courses also provided the opportunity for students to begin to develop their *personae* as researchers, and to develop the necessary skills to be successful as a doctoral candidate in education leadership.

EDLE 895 is the last of the five required classes in the EDLE doctoral specialization sequence. In contrast to the initial survey classes, the objective of this class is to allow

students to develop a deep understanding of a problem they envision researching as a scholar, based on a thorough examination of the published research literature. At the culmination of the class, students will present a prospectus that describes the problem and related research questions that they plan to study; situate these questions within the literature by providing a clear conceptual framework for their study; and provide a clear and compelling rationale for conducting the study (i.e., demonstrate the importance of addressing these questions in relation to extending the knowledge base and/or improving leadership practice).

All courses in the EDLE specialization are designed around the theme of connecting *theory, research, and practice*. Thus, we will explore:

1. Theory: What are the features and assumptions of the perspective used to inform your work? What content themes are stressed? Does the perspective adequately describe, explain, and predict something of interest in the world of educational leaders?
2. Research: What kinds of empirical questions tend to be addressed using this perspective? Are there any particular methodological considerations associated with the perspective (i.e., unit of analysis, typical research methods used)?
3. Practice: What does each perspective help us understand about school leadership, organization, and decision making? What are the limitations of the perspective?

Student Outcomes:
Students successfully completing this course will be able to:

1. Read applied research literature and present a summary and critique of literature in relation to the potential contribution of the work to their own research;
2. Engage the class in conversation that explores a research topic of relevance to the field that represents an opportunity for future investigation;
3. Describe, verbally and graphically, a conceptual framework that informs their area of interest;
4. Write a coherent research plan that includes a statement of the research problem, a conceptual framework, and discussion of methodology.

Nature of course delivery:
Each class will include a variety of activities and exercises. Broadly speaking, your primary responsibilities are 1) to read the literature; 2) to share your questions, reflect on your experiences, and engage in productive discussion to make the literature relevant to the world of practice that we experience and understand; and 3) to write, share your written work, and provide feedback to others in a respectful fashion.

1. Classes will reflect a balance of activities that enable students to participate actively in the development of their *personae* as scholars. To promote an atmosphere that allows us to accomplish this, we will:
   a. Start and end on time;
   b. Maintain (flexibly) a written agenda reflecting objectives for each class;
   c. Agree to disagree respectfully during class discussions;
   d. Strive to be open to new ideas and perspectives; and
   e. Listen actively to one another.

2. Student work will reflect what is expected from scholars. As such, students are expected to:
   a. write papers that are well researched, proofread, submitted in a timely fashion, and consistent with APA guidelines;
   b. participate actively in class discussions in a manner that challenges the best thinking of the class;
   c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
   a. come fully prepared to each class;
   b. demonstrate appropriate respect for one another;
   c. voice concerns and opinions about class process openly;
   d. recognize and celebrate each other's ideas and accomplishment;
   e. show an awareness of each other's needs.

Course materials:
Since this class is heavily focused on students' own research interests, there are no required texts. To complete required assignments successfully, students will need to have access to a personal computer with internet access, and the ability to use basic word processing and e-mail. Correspondence by e-mail will use your Mason e-mail account. We will also use Task Stream to facilitate communication, to post assignments and class handouts, and to submit written work for assessment.

Grading:
Consistent with expectations of any doctoral program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills that build toward the presentation of a coherent research prospectus. Overall, written work will be assessed using the following broad criteria:

- Application of concepts reflected in class discussion and readings, and your ability to pick the most salient concepts and apply them.

- Creativity and imagination; papers provide an opportunity to speculate, to float questions or ideas reflecting your appreciation of the literature.
- Organization and writing. A clear, concise, and well-organized paper will earn a better grade.

Additionally, a portion of your class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class leadership and participation - 20 points

Students are expected to participate actively in class discussions, in study group activities, and in serving as critical friends to other students. Students will periodically have an opportunity to read and review each other's work in colleague-critical teams, as well.

