George Mason University
College of Education and Human Development
Counseling Program

EDCD 601.A01 – Introduction to Research in Counseling
3 Credits, Summer 2020
Synchronous Online Meetings: Mondays, 4pm - 6:45 PM
Asynchronous Online Content and Assignments: Wednesdays & Fridays

Faculty
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Office Hours: By appointment; email to schedule
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Prerequisites/Corequisites
None

University Catalog Course Description
Enhances knowledge of and involvement in counseling research by introducing techniques and principles to design, implement, and evaluate research projects and program development in community and school settings.

Course Overview
This course will provide an introduction to research methods, questions, and trends in the field of counseling. Readings and discussions will be used to explore the research process and high-light its role in the field of counseling. Students will be required to write a research proposal. Students will be encouraged to plan a proposal that could serve as the basis for an independent study, dissertation, or development of a school- or community-based counseling program. Consistent with the mission of the Counseling and Development Program, the course strives to develop in students a perspective that incorporates a focus on multiculturalism, advocacy, leadership, social justice and/or internationalism.

Course Delivery Method
This course will be delivered online with about 1/3 in synchronous format and 2/3 in asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, June 1 by 4pm.

Under no circumstances may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

Expectations

- See the detailed Course Schedule for specific meeting and assignment due date information.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

CACREP Standards/Learner Outcomes
This course is designed to enable students to do the following:
1. Articulate relevant social justice, multicultural, and ethical issues related to research in counseling (CACREP 2.F.8.j)
2. Demonstrate an understanding of current research in counseling, the importance of research in counseling, and how to use research in counseling practice (CACREP 2.F.8.a)
3. Demonstrate an understanding of methodological and theoretical issues in counseling research, including quantitative, qualitative, and mixed methods designs (CACREP 2.F.8.f)
4. Summarize and critically evaluate counseling and related research (CACREP 2.F.8.a)
5. Synthesize literature that informs a counseling-related topic
6. Describe appropriate methods for answering a research question (CACREP 2.F.8.g; 2.F.8.i)
7. Understand and critique evidenced-based counseling practice (CACREP 2.F.8.b)
8. Understand statistical methods used in research and program evaluation (CACREP 2.F.8.h)
9. Write using the APA style.

Professional Standards
Council for Accreditation of Counseling and Related Education Programs (CACREP)
Upon completion of this course, students will have met the following professional standards:

CACREP Standard
2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
2.F.8.b. identification of evidence-based counseling practices
2.F.8.f. qualitative, quantitative, and mixed research methods
2.F.8.g. designs used in research and program evaluation
2.F.8.h. statistical methods used in conducting research and program evaluation
2.F.8.i. analysis and use of data in counseling
2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Additional professional standards addressed in this course:
- This course fulfills the Virginia Department of Education requirement (8VAC20-543-610) that school counselors understand:
    - the knowledge, skills, and processes of student appraisal and assessment relative to school counseling programs including individual and group assessment; and
    - the skills and processes of research and evaluation aimed at improving school counseling programs
- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for "Research"

Required Texts

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Schreiber, J., & Asner-Self, K. (2011). *Educational research*. Wiley.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**

Research Proposal

Students will select a research topic of interest and complete the three components of a research proposal: introduction, literature review, and methods sections. An annotated bibliography will be used to begin the development of the proposal and introduce students to literature on their topic of interest. Research topics are expected to reflect student interests <u>and</u> an aspect of the Counseling program mission, which emphasizes social justice, multiculturalism, advocacy, leadership, and internationalism in counseling.

Annotated Bibliography (CACREP Standard 2, 4)

The annotated bibliography is a one of the first steps in the research process. The purpose is to become familiar with literature related to your topic of interest. In this assignment, you will develop skills in locating appropriate articles, as well as summarizing and evaluating the content. Using your database search skills (and assistance as necessary) you will locate five research articles from peer-review (scholarly) journals. Review each article and write an annotation for each (between 150 and 170 words each, not including the citation). Following the article citation, each annotation should include a <u>summary</u> of the content *and* an <u>evaluation</u> of the article's usefulness and rigor. Include the <u>total word count</u> for the annotation at the end of each annotation. You must adhere to current edition of APA guidelines.

