Masters in Education: Educational Technology

EDTE

Number of students enrolled in the program in Fall, 2011: 46 students

Faculty member completing template: Frank Lilly (Date 1-19-12)

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

Since 2006-2007, our graduate program learning outcomes have not changed, yet there has been a cultural transformation in the way the faculty and program coordinators view the assessment of our program learning outcomes. Specifically during the last three years, our graduate program group has met during each semester to determine ways to design assessment and evaluation of how our program learning outcomes are disseminated to students in a transparent fashion. For two of the courses that have traditionally been part of the core requirements of all four graduate programs, rubrics have been designed to provide both students and faculty with benchmarks that must be met in order for students to be successful with the course curriculum. Of these two rubrics, one has been adopted and is being used to evaluate students during their seminar in their culminating experience. The other is in the process of being reviewed and revised before it is adopted by the graduate program group. Through this process, the graduate faculty and coordinators have been able to evaluate the effectiveness of course curriculum and instruction and agree that this process could be further established in both existing core courses and elective courses as well.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

The following four learning outcomes are listed in no prioritized fashion.

a) Expertise: Knowledge includes an understanding of models of curriculum design and an understanding of different instructional models and corresponding derivatives and modifications. Skills include using technology to locate and access literature on curriculum and instruction, reading and analyzing literature on curriculum and instruction, and providing a theoretical framework for the coherence of all components in a curriculum. Dispositions include approaching knowledge as dynamic, becoming a reflective professional able to evaluate policies and practices critically using research to support position, and
becoming empowered to make decisions on curriculum and instruction that meet the needs of students.

b) **Leadership/Change Agent:** Knowledge includes understanding the school as an American institution with a history of social inequity. Skills include a critical review and analysis of curricular issues and trends and an ability to develop a logical argument as to changes that can be made in education through curriculum development and implementation. Dispositions include informing the public about problems with schools and taking the initiative in planning for an effective staff development.

c) **Intellectual Curiosity:** Knowledge includes understanding how past and current political and economic factors affect curriculum development. Skills include studying and questioning existing practices and looking for appropriate solutions. Dispositions include valuing and problematizing the scientific method of gathering information and gaining knowledge.

d) **Research/Academic Writing:** Knowledge includes knowing the basic processes of experimental and non-experimental methodologies and knowing the conventions of academic genres and APA formatting. Skills include applying basic statistical tools to interpret data and applying formal academic prose for a variety of audiences. Dispositions include valuing the importance of using valid and reliable data to make inferences and welcomes academic collaboration.

3. *For undergraduate programs only,* in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible. N/A

4. *For each desired outcome indicated in item 2 above, please:*
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

Program Learning Outcomes 1-3
For the first three learning outcomes (Expertise, Leadership/Change Agent, Intellectual Curiosity), a research proposal (thesis/project) is used that evaluates student readiness to advance to candidacy. This proposal evaluates a student’s expertise thus far and how they apply it to research, their ability to justify their research as it is applied to a current issue or problem in schools, and their intellectual curiosity as to how they will design and implement a problem solving strategy to reduce or alleviate the issue or problem.
a) The preponderance of students within our graduate programs are returning teachers who desire additional skills within and beyond the classroom. These students traditionally work full time with the Sacramento metropolitan area.

b) The proposal is designed to address both the learning outcomes and address the university mandate on ethical treatment of human subjects (see attachment A). The proposal has been modified throughout the last five years and includes the most recent revisions to the university policy on research with human subjects.

c) The thesis/project proposal is first evaluated by the instructors of the research methods courses. The proposal then is submitted to the department’s ethics committee chair and graduate coordinator to review and evaluate student human subjects protocols based on university requirements and student knowledge of research methods.

Program Learning Outcome 4

a) For learning outcome four (Research/Academic Writing), students are provided with a rubric at the beginning of the course (Seminar in Culminating Experience). This rubric provides students with guidelines or a checklist to follow to master the objectives of understanding, designing and analyzing research and writing the research to disseminate to professionals in the field.

b) See above

c) The rubric for this course (see attachment B) provides students with step by step guidance that allows them to reduce the number of revisions they submit to professors. Further, the rubric allows professors to objectively assess student progress and provide specific feedback to students in order to remediate their research.

