Instructor: Bonnie Doren, Ph.D.
Office: 421 Education
Phone: 608-263-5750
Office Hours: By Appointment

Course Description
This course is designed to equip students with knowledge and skills necessary to be thoughtful critical consumers and producers of education and special education research. To that end, the course is structured to foster students’ development of knowledge and skills necessary to summarize, synthesize special education research literature and develop a research proposal that results in an extension of current conceptual frameworks, theory, research, and practice in an area of professional interest that is germane to the field of special education. Class members are expected to: (a) attend and to come to class prepared to actively participate in presentations and discussion of course content; (b) work collaboratively within and outside of class; (c) take leadership roles in a number of class sessions; (d) know course assignments and requirements and complete course work on time; (e) continue course work outside of class in order to meet course requirements; and (f) be proactive and communicate effectively and respectfully with classmates and instructor throughout the course.

Course Objectives
Course content, activities, and assignments have been designed so that students will be able to:

• understand, describe, and evaluate the utility and limitations of a variety of research methods and designs;

• identify and expand upon a research topic, problem, question(s) of professional interest and germane to the field of special education;

• accurately and critically summarize peer-reviewed research studies that use a variety of designs and methods;

• critically analyze and synthesize findings, in original ways, from a body of literature that addresses students’ identified research problem and question(s);

• conduct and write a professional literature review and a research proposal that follows from the results of the review that will advance knowledge and improve practice in an area germane to special education and of professional interest;

• effectively communicate research ideas, findings, and implications to others in a professional manner through discussion, written products and oral presentations.

Required Texts
Required Readings
Readings are posted on the class Learn@UW course site. ([https://uwmad.courses.wisconsin.edu](https://uwmad.courses.wisconsin.edu)). You must complete the readings to pass the course. The concepts and strategies we discuss and assignments produced will be related to the course readings. In addition, we will use assigned readings for class activities. You will also be asked to summarize and discuss readings as part of your credit towards class preparation and participation.

Course Website
This seminar uses Learn@UW to distribute course materials and to communicate and collaborate online. Students can use their NetID and password to log on the Learn@UW course site ([https://uwmad.courses.wisconsin.edu](https://uwmad.courses.wisconsin.edu)). Students will be responsible for checking the Learn@UW course site regularly for class assignments, materials, and announcements. Support is provided by the UW-Madison Do-It Help Center at 608-264-4357 or [http://www.doit.wisc.edu/students](http://www.doit.wisc.edu/students). As with all computer systems, there are occasional disruptions to Learn@UW. Scheduled downtimes are not an excuse for late work.

Course Information

Plagiarism and Academic Integrity:
It is expected that students will complete their own original work and will demonstrate academic and personal integrity. It is expected that all sources will be properly cited and credit given to the appropriate author(s). While most incidents are unintentional, they can result in severe penalty.

Plagiarism is

- Using someone else’s words or ideas without proper documentation (citation).
- Copying some portion of your text from another source without proper acknowledgement of indebtedness.
- Borrowing another person’s specific ideas without documenting their source.
- Turning in a paper or parts of a paper written by someone else, an essay “service,” or from a World Wide Web site (including reproductions of such essays or papers).

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in reference section at the end of the paper and by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking credit—deliberately or inadvertently—for someone else’s work or ideas. The following site may provide additional assistance on how to cite accurately or determine whether or not something needs citing: [http://writing.wisc.edu/Handbook/QPA_plagiarism.htm](http://writing.wisc.edu/Handbook/QPA_plagiarism.htm).

Course Assignments:
Due dates of all assignments and exams are noted in the class schedule. A description of each assignment is located after the course schedule. All written assignments should be word processed, and conform to APA 6th edition writing and formatting guidelines. Submit your assignments on the course website in the appropriate dropbox folder as a Word file using the following extensions .doc or .docx. Use the following filename convention when submitting all assignment Last name_Assignment #.

Late Work: In order to make adequate progress and successfully complete the course, the due dates for assignments are not flexible. To be considered on time, assignments must be submitted in the dropbox before class on or before the due date noted in the class schedule. Late assignments are
subject to a 10% deduction in possible points each day they are late (i.e., if you turn in an
assignment one day late and get 100% on it, 10% will be deducted resulting in a grade of 90%).
After a week past the due date, if the assignment has not been turned in, the instructor is not
obligated to accept the assignment and you will not receive points for the assignment.