As stated earlier, attendance is expected for all classes. If you must be absent, please notify one of the instructors by e-mail or phone. More than one absence may result in a reduction in participation points. Likewise, arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Facilitator roles: The content material for this class will be constructed by the class – in other words, the "current topics" will be selected by the class *based on your research interests*. As advanced doctoral students, each member of the class will be expected to take the lead in facilitating learning activities for one class during the semester, and for assigning a set of readings to inform class members on the topic. You will be responsible for:

- Reviewing the research literature ahead of time, selecting and assigning no *more than three* readings for the class. The expectation is that these will be applied research articles, not digests or magazine articles.
- Designing appropriate class activities that may include lecture/presentation of material on the topic; discussion or debate relating to the topic; an exercise (e.g., a case analysis, a role play); and
- Presenting in draft form a conceptual framework and research proposal that describes the research purpose, question(s), and relevance of the proposed study. (One focus of class discussion might be elaborating the theoretical, research, and practical significance of conducting such a study.)

Written assignments - 80 points

Four different types of papers will be expected of students in this class:

1. Students will submit a brief paper describing the research purpose and question they intend to focus on for their dissertation work.
2. To facilitate work on students' own research topics, students will submit a minimum of twelve (12) one-page annotated bibliography entries prepared based on reading applied research articles related to a research topic of

interest.
3. Students will prepare a poster and present, in poster-session format, their concept map of constructs related to their research topic and question(s).
4. Students will write a research prospectus that describes the work they propose for their dissertation research.

All papers must be submitted to TaskStream as Word file attachments. The specific assignments appear at the end of the syllabus.

Late work: It is expected that student work will be submitted on time. Late assignments may receive a deduction in points; however assignments will not be accepted later than one week after a due date.

Rewrites: Students who receive a grade **lower than 3.6** may re-write their papers. All re-writes are due one week after the student receives the initial grade and comments.

Grading scale:

A+	=	99-100 points
A	=	95-98 points
A-	=	90-94 points
B+	=	87-89 points
B	=	84-86 points
B-	=	80-83 points
C	=	75-79 points
F	=	below 75 points

College of Education and Human Development statement of expectations:

- Students are expected to exhibit professional behavior and dispositions. See http://cehd.gmu.edu/teacher/professional-disposition/ for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Weekly Schedule: Note: All writing assignments are to be submitted via **TaskStream** not later than midnight on the due date.

Session	Topics	Assignment
June 2 [Edle 895 & 815 meet at 7:20 pm]	• Introduction to the course • What do we mean by literature review? • Preparing **Research Question and Rationale paper** • Picking articles from Summer 2008 for class to read and discuss from CF perspective	Maxwell, J. on literature reviews for research (article distributed electronically prior to the start of the course)
June 4 - **Extended Session for EDLE 815, no 895**		
June 9 7:20 - 10 pm	DL: _____ Topic: _____	**Research Question and Rationale paper due [Post to both classes if enrolled in EDLE 815 and 895]**
June 11 - **Extended Session for EDLE 815, no 895**		
June 16 4:30 – 10 pm	DL: _____ Topic: _____ DL: _____ Topic: _____	**Three (3) annotated entries due**
June 18 4:30 – 10 pm	• Preparing for concept map presentation DL: _____ Topic: _____ DL: _____ Topic: _____	
June 23 - **Extended Session for EDLE 815, no 895**		**Three (3) annotated entries due** [Analyzing a Conceptual Framework paper due – EDLE 815]
June 25 - **Extended Session for EDLE 815, no 895**		