Introduction and Review of the Literature

The *introduction* component of a research paper introduces the reader to your research issue. The purpose of the introduction is to provide a clear and concise overview of your research study including: the research issue/problem in counseling, a rationale for examining this research issue, and the purpose of your study. The introduction should be one page. The *review of the literature* will allow you to integrate the knowledge developed from your annotated bibliography to more fully understand your research topic. The literature review should conclude with a restatement of your purpose and your research question(s). The literature review should be four pages. In addition to the one-page introduction and four-page review of the literature, you will include a title page and reference page(s). You must adhere to current edition of APA guidelines.

Methods Paper (Performance Based Assessment & Key Assignment; CACREP 2, 6)

In this section, you will describe the research methods that you will use to address your research question. You will apply course material and additional readings as necessary. This section should allow other researchers to replicate your study. The methods section should be between two and three pages (not including title and reference pages). You must adhere to current edition of APA guidelines.

APA Style Quiz
To ensure understanding and retention of APA style, students will be given an APA style quiz. The quiz can be taken twice.

Reading and Content Quizzes
To ensure understanding of readings on research and content presented, students will be given open-book quizzes that can be taken twice. The quizzes are as follows:
1. Reading Quiz ER Ch. 1 & 2 and Qual./Quant. Designs (CACREP 3)
2. Reading Quiz ER Ch. 3
3. Reading Quiz ER Ch. 4 & 6 and Qual./Quant. Sampling
4. Reading Quiz ER Ch. 5 and Believability and PCL
5. Reading Quiz ER Ch. 7, Quant. Designs, & Mixed Methods (CACREP 3)
6. Reading Quiz ER Ch. 9 (CACREP 8)
7. Reading Quiz ER Ch. 8 & 10 (CACREP 3)
8. Reading Quiz ER Ch. 11

Writer Development
To facilitate the development of scholarly writing skills, all students will virtually visit the GMU Writing Center. Students may choose when and for what purpose based on what would be most helpful (e.g., meeting one-on-one to edit a specific paper, attending a workshop on APA format if available, etc.). Students are encouraged make plans early in the semester, but have until the end of class to turn in the confirmation of their Writing Center visit via Bb.

Participation & Reflection Activities
Students in Counseling courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; demonstrate preparedness for each class meeting; and demonstrate completion of online tasks. This component includes activities in and out of class, such as written reflections and memos. Points can be earned as follows:
- Memo #1 – 2 points
- Memo #2 – 2 points
- SJ Reflection – 4 points
- CITI training certificate – 4 points
- TSE Reflection – 4 points
- Action Research and Program Evaluation Reflection – 6 points
- Attending synchronous sessions – 10 points (2 points per session)
- Participating meaningfully in synchronous sessions – 10 points (2 points per session)

- **Other Requirements**
Course Expectations
APA Format: Students in Counseling courses are expected to adhere to the current edition of APA guidelines for written papers.

Electronic Devices: **Turn off and put away all OTHER electronic communication devices during class.** Notify the instructor prior to class if you have an emergency situation that requires accommodation.

Attendance: In accordance with the policies of the Counseling Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements: Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments and tasks as assigned, (3) arrive on time and stay for the entire class period, (4) participate in discussions and work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments: See the Course Schedule for specific instructions on when and how to submit assignments. **Late assignments will not be accepted**. You should contact the instructor if an emergency situation arises and you need to request accommodation. Additional assignments and/or assessments may be added at the instructor's discretion.

- **Grading**

    In accordance with the George Mason University Grading Policy, the following grades may be achieved:
    A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Annotated Bibliography	20%
Introduction and Literature Review	20%
Methods Section	20%
APA Style Quiz	10%
Reading & Content Quizzes	10%
Writer Development	5%
Participation & Reflection Activities	15%
	100%

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Students must adhere to program professional dispositions: https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should except to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule
- Quizzes and assignments are due by the **end of the day** (**EOD**; 11:59pm) for ONLINE ASYNCHRONOUS classes.
- Quizzes and assignments are due by the **start of class** (**SOC**; 4pm) for ONLINE SYN-CHROUNOUS classes.

