

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Sport and Recreation Studies**

SRST 450.DL1 – Research Methods  
3 Credits, Spring 2021  
Blackboard/Distance Learning

**Faculty**

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**Prerequisites/Corequisites:**

60 credits and [STAT 250<sup>C</sup>](#), DESC 210<sup>C</sup>, [OM 210<sup>C</sup>](#) or IT 250<sup>C</sup>.

<sup>C</sup> Requires minimum grade of C.

**University Catalog Course Description**

Covers the development of empirical research designs for both practical and theoretical problems in health, fitness, and recreation resources management. Includes literature review of hypothesized relationships, and formulation of research proposals. May not be repeated for credit. **Specialized Designation:** Fulfills writing intensive requirement in the major.

**Course Overview**

This course is a designated “Writing-Intensive” (WI) course – fulfilling in part the WI requirement for all HFRR majors – therefore, each person will complete at least 3,500 words of graded writing assignments. To help make this a manageable task, we divided the course into 5 smaller writing exercises you’ll complete throughout the semester. These will be thoroughly critiqued and graded and will form the basis for your final Research Proposal. I’ll do all I can to share knowledge, skills, and techniques for success, but it will be your responsibility to study and incorporate the comments on your papers, suggestions from your colleagues, and information from the text. We’ll follow the guidelines of the Publication Manual of the American Psychological Association (APA) (6th ed.).

Unless otherwise noted, all written papers will be submitted electronically via email. Assignments will be due at the beginning of class on the specified date due. All written papers are to be submitted using WORD (with a .doc or .docx file extension) - .pdf or other formats are not permitted in this course. Papers received AFTER 10:30 a.m. will be considered late and receive a 20% deduction in points per 24-hour period.

If you are confronted with extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, this is only applicable if pre-approved with me (your instructor). In addition, I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via the 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 at all times from Monday, January 25, 2021 through Wednesday, May 5, 2021.

**Under no circumstances, may candidates/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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
  - The following software plug-ins for PCs and Macs, respectively, are available for free download: Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

*Expectations*

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays, and finish on Fridays. All assignments will be due by 5:00pm on Fridays.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. 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 an appointment to discuss course requirements, content or other course-related issues. These discussion(s) will take place via telephone or web conference. Students should e-mail the instructor to suggest preferred times/dates.

- **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 insure accessibility must be registered with George Mason University Disability Services.

### Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Define and demonstrate appropriate use of research terminology;
2. Critically evaluate published research in scientific journals and the popular press;
3. Formulate research problem statements;
4. Enumerate the values inherent in the practice of scientific research;
5. Conduct a thorough review of literature and synthesize the findings; and
6. Prepare a sound and feasible research proposal.

### Professional Standards

Upon completion of this course, students will meet the following professional accreditation standards from the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

### Required Text

Riddick, C. C., & Russell, R. V. (2015). *Research in recreation, parks, sport, and tourism* (3<sup>rd</sup> ed.). Champaign, IL: Sagamore Publishing.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and Examinations**
  - Weekly Modules and Discussion Board Questions: To help ensure you are understanding the concepts being taught, I offer a “**Coffee Lounge**” **Discussion Board** on Blackboard wherein you can post questions. I will answer those questions within a 24-hour period.
  - Library Subject Matter Expert and Writing Center: You are strongly encouraged to meet – virtually - with the Library Subject Matter Expert, Chris Magee to learn how to identify peer-reviewed journal articles – in particular – and to get his help with your Review of the Literature. You can reach him at [cmagee@gmu.edu](mailto:cmagee@gmu.edu). You are also encouraged to access the resources of the **Writing Center**. They can assist you with any **grammar and/or language challenges** you may be have. Please use these resources.
  - APA Style: Writing in APA style is a requirement for this class. You have been provided with multiple resources to help you as well as a template – see Video Tutorials on Blackboard.
  - CITI Training and Certification: Students are required to complete the basic Human Subjects Research training hosted online by the Collaborative Institutional Training Initiative – Instructions Provided.  
25 points possible
    - Proposal Part # 1 – Yellow Elements on Assignment Rubric: Students are required to complete the introduction to their draft research proposal including both a background for the study and overview of the study – Guidelines Provided. 30
    - Proposal Part # 2 – Green Elements on Assignment Rubric: Students are required to complete an integrated review of the literature highlighting theoretical frameworks, conceptual models and core themes associated with their topic of choice. A synthesis of the literature highlighting the key elements presented in the integrated review of literature is also required – Guidelines Provided. 65
    - Proposal Part # 3 – Pink Elements on Assignment Rubric: Students are required to complete a rationale for the study, statement of the problem, research questions, a clear description of variables to be included in the study and at least two testable hypotheses if study is quantitative or mixed methods – Guidelines Provided. 45
    - Proposal Part # 4 – Blue Elements on Assignment Rubric: Students are required to complete the population and sampling portion of their proposal – Guidelines Provided. 40
  - Proposal Part # 5 – Orange Elements on Assignment Rubric: Students are required to describe their research design and instrumentation, research setting, procedures for data collection and analysis, list all references in APA format used throughout the draft proposal as well as appendices as needed – Guidelines Provided. 95 points possible
  - Final Proposal – Students are expected to use feedback from all previous assignments to complete the final proposal. The final proposal includes all areas of the semester long assignment submitted for final review. 100 points possible
  - **Total 400** (*Extra Credit Potential of up to 20 additional points*)