**Professional Work:**
All assignments must be typed and use APA formatting for text, citations, and reference
section. Part of your grade will be based on the professionalism of your written work
including organization, grammar, spelling, and punctuation. Students who need assistance
with their writing should contact the Writing Center [http://www.writing.wisc.edu](http://www.writing.wisc.edu).

**Attendance, preparedness, and participation:**
Students will be allowed ONE unexcused absence without losing points. Further absences
*may* be excused with written documentation or under extraordinary circumstances that are
approved by the instructor. I plan to use class time to convey information, answer questions,
and engage students in presentations, discussions, and individual and group work that will
facilitate completion of assignments and understanding of course content. I expect that you
will attend every class and stay for its entirety. Each class session represents approximately
7% of the course. Therefore, attendance will be considered in the final grading.

In addition to attending class, class preparation and participation will be considered in the
final grading separately (see grading section). Class participation includes a clear indication
that students come to class: (a) prepared for presentations that have been identified in prior
sessions; (b) prepared to discuss the topics of the class based on assigned readings,
assignments, and any special instructions of next class activities that occur in prior class
sessions that may not be identified in the syllabus. There will be no “make up” for missed
class activities or work. If you miss a class, **you** are responsible for finding out what
occurred in the class from your peers, for turning in assigned work, obtaining class notes,
handouts, and any additional work or assignments that occurred during the missed class from
your peers or the Learn@UW course site.

**Students with Special Needs**
The Department of Rehabilitation Psychology and Special Education is committed to a quality
education for all students. This requires that we provide reasonable accommodation to students with
disability. Federal law is clear on this matter and applies to all students with disabilities. Students with
disabilities or special circumstances who require accommodations (e.g. special seating, interpreter,
ote-taker, etc.) should inform the instructor as soon as possible so that we can work together to ensure
your success in this course. You will need to provide the instructor with a copy of your VISA from the
UW-Madison McBurney Disability Resource Center). Students with disabilities or circumstances
requiring special accommodation should register with the UW-Madison McBurney Disability
Resource Center to document need for accommodations and obtain necessary support services. The
McBurney Disability Resource Center is located at 702 West Johnson, Suite 2104 and can also be
reached by telephone or email (608-263-2741, 608-265-2998, fax; voice; 711 Relay; or 608-
225-7956, text; email mcburney@wisc.studentlife.edu). See the McBurney Disability Resource
Center website below for more information: [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu).
Course Grades

Your final grade will be determined by the number of points earned out of 770 possible points. Please note that meeting the basic requirements of an assignment does not equal or guarantee an A. Please refer to UW-Madison grading that defines letter grades as following: A (excellent); AB (intermediate grade) B (good); BC (intermediate grade); C (fair); D (poor); F (failure).