June 30 4:30 – 10 pm	DL: _____ Topic: _____ **Poster session presentations: Concept Maps**	**Three (3) annotated entries due**
July 2 4:30 – 10 pm	DL: _____ Topic: _____ DL: _____ Topic: _____	
July 7 7:20 – 10 pm	• Preparing for research prospectus paper DL: _____ Topic: _____	**Three (3) annotated entries due** [Conceptual Framework paper due – EDLE 815]
July 9 7:20 – 10 pm	DL: _____ Topic: _____	
July 14 **No class meeting**	**Research Prospectus paper** **(draft for peer editing)**	
July 16 7:20 – 10 pm	• Where did you land? Sharing and discussing conceptual frameworks & research prospectus	**Final Research Prospectus paper due [Post to both classes if enrolled in EDLE 815 and 895]**

NOTE: DL = Discussion Leader (see Facilitator Roles, page 4)

RESEARCH QUESTION AND RATIONALE
Due Tuesday, June 9 via TaskStream
15 points

Purpose
This writing assignment has the following goals:

1. To give students the opportunity either to practice developing a research question or to refine a previously developed research question.
2. To provide a foundation for the Research Prospectus paper.
3. To give students and the instructor the opportunity to experience one another's writing and feedback.

This writing assignment may build on previous work, but you may not submit a paper in whole that has been submitted for another course.

Tasks
To complete this writing assignment, follow the steps below:

1. Articulate a specific research question, or set (no more than three) of questions, you would like to pursue for your dissertation research.
2. Identify a relevant set of literature that helps you to explain your purpose in pursuing your question and provides a persuasive rationale (i.e., significance) for studying it.
3. Write a paper not to exceed **seven** pages that provides the following:
   - An introduction that includes a thesis about the purpose and significance of this research: "I want to learn [blank] which is significant because [blank]."
   - The general topic area into which your question falls and your <u>purpose</u> in pursuing this research topic
   - Why the topic is compelling—i.e., the significance of your topic
   - The specific question (or questions) you intend to answer, written in a clear and concise manner
4. Conclude the paper with one paragraph that re-states the thesis and anticipates concepts that will help the author to investigate the stated research question(s)

Your paper should be written persuasively, using literature to support your arguments. In the absence of literature, you will need to make your arguments compelling through the use of logical argument.

The paper must be formatted in accordance with APA requirements. All non-original ideas and quotations must be properly cited and a full list of references must be included at the end of the paper. (The title page and reference list are not part of the page count.) The reference list must include only sources that have been cited in the text.

RESEARCH QUESTION AND RATIONALE
ASSESSMENT RUBRIC

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Thesis (25%) The thesis essentially establishes the burden of proof for the paper. It provides structure for the paper by telling the reader what the author intends to prove.	The thesis explains the direction of the paper in a compelling manner that motivates the reader to read further. The thesis appears as the last sentence of the first paragraph.	The thesis is clear, analytical, and focused on the importance of studying the research question(s). It requires demonstration through coherent arguments. The thesis appears as the last sentence of the first or second paragraph.	The thesis is apparent, though not entirely clear. It may be more descriptive than analytical.	The paper lacks a clear thesis.
Purpose and Significance (25%) It is important to explain to the reader the background for asking the stated research question, and to make a persuasive argument about its significance.	Purpose and significance are clear and compelling and well supported by published literature. Purpose and significance are explained from multiple perspectives (e.g., practical, academic, and personal) in a logical and persuasive manner that links the two.	The author weaves together an explanation of the purpose for studying the topic and persuasive arguments regarding the significance of the topic.	The purpose is unclear and/or there is no demonstrated relationship with significance. Significance is not persuasively demonstrated, though it is somewhat apparent.	The question is not well supported.
Research Question (25%) The research question(s) should be clear and answerable.	The research question is very engaging and follows logically from purpose and significance.	The research question is easily understood and may be answered through accepted data collection and analytical techniques. The research question does an excellent job addressing the general topic area.	The research question is difficult to understand and/or may not be answerable. It is not entirely clear how the research question addresses the general topic.	The research question is poorly conceived and impractical.
Conclusion (15%) Every paper should conclude in a manner that both summarizes the current work and anticipates future work.	The conclusion begins with a restatement of the paper's thesis in new language. After a very brief summary of the paper's main points, the conclusion broadens out to explain how the author anticipates studying the research question(s) presented.	The conclusion summarizes the content of the paper well and restates the thesis in a manner that seems to flow logically from the body of the paper. The future direction is apparent.	The conclusion merely summarizes what has come before. The thesis may be stated in the same words as at the beginning or it may be missing from the conclusion.	The paper fails to conclude properly.
Grammar, Mechanics, and APA style (10%)	The paper is error free.	The paper contains few errors and is consistent with APA style.	The paper has several errors.	The paper has numerous errors.