Class # & Day	Date	Format	Topic(s)	Reading Due	Assignment Due	CACREP Standard
1, M	June 1, 2020	Synchro-nous	Introduction to Research in Counseling			2
2, W	June 3, 2020	Asynchro-nous + **Optional Synchro-nous Library Ori-entation @ 4:30pm**	Research Ap-proaches; Library Orien-tation (see be-low)	ER Chs. 1 & 2; Re-search ar-ticle on topic; APA Chs. 1 & 2	**Due EOD online:** Reading Quiz ER Ch. 1 & 2 and Qual/Quant Designs; Researcher memo #1 (incl. research question draft) *Have research article and analysis with you for class #4 (not turned in)*	3
		Anne Melville, Education Librarian, will hold an online training specifi-cally for our class via WebEx. The training will be about an hour and is highly recommended. Anne will cover information important to our course and the program in general, including finding articles, searching within specific journals, and accessing the mental measurements year-book. Link: https://gmu.webex.com/gmu/j.php?MTID=md120fcaa60ff912ee4076e9bfda61161 *Webex information also in Announcements on course Bb site*				
3, F	June 5, 2020	Asynchro-nous	Sampling and Data Sources	ER Ch. 4 & 6 APA Chs. 4, 5	**Due EOD online:** Reading Quiz ER Ch. 4 & 6 and Qual/Quant Sampling; Researcher memo #2	
4, M	June 8, 2020	Synchro-nous	Conceptualiz-ing research; Summarizing & Critiquing Research	ER Chs. 3 & 12 APA Chs. 3, 9, 10, & 12	**Due SOC online:** Reading Quiz ER Ch. 3 *Have research article and analysis with you for this class (from class #2), as well as memos #1 and #2*	2, 4

5, W	June 10, 2020	Asynchronous	Believability	ER Ch. 5 Article on PCL-C by Ruggerio et al. (2003) on Bb	**Due EOD online:** Reading Quiz ER Ch. 5 and Believability and PCL	
6, F	June 12, 2020	Asynchronous	Quantitative Research Designs and Mixed Methods	ER Ch. 7 and Mixed Methods article (Bb)	**Due EOD online:** Reading Quiz ER Ch. 7, Quant. Designs, & Mixed Methods **Annotated Bibliography (EOD)**	3
7, M	June 15, 2020	<mark>Synchronous</mark> - Individual Meetings	Individual Student Conferences	APA Chs. 6, 7, & 8	**Before individual meetings:** Email Dr. Goodman a copy of your research outline before the meeting	
8, W	June 17, 2020	Asynchronous	APA Style; Writing and Editing		**APA Style Quiz (EOD)** *Note: I recommend that you complete the APA style quiz <u>PRIOR</u> to writing your Literature Review paper*	
9, F	June 19, 2020	Asynchronous	Social Justice in Research; Evidenced-Based Counseling Practice	SJ: Video and reading; EBCP: 3 articles (all on Bb)	**Due EOD online:** SJ Reflection	7
10, M	June 22, 2020	<mark>Synchronous</mark>	Descriptive and Inferential Statistics; Methods	ER Ch. 9	**Due SOC online:** Reading Quiz ER Ch. 9	6, 8
11, W	June 24, 2020	Asynchronous	Institutional Review Board (IRB); Research Ethics	Complete CITI Training; review IRB forms	**Due EOD online:** CITI Certificate *Note: I recommend working ahead on the CITI training. It can be time consuming for some students.* **Introduction & Literature Review Due (EOD)**	

12, F	June 26, 2020	Asynchro-nous	Qualitative Research Design & Analysis; Tuskegee Syphilis Ex-periment (TSE) Video	ER Chs. 8 & 10	**Due EOD online:** Reading Quiz ER Ch. 8 & 10; TSE Reflection	1, 3
13, M	June 29, 2020	Synchro-nous	TSE Discus-sion; Qualitative Research Applica-tions		**Have with you for online class**: Copies of the lyrics for 5 favorite songs (printed out or copied into Word doc.); TSE Reflection (turned in for class #12)	1
14, W	July 1, 2020	Asynchro-nous	Action Re-search and Program Evaluation	Stringer Chs. 1 & 2; PPT & article (all on Bb) ER Ch. 11	**Due EOD online**: Reflection on Action Research and Pro-gram Evaluation; Reading Quiz ER Ch. 11	1
F	July 3, 2020	Asynchro-nous	Exam day		**Due EOD online: Methods Paper** Writing Center visit confir-mation due EOD	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psy-chological, physical, and spiritual health of individuals, families, communities, and organiza-tions in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, interna-tional, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become ad-vocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facil-

itate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Assessment Rubric(s)
Written Assignment are required to include a title page and references page(s) in accordance with APA (current ed.) format. Your paper should be double-spaced in 12 pt. Times New Roman font with 1-inch margins. Assignments should be uploaded as a Word document (.doc or .docx) to Bb in Assignments.