<table>
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<tr>
<th>Category</th>
<th>Points</th>
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<tr>
<td>Initial Research Problem/Questions</td>
<td>20</td>
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<tr>
<td>Pair/Group Literature Review Report</td>
<td>20</td>
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<tr>
<td>Article Evaluations: Written (2 x 30 points)</td>
<td>60</td>
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<tr>
<td>Article Evaluations: Oral (2 x 15 points)</td>
<td>30</td>
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<td>Literature Search Summary</td>
<td>100</td>
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<tr>
<td>Revised/Refined Research Problem/Question</td>
<td>20</td>
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<tr>
<td>Literature Review</td>
<td>100</td>
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<td>Presentation of Literature Review</td>
<td>50</td>
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<tr>
<td>Presentation of Research Proposal</td>
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<td>Research Proposal</td>
<td>150</td>
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<tr>
<td>Class attendance</td>
<td>85 (5 points each)</td>
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<tr>
<td>preparedness, participation</td>
<td>85 (5 points each)</td>
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<td><strong>Total possible points:</strong></td>
<td><strong>770 points</strong></td>
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<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>A (excellent)</td>
<td>713-770</td>
<td>93-100%</td>
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<tr>
<td>AB</td>
<td>674-712</td>
<td>88-92%</td>
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<tr>
<td>B (good)</td>
<td>636-673</td>
<td>83-87%</td>
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<tr>
<td>BC</td>
<td>597-635</td>
<td>78-82%</td>
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<td>C (fair)</td>
<td>560-596</td>
<td>73-77%</td>
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Incompletes. The instructor is not obliged to give students an incomplete (I), and the following criteria have to be met: (a) the student has completed the majority of the class sessions and the work and the quality of work in class until near end of semester is ≥ C; (b) the student has been prevented from completing some portion of the coursework due to illness or some other documented reason beyond his or her control; (c) in the absence of documentation of such difficulty, the grade will be F. Even with proof, if the instructor is not convinced by the student’s work that the student can pass, the grade will be an F; and (d) the deadline for completion of an incomplete is by the end of the fourth week of the following semester. An arrangement and agreement must be made between the student and instructor before the end of the course for an I to be considered.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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</thead>
</table>
| Class 1 | 1/20 | • Overview of course  
• Ways of knowing, research approaches  
• Research interests to research studies | | |
| Class 2 | 1/27 | • Research paradigms and methodology  
• Identifying Researchable problems and questions  
• Anatomy of a research article | -Creswell (2008). Chapter 5  
-McMillan (2012). Ch. 2 | |
| Class 3 | 2/3 | • Overview and purpose of different research designs  
• Evaluating Reviews  
• Introduction to Sampling Issues | -Oxman & Guyatt (1988)  
-McMillan (2012), Chapter 3.  
-Pan (2008). Ch. 1 Intro Lit rev  
-McMillan (2012). Ch.4 Sampling | DUE: Initial Research Problem(s) & Question(s). Be prepared to share with class  
*Bring Selected peer-reviewed literature review article to class*
| Class 4 | 2/10 | • Guest Presenter: Min-Chi Yan, Ph. D.  
• Evaluating Research studies/articles  
-Jurecki & Wander (2012)-evaluating articles  
-Pan (2008) Ch. 5-evaluating | DUE: Review Article Summary presentations  
*Bring research article for evaluation #1 to class. Have read the article!*
| Class 5 | 2/17 | • Guest: Merit –Literature Search  
• Survey and Correlation Design  
• Evaluating article | -Creswell (2008). Chapter 12-Correlational  
-Creswell (2008) Chapter 4 pp. 103-119-literature search  
-Im & Chang (2012)-steps in literature reviews  
-Pan (2008). Ch. 3 lit search | |
| Class 6 | 2/24 | • Measures, data collection issues  
• Experimental Research Designs | -McMillan & Schumacher (2009) Ch. 9 Instruments  
*Bring article for 2nd evaluation to class. Have read the article!*
| Class 7 | 3/3 | • Guest Presenter: Sunyoung Kim  
• Evaluating research article | -Gay et al (2009). Chapter 7 Single-Subject | |
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Class 8</td>
<td>3/10</td>
<td>• Continue Experimental Research Designs</td>
<td>-Pan (2008). Ch 6 -sumarizing</td>
<td>DUE: Article Evaluation</td>
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<td>review Im &amp; Chang (2012)</td>
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<td><strong>Suggested activity: If you can, attend workshop “Researching and Writing Literature Reviews in the Sciences ” 105 Steenbock Memorial library 12:00-1:30 <a href="http://today.wisc.edu/events/view/82609">http://today.wisc.edu/events/view/82609</a></strong></td>
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<td>Class 9</td>
<td>3/17</td>
<td>• Guest Presenter: Heather Dahl, Ph. D.</td>
<td>-McMillan (2012). Ch. 10 Qualitative Research</td>
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<td></td>
<td>• Literature Search Summary</td>
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<td>• Literature Review process, summarizing/writing</td>
<td>-Pan (2008). Ch 7 &amp; 8, &amp; 12 – outline first draft</td>
<td>DUE Revised Research: Question</td>
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<td>-Kilbourn (2001)</td>
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<td>Spring Break</td>
<td>3/31</td>
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<td>• Literature strategies to synthesize organize literature</td>
<td>-McMillan (2012) Chapter 13.</td>
<td>Bring to class for sharing</td>
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<td>Class 12</td>
<td>4/14</td>
<td>• Role of research in evidenced-based practice</td>
<td>-Wineburg (2004)</td>
<td>DUE: Written and Oral Presentations</td>
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<td>• Literature Review</td>
<td>-Renfrow &amp; Impara (1999)</td>
<td>of Literature Review</td>
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<td>-Slavin (2008)</td>
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<td>-Gay et al (2009). Ch. 4 proposal</td>
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<td>Class 14</td>
<td>4/28</td>
<td>• Putting it all together</td>
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<tr>
<td>Class 15</td>
<td>5/5</td>
<td>• Presentations and feedback</td>
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<td>DUE: Presentation of Research Proposal</td>
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<td>Finals week</td>
<td>5/14</td>
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<td>DUE: Written Research Proposal</td>
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Description of Course Assignments

I. Summary/Debrief of Readings - class preparation and participation points

Students will take responsibility for summarizing and debriefing selected readings in class sessions. This includes providing a description of the main points of the readings, how you and your classmates can apply information in the readings to assignments or your professional goals, lessons learned, new insights, and questions you might have about the readings or other ideas and issues that came up in the readings. Plan on about a 10- minute summary/debrief of readings. As a participant in the class you will come prepared to add to the presentation summaries with your own thoughts. Assignment of readings will occur during class.