9/29/2009

ANNOTATED BIBLIOGRAPHY ENTRIES
Due over the course of the summer term, via TaskStream
30 points

<u>Purpose</u>
An <u>annotated bibliography</u> is a tool that helps you sift through existing research on a question that interests you and organize the knowledge that you are gaining by reading this literature. Creswell (2009) refers to this as "abstracting studies." This writing assignment has the following goals:

1. To give students practice reading and organizing research literature;
2. To provide students an opportunity to determine how, or in what way(s) research studies they identify inform the research questions they are interested in pursuing; and
3. To allow students to begin to identify constructs they may need to include in the conceptual framework they propose to use in conducting their research.

<u>Tasks</u>
To complete this writing assignment, follow the steps below:

1. Using the specific research question(s) you identified as the focus of your work, identify research literature that you believe may inform your study. Note that the expectation here is that you focus on empirical research (broadly construed, i.e., not limited to any particular type of design), rather than opinion pieces or the like.
2. Select pieces that you believe to be highly relevant to your research. [PLEASE try to prepare annotated entries for work that you believe has promise to inform your research; this means that you might scan many times the number of sources you eventually include. Part of the skill set you are building here is the capacity to identify useful work.]
3. For each piece, write a one-page entry that includes the following:
   - Bibliographic citation in APA format
   - A statement summarizing the problem being addressed
   - A statement summarizing the purpose of the paper
   - A brief statement of the methodology used (sample, population, subjects; design; analytic approach)
   - A summary of key results
   - Your assessment of the strengths and/or weaknesses of the paper (in general, and/or for your purposes)
   - *List* any constructs that are developed or used in the study that you are interested in including in your own work (e.g., job satisfaction, principal retention)

In the end, your twelve (12) entries should provide you with a good deal of information about research that may form the foundation of your prospectus.

The paper must be formatted in accordance with APA requirements. All non-original ideas and quotations must be properly cited and a full list of references must be included at the end of the paper. (The title page and reference list are not part of the page count.) The reference list must include only sources that have been cited in the text.

ANNOTATED BIBLIOGRAPHY
ASSESSMENT RUBRIC

	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Bibliographic entries - content (40%) The annotated entries are well-written, balanced abstracts that are powerfully written to include relevant assessments of the merits of each piece.	Annotated entries provide a clear and concise summary of each research source. Each entry includes an overview of the research (including method and findings); and an assessment of its utility.	Annotated entries provide a summary of each research source. Each entry includes a brief overview of the research and an assessment of its utility, but may be lacking in specificity.	Annotated entries provide a general overview research sources, but lack detail or are missing significant elements needed to make the entries useful.	Annotated entries are severely lacking in detail, rendering them of little use
Bibliographic entries - focus (10%) The sources abstracted should clearly relate to the research question(s) posed.	All entries clearly and specifically relate to the research question.	Most entries relate clearly to the research question.	Most entries relate only generally to the research question.	The connection between annotated entries and the research question is difficult to discern.
Bibliographic entries -- quality (20%) Sources selected should be from high-quality, credible sources (i.e., generally peer reviewed journals).	Sources are well balanced, including predominantly original research pieces from high-quality, credible sources.	Sources are balanced, but are not focused predominantly on original research from high-quality sources.	One or more entries are included from questionable sources, reflecting largely opinion pieces rather than original research.	Entries are dominated by material from questionable sources; a review of research is not evident.
Bibliographic entries -- quantity (10%)	Twelve completed annotated entries are presented.	Only 11 completed entries are presented.	Only 10 completed entries are presented.	Fewer than 10 annotated summaries are presented.
References (10%) Each entry should have a complete citation in APA format.	References are complete and presented in APA format.	References include 1-3 errors (APA format or incomplete information).	References include 4-6 errors (APA format or incomplete information).	References include more than 6 errors in format or omission of required information.
Mechanics (10%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