d) This rubric went through multiple revisions within the graduate program group in order to produce a quality tool to assess both student and professor progress. From this document, it has been agreed that the amount of scaffolding it provides students is immense. The accountability it provides for faculty to self-access when students have difficulty mastering the objectives/outcomes and the ease it provides faculty to evaluate student master has inspired faculty to develop other rubrics to address problem areas of curriculum. For example, faculty is in the process of revising a rubric that will help students and instructors to evaluate research on a more specific level than the aforementioned rubric.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

a) Findings from the learning outcomes process regarding Expertise suggest that students be held accountable for demonstrating mastery in their ability to synthesize the course content and apply this content to a problem or issue regarding education. Students are held accountable by
submitting a research proposal (including a human subjects application), submitting a thorough literature review, and submitting a finished research project or thesis. This process has been used to inform Faculty as to whether or not students are successfully mastering the content. When students have encountered difficulties it is recognized and remediated before students can submit their project/thesis. Curriculum and instruction practices are consistently being modified to keep current with best practices.

b) Findings from the learning outcomes process regarding Leadership/Change Agent suggest that our students are familiar with the current needs assessments in the surrounding Sacramento County school districts. These districts require that our students be prepared to address schools with low income students, students with English as a second or third language, students with intellectual, emotional, behavioral and/or learning difficulties, legal and political influences and how these variables interact with district and school administrators, teachers, students, parents and the educational institutions that continue to educate those involved. This process has been used to inform Faculty of the current issues of the surrounding school districts and to continue to develop and maintain strong relationships in order to address these issues.

c) Findings from the learning outcomes process regarding Intellectual Curiosity suggest that our students are engaged in self-reflection and action research. This process addresses individual student interests regarding areas they determine need solutions in schools. Topics students study reflect these issues and demand that Faculty stay abreast of current educational issues in order to guide student inquiry. Topics regarding technology, cultural relevant teaching, gender equity, bullying, Universal Design for Instruction require Faculty continue their professional development and guide Faculty toward conferences and scholarly activities that ensure learning outcomes are consistent with best practices.

d) Findings from the learning outcomes process regarding Research/Academic Writing suggest that our students successfully master the curriculum through their ability to submit a research proposal, a literature review and a masters project/thesis. The rubrics designed and implemented by the department guide students. In addition, Faculty use the process of mastery (through the successive rubrics) to provide specific feedback to students allowing them to revise and resubmit their work ensuring mastery.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

The EDTE graduate program group meets monthly to discuss program issues. One of the topics of discussion this past year (2011) was to implement a plan to survey graduates as they exit the four programs. The survey will be based on questions regarding curriculum, instruction, technology, program delivery, assessment and evaluation, and culminating experience supervision. Further, alumni will be asked to elaborate on any career advancement, change of career, program development, school supervision that resulted from the knowledge and practice they received during their masters training. The hope of the graduate group is to use
the exit data to revise the programs for efficiency and efficacy. Our graduate program group meets in February 2012 and this item is on the agenda for discussion. Drafts of the survey will be developed this spring 2012 (during March and April) and piloted with graduating students in May, 2012. Revisions will occur in September of 2012 and a revised exit survey will be in place by December 2012.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? NO

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

The College of Education has been engaged in an extensive program of restructuring over the last 2.5 years. At the center of this is the streamlining of many of our administrative functions including our approach to assessment. In 2008, we began exploring opportunities to centralize our college efforts and collecting data for assessment of learning goals around a central vision of TEACHing for change, which includes Transformation, Equity and Social Justice, Advocacy, Collaboration, Civic and Community Engagement and Human Capital and Diversity. This overarching vision of students and credential candidates in the College of Education is adopted by all programs. As many of our programs also must adhere to strict regulations of accrediting bodies, these standards are also aimed to integrate within the central assessment system. The college a College of Education has begun work toward hiring a director of assessment within the college to oversee the collection, analysis, and synthesis of assessment data for all programs, integrating with CMS and CTQ data.
The CE Proposal Rubric is built around the five guiding questions provided below and will be used to determine whether or not the proposal is approved. A 0 or 1 must be addressed before the proposal can be approved. Consult the CE Experience Proposal Application for requirements and prompts. Reviewers: Please provide reasons for any scores of 0 or 1.