II. Initial Research Problem/Questions 20 points (2-5 pages)

You will provide a written summary of 2 to 3 researchable problem areas you are interested in pursuing during the course. For each problem area, you will develop at least 2 researchable question(s). Your assignment should include the following elements for each research problem: (a) description of the research problem; (b) at least 2 researchable questions that relate to the problem(s); (c) a conceptual or theoretical orientation within which your problem, issue, questions fit; (d) a brief description of why you are interested in these problems; and (e) why the answer to the questions are important to field of special education and will contribute new knowledge to the field; and. You will share your questions and response above with the class and also provide feedback to others.

III. Pair/group Reading Reviews of Research 20 points (1-2 pages)

Pairs/Groups of students will be responsible for choosing an article that is a literature review of research in a peer-reviewed journal. You and the member of your pair/group will choose the article in an area that is of broad interest the members and read the article critically prior to the class working session. During the working session students will discuss and share their observations, questions, and lessons learned from the article that address both the research content and the quality of the review with each other. Develop a written summary of the topic area and results of your shared thoughts. You will present your summary to the class.

IV. Two Article Evaluations

Written portion (2 x 30 points each = 60 points) (2-4 pages)
Presentation (2 x 15 points each=30 points)- Total = 90

You will select and critically evaluate two peer-reviewed journal articles that report primary research and are related to your research problem(s) question(s). The evaluation should be in your own words. Summarize in writing in APA format addressing both elements under A and B. You will also present your results to the class (see #5).
1. Include an APA reference citation of the article at beginning of the summary.
2. Provide a brief summary of the article in your own words.
3. Under section A, are reflective questions for you to consider in your evaluation of the article For each question, consider, weigh, and then describe the strengths and weaknesses of the article.
4. under section B, are three additional ideas to address about the article.
5. In addition to your written work, prepare a 10 minute presentation that summarizes your written work above and pose two questions to your colleagues for feedback, further information you might like from your peers, or questions you might want help answering (for example, any issues, unknown answers about your research problem/questions that emerged from evaluating this article, questions you have about strategies/ processes to help you evaluate studies/ articles, help with next steps in a literature search on your problem/questions, questions about aspects of the article etc.). Please make handouts or a
short ppt to facilitate your presentation.

A. Reflective Questions:
1. What is the article’s conceptual or theoretical orientation?
2. Does the article have a stated research question(s), hypotheses, or problem? That is, can you determine the focus of the study/article?
3. Is the article logically organized and easy to follow? What could have been done to improve its organization?
4. Does the article contain a section that outlines and reviews previous studies on this topic? In what ways is this previous work relevant to the research problem? Does the review provide a balanced view of the existing research on the area or problem? What would you do differently in this section to make it more relevant to the research problem/provide a balanced view or improve upon it in other ways?
5. Does the proposed research study follow logically from the literature review? Describe why or why not.
6. Identify and describe the research design used in the study. Is it appropriate to address the research problem/questions? Describe why or why not? What are the strengths and limitations of the design?
7. Are the procedures of the study clear enough that you could repeat the work and get similar results? Describe why or why not. What additional information might be helpful or essential for you to replicate the study?
8. How were data collected and analyzed. Do you agree with what was done? Why or Why not? What additional things might you do if you had been the researcher?
9. Do you agree with the conclusions and interpretation of the results? Do they follow logically from the results? Why or why not? Are the conclusions and interpretations warranted by the results? Why? Or Why not?
10. Finally, reflect over the entire article. What was most important about the article for you? What did you find most interesting? What do you think are the major strengths and weaknesses of the article? Will you keep this article to review for your research problem/questions? Why or Why not? What questions do you have about the article?