A.8.a.1 – CMHC & SC: Methods Paper in 601 – Key Assignment
Upload to Bb Assignments and to VIA (linked through Bb Assessments)

Area Assessed	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Research question KPI A.8.a.1; CACREP 2.F.8.g	10	Presents a clear, concise, answerable research question(s) at the beginning of the paper.	Presents a research question(s) with a few limitations at the beginning of the paper.	Presents a research question(s) with many limitations at the beginning of the paper.	Does not present a research question.
2. Alignment KPI A.8.a.1; CACREP 2.F.8.g	15	All components described are appropriate for and aligned with the research question(s).	Most components described are appropriate for and aligned with the research question(s).	Some components described are appropriate for and aligned with the research question(s).	Components are not aligned with or appropriate for the research question(s).
3. Participants KPI A.8.a.1; CACREP 2.F.8.g	15	Provides a detailed description of the intended participants in the study, including sample size and inclusion/ exclusion criteria.	Provides a detailed description of the intended participants in the study. A few errors.	Provides a description of the intended participants in the study. Many errors.	Provides little or no description of the participants.
4. Data sources KPI A.8.a.1; CACREP 2.F.8.g	15	Thoroughly and completely describes what data sources will be used in the study with no errors.	Thoroughly and completely describes what data sources will be used in the study with a few errors/ limitations.	Describes what data sources will be used in the study with a many errors/ limitations.	Provides little or no description of the data sources.

5. Procedures KPI A.8.a.1; CACREP 2.F.8.g	15	Thoroughly and completely describes the procedures used for data collection from beginning to end of the study with no errors.	Thoroughly and completely describes the procedures used for data collection with a few errors/ limitations.	Describes the procedures used for data collection with many errors/ limitations.	Provides little or no description of the procedures.
6. Data analysis KPI A.8.a.1; CACREP 2.F.8.g; 2.F.8.i	15	Thoroughly and clearly describes how data will be analyzed following data collection to address the research question(s) with no errors.	Thoroughly and completely describes how data will be analyzed following data collection to address the research question(s) with a few errors/limitations	Describes how data will be analyzed following data collection to address the research question(s) with many errors (e.g., lacks clarity or does not address RQ).	Provides little or no description of how data will be analyzed.
7. APA format	15	Adheres to APA format (current ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA format (current ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA format (current ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.

** The methods section is typically between two and three pages (not including title and reference pages). Research proposals for intervention studies will likely be slightly longer.

Additional assignment rubrics use the following scale:

4: A [100-97]; A- [96-94]; exceeds standards: The student meets the criteria described consistently and/or completely.

3: B+ [93-91]; B [90-87]; meets standards: The student meets the criteria; few errors.

2: B- [86-84]; C [83-80]; approaching standards: The student partially meets criteria; some errors.

1: F [79 and below]; below standards: The student does not meet the criteria; numerous errors.

Annotated Bibliography Rubric

Area Assessed	%
1. **Length**: 150-170 words per annotation; word count included at the end of each annotation	10%
2. **References parameters**: 5 empirical research articles from peer-reviewed journals published in the last 10 years	10%
3. Citations in **APA (current ed.) format**	20%
4. **Summary** addresses the research purpose/question(s), methods/approaches, and findings	30%
5. **Evaluation** includes the usefulness or rigor and thoughtfulness and reflection on content	20%
6. **Writing style and grammar**: Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable.	10%

Introduction & Literature Review Rubric

Area Assessed	%
1. **Writing style**: Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable. Past tense is used to discuss prior research; future tense may be used to discuss the proposed study.	10
2. **APA Format**: Accurately cites sources according to APA (current ed.) format both in-text and in the reference page.	10
3. **Articles**: A minimum of 10 articles from peer-reviewed journal is required, including at least 5 peer-reviewed research articles (published in the last 10 years) and at least 2 articles from American Counseling Association (ACA) journals per the approved list from Dr. Goodman (can be non-research).	10
4. Statements are supported with **citations** from the literature.	15
5. The **introduction** provides an overview of the proposed study, the need for the study, and the relevance of the study; all components of the research question(s) are addressed.	15
6. **Linearity**: The literature review addresses all components of the research question(s), thus showing the need for the study, and does not have irrelevant information.	15
7. **Integration and organization**: the literature review is well organized, flows logically, integrates research on the relevant topics (not just a series of annotated bibliographies).	15
8. A clear, answerable **research question** is provided at the end of the introduction **OR** at the end of the literature review.	10

*** The page limit is 5 pages, not including the title page and the references page(s). For every half page over the limit, 5% will be deducted from your grade.**