CONCEPT MAP POSTER PRESENTATION
Due on June 30, in-class presentation
15 points

Purpose
A concept map is a visual representation of the constructs you feel should be included in the conceptual framework for your study. Maxwell (2005) suggests that a main purpose of the concept map is to make explicit or clarify the theory of action you believe to be most relevant to your study. In a sense, this is your model of how the world works in relation to your study. For our purposes, this activity might be more in line with Creswell's (2009) notion of creating a literature map, in that the maps you create from work in this class will likely derive mostly from the literature you have been abstracting. This writing assignment has the following goals:

1. To help students decide which constructs have greatest potential to address their research questions; and
2. To help students develop a conceptual framework that depicts the underlying logic of action regarding how constructs of interest relate to one another.

Tasks
The concept map is an in-class poster presentation:

1. Using the specific research question(s) you identified as the focus of your work, identify research literature that you believe may inform your study. [Obviously, the assumption here is that you will rely on the literature you have been abstracting.]
2. Using the literature, create a list of concepts or constructs that relate to the problem or question(s) you are interested in studying. [As Maxwell (2005) notes, the main thing to keep in mind here is that you are trying to depict the theory or logic of action you already have in relation to the phenomenon you are interested in studying.]
3. Once the concepts or constructs are clear, depict on paper how you believe these to be related – how they are connected in relation to some outcome or process you are interested in studying. Try to depict both the relevant constructs and their presumed connections (e.g., the arrows between them).
4. Finally, write a brief narrative that describes what your concept map is saying. This should be no more than two single-spaced pages, and should include references that support the model you are proposing. [Naturally, include a reference list in APA format.]

Feel free to use any commercially available concept mapping software (e.g., Inspiration) to assist in preparation of your work. For more information on concept maps, consult Maxwell (2005, pp. 46-55) or Creswell (2009, pp. 33-36).

CONCEPT MAP POSTER PRESENTATION
ASSESSMENT RUBRIC

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Concept Map Graphic (40%) A graphic representation is presented to clearly depict the theory or logic of action believed to underlie the phenomenon proposed for study.	The graphic representation clearly and completely depicts relevant constructs and their relation to the phenomenon proposed for study.	The graphic representation is clear, but one or more relationships among constructs are hard to decipher.	The graphic representation is ambiguous or appears to contain conceptual gaps, or inaccuracies.	The graphic representation is either missing or unhelpful.
Concept Map Explanation (20%) The model should be explained completely and concisely in relation to the research focus or question(s) of interest.	The presentation is concise and thorough, and clearly relates to well-formulated research question(s). The map is connected explicitly to supporting research literature.	Explanation of the concept map is well done, but incomplete or unclear in certain respects (e.g., why some constructs are included isn't entirely clear; relations between constructs are ambiguous).	Explanation of the concept map is only loosely connected to research question(s), and/or lacks in specificity in terms of the underlying logic of action or research support.	Explanation relating to the concept map is haphazard or severely lacking in detail and specificity; it is hard to understand how or why the proposed model was formulated.
Written description (20%) A brief narrative is included that summarizes the model. The narrative is supported by references to existing literature.	The narrative description unambiguously describes the proposed model, and connects the proposed model to relevant research literature.	The narrative description provides a satisfactory description of the model, with reference to the literature, though there are some points that remain unclear or ambiguous.	The narrative description provides an adequate, though incomplete description of the proposed model, with some reference to foundational literature, but lacks specificity.	The narrative explanation is wholly inadequate as an explanation of the proposed concept map.
References (10%) Each entry should have a complete citation in APA format.	References are complete and presented in APA format.	References include 1-3 errors (APA format or incomplete information).	References include 4-6 errors (APA format or incomplete information).	References include more than 6 errors in format or omission of required information.
Grammar, Mechanics, and APA style (10%)	The paper contains no errors.	The paper contains few errors and is consistent with APA style.	The paper has several errors.	The paper has numerous errors.