B. Note your ideas about the following aspects of the article:
   1) Identify two implications for practice (that were not identified in the article)
   2) Identify future research needs that remain for you (not identified in the study).
   3) Identify an additional limitation to the study (not identified in the study)

V. Literature Search Summary 100 points

Based on the completion of the literature search summary you should be in a position to refine, revise your research problem and question(s) that you will use in the next assignment, which consists of completing a literature review that leads to a needed study. Please address EACH of the following:

1. Conduct a search and chose and obtain the full text or scan of 8 to 10 of the best articles that address your research problem/questions that are: (a) in peer reviewed journals, (b) that address your research topic and question(s), and (c) draw largely from primary research studies.
2. Provide an introduction that includes a description of your research problem and questions.
3. Describe the parameters of the literature search from which you selected these articles, including, (a) your search process (e.g., search parameters and key terms used, data base(s) searched, reference lists checked, hand searches of journals); (b) inclusion and exclusion criteria (e.g., describe what of articles you included and did not include in your search and why).
4. Read your articles. Take notes that summarize each article’s purpose, method, results/conclusions in your own words and include an overall judgment about the article/study. That is, do you think the study is good/bad, important/not important, interesting/not interesting, and relevant/less relevant to your research area/topic?
5. Provide a thorough discussion of lessons learned from the search summary.
6. Include a reference list of your articles prepared in APA format.
7. Submit the abstracts of each of your best articles and submit with your assignment.
8. All pieces should be uploaded online under the appropriate folder.
9. **In addition to your work written work, prepare a 10-15-minute presentation to your experiences and results of the literature summary in class. Please use a handout or ppt to facilitate your presentation.**

VI. **Revised Refined Research Question** 20 points (2-5 pages)

1. Based on your literature summary, provide a revised/refined problem and questions(s) and include a brief description addressing: (a) how and why your problem (changed, was refined, or revised based on literature search summary); and (b) *a research/literature based rationale* for the importance of the problem and question(s) in extending the current knowledge and the research base in special education. **In addition to a written product, you will provide share your responses to the class.**

VII. **Table or Figure Summary** 75 points

Based on your results of the literature search summary you will add/remove articles as needed to develop a literature review that leads to a needed research study to answer or extend you're the knowledge and research in your problem area/question(s). You should have at least 15-20 articles depending on your topic that consist of primary research on your problem/questions. The purpose of this literature review is to provide a rationale for a study that you will conduct that is situated in prior scholarship. For this assignment include the following:

1. **Describe the methods you used to find the articles that you reviewed for this summary.** These may be different than the specific methods and content used in the prior literature search summary. You should report key terms and electronic databases searched as well as report the criteria for inclusion and exclusion and how many studies your search revealed. If you used any other search strategies (e.g., searching reference section of articles, hand searches of journals), you should report that here.

2. **For a subset of your literature base, develop a summary table that summarizes the major features of the study (e.g. variables, participant characteristics, design, intervention description (if relevant), the major findings of the studies and unanswered questions, inconsistencies, or shortcomings in methods, population (or other types of shortcomings), and your thoughts about the study in contributing to your research problem/question(s), OR a figure that depicts these aspects of your literature base.**

VIII. **Literature Review (Introduction) to Research Proposal** 100 points (10-15 page)

The literature review will serve as a basis for your research proposal. The review should include a clear articulation of the topic, including the problem, issues, and questions that motivate the need for additional research. The introduction should include a review of what others have written and researched that bears directly on your problem (e.g., not an exhaustive summary of the problem/topic). The literature review is a critical evaluation and synthesis of your studies and is not a listing or linear description of your study findings. You will examine your body of literature as whole and in doing so provide a critical synthesis of the literature. The table(s) or figures you developed in the prior assignment should be used to facilitate your ability to more easily develop themes for your review.

1. **Develop a narrative of the results of your examination of your literature base that is organized around relevant categories based on your examination** An example might be grouping and evaluating findings that show positive, negative, or mixed results. Another example might be organizing the narrative based on the type of intervention/practice used to address a common problem/question(s) that may explain similar or different results. In this section integrate studies
in meaningful ways and provide your own interpretation of the results of your examination.

2. Summarize your impressions of the literature base as whole as it addresses or does not address your research problem/ question(s). For example, what has the literature review revealed about your problem and questions and what is still unknown? What are specific gaps you noticed in knowledge and/or in the research reviewed? What are shortcomings of the research to date? What are other limitations of the review and/or literature-base? In this section, draw your own conclusions and make your own inferences.

3. Describe implications of the results of your review for special education practice and future research that is needed

4. Identify specific research questions or hypothesis that will structure a study that you will develop into a research proposal that logically follows from the results of your review.