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Needs substantial development/revision</th>
<th>Needs Clarification or some development/revision</th>
<th>Clear and well developed</th>
<th>Score</th>
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<tbody>
<tr>
<td>1. How well is the introduction developed?</td>
<td>□ One or more of the 6 prompts for this guiding question are incomplete and inadequately address the research proposal introduction. There is inadequate support for the purpose of the study.</td>
<td>□ Some but not all of the 6 prompts for this guiding question are complete enough to provide support for the purpose of the study. More elaboration specific to the research proposal introduction prompts is needed.</td>
<td>□ All 6 areas of this guiding question are well developed and clearly articulated. The responses to the prompts provide convincing support for the purpose of the study.</td>
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<td>2. How well is the methodology developed?</td>
<td>□ Research design and its rationale are poorly (or not at all) developed. Assumptions, limitations, delimitations, steps and procedures are incompletely (or not at all) supported and demonstrate minimal (or none at all) connection to the introduction.</td>
<td>□ Research design is incompletely developed, and/or the rationale for the chosen method is not clear. Assumptions, limitations, delimitations, steps and procedures are inadequately supported and demonstrate insufficient connection to the introduction.</td>
<td>□ Research design is well developed, and the rationale for the chosen method is clearly identified. Assumptions, limitations, delimitations, steps and procedures are all fully supported and demonstrate a seamless connection to the introduction.</td>
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<td>3. How well are the timeline and special considerations developed?</td>
<td>□ Considerations of time schedule, action plan, special considerations, required resources and costs are incomplete and/or not realistic.</td>
<td>□ Some considerations of time schedule, action plan, special considerations, required resources and costs are provided but need more development.</td>
<td>□ Considerations of time schedule, action plan, special considerations, required resources and costs are well developed and demonstrate a high likelihood that that proposed activities can be carried out successfully.</td>
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<td>4. How well is the proposal organized and</td>
<td>□ Writing is unacceptable for the graduate level</td>
<td>□ Writing needs some editing to comply with</td>
<td>□ Writing is appropriate for the graduate level</td>
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## Guiding Questions

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<tr>
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<tr>
<td>0</td>
<td>1-2</td>
<td>3</td>
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- Surface elements of text should ensure that conventions valued by the academic community are not violated (e.g., punctuation, hyphenation, spelling, abbreviations, headings, etc.)
- Writing should demonstrate a sophisticated clarity & conciseness
- Appropriate use of APA citations and reference page

### Score

#### 0
- Research paper. The citations and referencing are inadequate to the APA Style Manual requirements.

#### 1-2
- The graduate level research paper. The APA citations and referencing are not always adequate to the APA Style Manual requirements.

#### 3
- Research paper—clear, concise, and focused, with the use of logical transitions, conventional grammar and punctuation. Citations and referencing comply with the APA Style Manual requirements.

#### 5. How well and fully addressed is the Human Subjects Application?
- Completed cover page with appropriate signatures.
- All 8 human subjects questions fully addressed.
- Include copies of questionnaire(s), cover letters, consent forms, and/or any other materials used with human subjects.

<table>
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<th>Score</th>
<th>Description</th>
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<tr>
<td>☐ Cover page and/or the 8 human subjects questions and corresponding attachments are incomplete or inadequately addressed. Substantial revisions necessary before forwarding to Human Subjects Committee.</td>
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<tr>
<td>☐ Cover page and/or the 8 human subjects questions and corresponding attachments need some revisions before forwarding to the Human Subjects Committee.</td>
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<tr>
<td>☐ Cover page, all 8 human subjects questions and corresponding attachments are well-addressed and ready to be forwarded to the Human Subjects Committee.</td>
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Culminating Experience Proposal Application
Department of Teacher Education

Directions: Students must submit 1 hard copy of a completed and approved proposal to the Department of Teacher Education before they are authorized to begin data collection for the culminating experience. Students are responsible for securing all of the necessary signatures at each level of approval and retaining the signatures until the proposal has been approved.

STUDENT INFORMATION

<table>
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<th>Name:</th>
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<tr>
<td>Address:</td>
<td>Email:</td>
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<td>Student ID:</td>
<td>Program:</td>
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<tr>
<td>Projected completion date:</td>
<td>Faculty CE Advisor:</td>
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SIGNATURES: All signature must be obtained prior to enrolling in EDTE 290 (EDTE 285 for iMET)

**Preliminary Approval.** Signatures indicate that the student meets the following standards: 1) fully understands the specific requirements and expectations for the proposed culminating experience; 2) knows that the common questions must be addressed and submitted at proposal and at completion; and 3) has developed a proposal with sufficient substance that work with a faculty Culminating Experience (CE) Advisor is appropriate.

___________________________________________ Date: _____________

EDTE 250/Research Methods Instructor

**Academic Approval.** Signatures indicate that the student meets the following standards: 1) faculty CE Advisor agrees that the student fully understands the steps to be taken to complete the culminating experience; 2) faculty CE Advisor agrees that the proposal is worthwhile and appropriate for program curriculum; 3) faculty CE Advisor concludes that the proposal is ready to forward to the external reviewers (the graduate coordinator, the human subjects committee); and 4) student has provided a copy of the rubric evaluation and feedback provided by the research methods instructor.