RESEARCH PROSPECTUS

Draft due Tuesday, July 14
Final version due Thursday, July 16 via TaskStream
20 points

Purpose

This writing assignment has the following goals:

1. To help students explain their research design, including a statement of the problem, a conceptual framework, thoughts about methodology.
2. To give students the opportunity to re-visit their statements of the problem and conceptual frameworks to improve them while trimming their writing to fit within the parameters of this assignment.
3. To give students the opportunity to create and receive feedback on the core of their Dissertation Planning section for Portfolio 3.

Tasks

1. Write an introduction that brings the reader into your Research Prospectus gradually and ends with a clear thesis about your research design.
2. Write your statement of the problem based on our Research Question and Rationale paper. Be sure to include:
    - The purpose of the research—What do you hope to learn?
    - The significance of the research—Why is it important to conduct this study?
    - Current research questions
3. Present your conceptual framework based on your Conceptual Framework paper. Be sure to include:
    - Major concepts that help to frame the research problem
    - Empirical studies that provide background information to the problem
    - Relationships among important concepts and among concepts, empirical research, and the student's own intended research
    - A graphic representation of your conceptual framework
4. Explain potential research methods you anticipate employing, including preliminary thoughts regarding:
    - How your conceptual framework suggests specific kinds of data collection and analysis
    - A rationale regarding the use of quantitative, qualitative, or mixed methods
    - Speculation about appropriate level of analysis, research sites, and participants
    - (Note: For your dissertation proposal and dissertation, your methodology should be supported by literature. We are not expecting that for this paper, but literature support would be a wonderful enhancement.)
5. Write a brief conclusion that summarizes and explains the significance of the content of your Research Prospectus.

The paper should be no longer than 15 pages and must conform to APA requirements.

RESEARCH PROSPECTUS ASSESSMENT RUBRIC

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Statement of the Problem (30%) The statement of the problem must include discussion of the purpose and significance of the research and a set of potential research questions.	Research purpose and significance are clearly and persuasively presented and supported by relevant literature. Research questions are easily understood and pique the reader's interest.	Research purpose and significance are clearly presented and supported by relevant literature. Research questions are easily understood.	There is evidence of purpose and significance, but this section is not well organized and/or literature support is missing. Research questions may not be feasible.	The nature of the research problem is unclear.
Conceptual Framework (45%) To frame or define research requires grounding in theory and concepts that come from published literature.	The conceptual framework, based on relevant literature, clearly and persuasively explains the perspective from which the research questions will be explored. The graphic representation of the conceptual framework enhances the verbal explanation.	The conceptual framework, based on relevant literature, explains the perspective from which the research questions will be explored. The graphic representation of the conceptual framework is clearly related to the verbal explanation.	Relevant concepts are identified, but not clearly related to the research question and/or not presented in a coherent framework that helps to define the study. Literature is missing or inadequate.	The conceptual framework does not inform the reader about how the research questions would be studied.
Methodology (15%) Methodology should follow logically from the research questions and the conceptual framework.	The proposed methodology is very appropriate based on the research questions and conceptual framework.	The proposed methodology would help to answer the research questions and appears to fit with the conceptual framework.	The methodology presented does not consistently support the research questions and/or may not seem to follow logically from the conceptual framework.	An adequate understanding of important aspects of research methodology is not apparent.
Grammar, Mechanics, and APA style (10%)	The paper contains no errors.	The paper contains few errors and is consistent with APA style.	The paper has several errors.	The paper has numerous errors.