IX. Presentation of the Literature Review  50 points

You will prepare a ppt or other type of presentation (e.g. Prezi) of your literature review assignment. Make sure to communicate your research problem/questions and situate it within the context of existing literature. Provide a summary of your literature review, implications and how this led to what you hope to address in your research proposal. As this is a presentation, try to use visual representations of concepts and findings. The presentation should be no longer than 15 minutes. Your peers will evaluate your presentation (content of the literature review and presentation aspects) and their feedback will be considered in the final points awarded.

X. Presentation of the Research Proposal  50 points

You will prepare a ppt or other type of presentation (e.g. Prezi) of your research proposal. Make sure to communicate your research problem/questions and situate it within the context of existing literature. Provide a summary of each of the components of the research proposal assignment. As this is a presentation, try to use visual representations of concepts and findings. The presentation should be no longer than 15 minutes. Your peers in the class will evaluate your presentation (content of the literature review and presentation aspects) and their evaluations will be considered in the final points awarded. You can use the feedback to facilitate completing your written proposal.

XI. Written Research Proposal  150 points  (20-30 pages including references/tables/figures)

You will develop a research proposal from your articles/studies that address your research/topic question you have chosen based your literature review. A proposal typically contains the following parts that you will address in this assignment.

A. Introduction (Literature Review). The purpose of the introduction is to introduce your proposed research problem on which you wish to conduct research. It should be clear by the end of the introduction that your question/hypothesis of your study is based on your review and findings of your studies. Your introduction should describe the context of where your proposed study fits within the context of prior research completed in the area. For example, what might be limitations of prior research? What changes may have occurred in practice or research that has not been addressed based on your review? This section should provide a rationale for the importance of your study and how your study has the potential to produce findings that will add to the research and knowledge base in your area. If you have a specific hypothesis vs. a research question, then identify what that is at the end of the introduction. Use the articles you reviewed and your initial literature review to facilitate completion of this section.

B. Method. In this section, you will need to select and describe your proposed research method
The type of research question and whether you are claiming a specific hypothesis should drive your research method. Another factor to consider may be feasibility of using a certain method (e.g. Can you really assign participants randomly?).

1. **Proposed Participants.** Describe the major demographic characteristics of your proposed research participants including any exclusion/inclusion criteria used for eligibility of participating in the study.

2. **Proposed Sampling Procedures:** Describe how you intend to select participants (e.g., random, systematic sampling, convenience, critical case?). Describe the settings within which participants reside and where you intend to collect data.

3. **Proposed sample size.** Describe the number of participants you need in your study including how many may be in different groups (numbers within certain ethnic/race categories, gender). Consider if this will be enough for the purposes of your study (e.g., if you want to generalize or whether you have enough participants to do appropriate analyses).

4. **Proposed Measures/Data Collection Protocol.** Describe/define your proposed independent (predictor) and dependent (outcome-criteria) variables if appropriate. Describe how you will measure your variables or what instruments you will use to obtain information on your research question/hypotheses data. If using known instruments, name them and provide their psychometric properties (e.g., reliability) and cite the source of the instrument.

5. **Proposed Research Design.** Describe your method with sufficient detail that one can understand the specific methods that will be used (e.g., don’t simply state Qualitative). For example, will the study be case study (multiple-case study? critical case study?) An experimental between or within group design? A pre-post control group quasi-experimental design? Describe your approach. For example, how will you place or assign participants into different groups (conditions), if appropriate to the design. Depending on the type of design describe how you will address threats to internal and external validity and/or trustworthiness and credibility.

6. **Proposed Intervention** (if appropriate). Provide a description of the intervention that you are proposing (IF you are including one). Describe any new manipulations that you may be proposing if the intervention is based on an existing one.

7. **Procedures.** Describe what you will do and what participants will do in the study. Including, the where and the how and how long these procedures are expected. For example, how will you collect data (e.g., observations, interviews). What will participants be expected to do?

C. **Anticipated Results.** Describe what data you will summarize and what you will compare in order to answer your research question or to test your hypothesis. You do not have to get into detail on statistical analysis. Describe the anticipated results you expect.

D. **Discussion.** Identify and describe at least 2 limitations you foresee in your study or research methodology, procedures, participant recruitment etc. that might limit the interpretation of results and the conclusions you can make. Discuss some strategies for how you might overcome these limitations or how other researchers could overcome these limitations. Describe at least 2 implications for practice or policy that you believe will be an outcome of the study.

E. **References.** All references cited in the body of the proposal should be included on separate page entitled References and these should be in APA format.