___________________________________________ Date: _____________

Faculty Advisor

___________________________________________ Date: _____________

Second Reader

**Departmental Approval.** Signature indicates that the student meets the following standards: 1) proposal is clear, correct, and thorough; 2) proposed study has passed human subjects review and all necessary signatures identified on page 4 of this proposal form have been obtained; and 3) student has provided a copy of the rubric evaluation and feedback provided by the faculty CE Advisor.

___________________________________________ Date: _____________

Graduate Coordinator
**Culminating Experience Proposal Narrative Directions:** The Culminating Experience Proposal Narrative should address the criteria as outlined in the sections below. The organization and quality of writing should be in accordance with conventions valued by the academic community, including but not limited to punctuation, spelling, abbreviations, headings, and correct use of grammar.

**INTRODUCTION**

1. **Statement of the problem.** A statement of the problem identifies the purpose of your study and briefly identifies the key elements of the work. To start, write a statement that completes the following sentence: "The purpose of this work is to . . ."

2. **Significance of the problem.** A statement that explains why the problem you are proposing to address merits investigation and why now is a good time to take action.

3. **Research questions and/or anticipated outcomes.** Posed to guide the study and lead to resolution of the central concern.

4. **Definitions.** Define terms that are unclear or that have special meanings (insofar as such terms can be anticipated early in the study).

5. **Description of the Innovation/Intervention.** Describe in general the context for this study, e.g., what you want to do, where you will do it, and who will be involved. This response should be general and is intended to provide a reviewer who is unfamiliar with your ideas enough background to get oriented to your proposed work. Also address how you will present your findings or finished product.

6. **Survey of related literature.** What are some of the key areas of literature guiding your proposed work? This does not need to be a full-scale literature review but should provide enough evidence to provide a rationale for pursuing what is being proposed. Include a potential outline of the major sections of the literature review.

**METHODOLOGY**

1. List the kinds of data you need to collect for your research (e.g., descriptions, scores, tallies, measurements, surveys, etc.) and the anticipated sources of data (e.g., participants, procedures, records, documents, informants, etc.).

2. State any known assumptions being made but cannot be proved.

3. State **limitations** (i.e., conditions outside the investigator’s control that affect data collection).

4. State **delimitations** which are boundaries purposely put on the study by the investigator.

5. Present a preliminary listing of the steps to be undertaken in:
   - obtaining permission
   - deciding on and selecting the characteristics of the group members who will be included in your study
   - developing tools
   - obtaining data

6. Summarize **qualitative, quantitative, or mixed-methods** procedures for analyzing data. Include a description of how your study will provide validity, reliability and be conducted in a trustworthy way. Trustworthiness refers to how a study is designed in regard to how it accounts for bias (e.g., triangulating your data analysis).

**TIMELINE**
1. The timeline should contain the dates from the beginning to the end of the study and should list any activity that you will be involved in related to your study.

2. Provide specific dates for completion of milestones in the work.

**SPECIAL CONSIDERATIONS AND BUDGET**

1. Special considerations include anything you identify that will need to be addressed for your study to be successful. This includes items such as scheduling of labs, permissions, etc.

2. Statement of required resources. This is similar to listing the materials for a lesson plan. What will you need (people, materials, rooms, etc.)?

3. What *direct costs* do you anticipate incurring out of pocket, such as tests, software, other materials, transportation, and clerical help?

4. What *indirect costs* will be incurred such as utilities, space, computer access, and so on?

**REFERENCES**

Provide a complete list of all sources cited in the proposal. Citations and references should be formatted according to APA 6th edition requirements.
HUMAN SUBJECTS

The information in this section will be reviewed by the Teacher Education Human Subjects Committee and if the committee determines there may be potential risk, will be referred to the University Committee for the Protection of Human Subjects.

Thesis/Project Title: ______________________________________________________________

Name(s) of Researcher(s): _________________________________________

Mailing address _____________________________________________________________

<table>
<thead>
<tr>
<th>Telephone and e-mail address for researcher</th>
<th>Anticipated starting date</th>
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<tr>
<th>Name of faculty sponsor (for student research)</th>
<th>E-mail address of sponsor</th>
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Preliminary Questions:

A. Is this for a culminating experience?  [ ] 503  [ ] 505  [ ] 506  [ ] 507  sem/year______

OR

B. Is this for a course? Which course? __________________________

C. Have you completed the Human Subjects Self Assessment at [ ] yes  [ ] no

http://edweb.csus.edu/edte/graduate/HSR/index.htm and determined that this research
involves human subjects and/or research?

If NO, stop here and obtain necessary signatures below.

If YES, indicate your level of risk, then answer the 8 human subjects questions on a separate
document and obtain necessary signatures below.

Based on the Teacher Education Department’s human subjects self assessment, I believe the
proposed project to be:   [ ] exempt    [ ] no risk    [ ] minimal risk*    [ ] at risk*

________________________________ ____________________
Signature of Researcher Date

________________________________ ____________________
Signature of Faculty Sponsor/CE Advisor Date

DEPARTMENT HUMAN SUBJECTS COMMITTEE APPROVAL

The Teacher Education Department’s human subjects committee has reviewed and approved this
application as   [ ] exempt    [ ] no risk    [ ] minimal risk*    [ ] at risk*

________________________________ E-mail address of chairperson
Name of department’s human subjects chairperson

________________________________ Date
Signature of department’s human subjects chairperson

*Applications approved at this level of risk require review from the University CPHS. For
information go to http://www.csus.edu/research/humansubjects/
Human Subjects Questions. Answer questions 1 through 8 on a separate document. All 8 questions must be answered, even if you feel you have already addressed them elsewhere in the proposal.

1. Who will participate in this research as subjects (e.g., how many people, from what source, using what criteria for inclusion or exclusion)? How will you recruit their participation (e.g., what inducements, if any, will be offered)? How will you avoid any conflict of interest as a researcher?*

2. How will informed consent be obtained from adults and assent from children be obtained? Attach a copy of the consent and assessment (as appropriate) form(s) you will use. If a signed written consent will not be obtained, explain what you will do instead and why. (See Appendix C in Human Subjects Policies and Procedures for examples of consent forms, an example of an assent form for children, and a list of consent form requirements).

3. How will the subjects’ rights to privacy and safety be protected? (See the section on Level of Risk in Policies and Procedures). If you are constructing an online survey, also answer the checklist questions at the end of Appendix B in Policies and Procedures.

4. Summarize the study’s purpose, design, and procedures. (You may copy and paste an abbreviated version of the methodology section of your Culminating Experience Proposal. Do not attach lengthy grant proposals, etc.)

5. Describe the content of any tests, questionnaires, interviews, etc. in the research. Attach copies of the questions. What risk of discomfort or harm, if any, is involved in their use?

6. Describe any physical procedures in the research. What risk of discomfort or harm, if any, is involved in their use? (The committee will seek review and recommendation from a qualified on-campus medical professional for any medical procedures.)

7. Describe any equipment or instruments and any drugs or pharmaceuticals that will be used in the research. What risk of discomfort or harm, if any, is involved in their use? (The committee will seek review and recommendation from a qualified on-campus medical professional for the use of any drugs or pharmaceuticals.)

8. Taking all aspects of this research into consideration, do you consider the study to be “exempt,” “no risk,” “minimal risk,” or “at risk?” Explain why. (See the section on Level of Risk in the EDTE Policies and Procedures at http://edweb.csus.edu/edte/graduate/HSR/Docs/EDTEHumanSubjectPolicy.pdf).

*If your research involves interacting with individuals at any outside agency (e.g., a school), you must include a signed letter of approval on letterhead, by the appropriate administrator. For example, on a school site the appropriate administrator could be either the principal or someone at the district office. It is the researcher’s responsibility to determine the appropriate administrator and obtain the signed letter of approval.
Evaluative Criteria of the Culminating Experience Proposal

The CE Proposal Rubric is built around the five guiding questions and salient points provided below and will be used by the research methods instructor and CE Advisor to determine whether or not the proposal is approved. The rubric is based on a rating scale of 0 to 3. A 0 or 1 must be addressed before the proposal can be approved. See the CE Proposal Rubric for evaluative criteria.

1. How well is the introduction developed?
   - Statement of the problem
   - Significance of the problem
   - Research questions and/or anticipated outcomes
   - Definitions
   - Description of the Innovation/Intervention
   - Survey of related literature

2. How well is the methodology developed?
   - Data types and sources
   - Assumptions
   - Limitations
   - Delimitations
   - Steps to be undertaken
   - Summary of procedures for analyzing data (qualitative, quantitative or mixed-methods)

3. How well are the timeline and special considerations developed?
   - Time schedule, action plan and milestones
   - Special considerations
   - Required resources
   - Direct and indirect costs

4. How well is the proposal organized and formatted?
   - Surface elements of text should ensure that conventions valued by the academic community are not violated (e.g., punctuation, hyphenation, spelling, abbreviations, headings, etc.)
   - Writing should demonstrate a sophisticated clarity & conciseness
   - Appropriate use of APA citations and reference page

5. How well and fully addressed is the Human Subjects Application?
   - Completed cover page with appropriate signatures.
   - All 8 human subjects questions fully addressed.
   - Include copies of questionnaire(s), cover letters, consent forms, and/or any other materials used with human subjects.