- **Grading**

This course will be graded on a point system, with a total of 400 points possible:

A	= 376-400	B	= 336-351	C	= 296-311	D
	= 240-279					
A-	= 360-375	B-	= 320-335	C-	= 280-295	F
	= 0-239					
B+	= 352-359	C+	= 312-319			

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times.

### Core Values Commitment

The College of Education and Human Development is committed to collaborations, 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: <https://catalog.gmu.edu/policies/honor-code-system/> .
- Students must follow the university policy for Responsible Use of Computing (see <http://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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### Tentative Class Schedule:

DATE			TOPIC	READINGS/ASSIGNMENT DUE
Week Beginning	Jan	25	<ul style="list-style-type: none"> <li>• Introduction to SRST 450</li> <li>• Research and Research Topics</li> <li>• Developing Research Topics</li> </ul>	<b>Step 1:</b> Decide on a Topic <b>Step 2:</b> Review the Literature
	Feb	1	<ul style="list-style-type: none"> <li>• Using our Resources to conduct effective literature reviews</li> <li>• Pulling together literature for your review</li> </ul>	<b>Step 3 :</b> Identify Theoretical Underpinnings <b>SUBMIT RESEARCH TOPIC FOR APPROVAL – Feb. 7th</b>
	Feb	8	<ul style="list-style-type: none"> <li>• Research Plan and Ethics</li> <li>• <b>Review and understand how to find peer-reviewed journal articles.</b></li> </ul>	<b>Step 10 :</b> Address Ethical Responsibilities – Complete CITI Training <b>CITI Certification Due – February 10th</b>
	Feb	15	<ul style="list-style-type: none"> <li>• Developing Effective Research Questions</li> </ul>	<b>Step 4 :</b> Develop a Scope of Study <b>Yellow Rubric Items Due – February 21st</b>
	Feb	22	<ul style="list-style-type: none"> <li>• Completing the Literature Review. <i>Take this week to complete this assignment throughout the week. You should expect to write approximately 3-4 pages daily.</i></li> </ul>	<b>Step 5 :</b> Explain Significance of Study
	March	1	<ul style="list-style-type: none"> <li>• Purpose Statement and Rationale for the Study</li> <li>• Hypotheses and Variables</li> </ul>	Purpose statement and Rationale for the study <b>Green Rubric Items Due – March 7th</b>
	March	8	<ul style="list-style-type: none"> <li>• Population</li> <li>• Determination of Sample Size</li> <li>• Sampling Procedure</li> <li>• Sampling Bias</li> </ul>	<b>Step 6 :</b> Select a Sample <b>Step 7 :</b> Choose a Design
	March	15	<ul style="list-style-type: none"> <li>• Reliability and Validity</li> </ul>	<b>Step 8 :</b> Consider Measurement <b>Pink Rubric Items Due – March 21st</b>
	March	22	<ul style="list-style-type: none"> <li>• Final Student Review of Pink Rubric Items – revise as necessary</li> </ul>	Review and Revise
	March	29	<ul style="list-style-type: none"> <li>• Quantitative, Qualitative, and Mixed Designs</li> <li>• Descriptive and Interview Protocols</li> </ul>	Design and Instrumentation
	Apr	5	<ul style="list-style-type: none"> <li>• Descriptive and Inferential Statistics – Part I</li> </ul>	<b>Introduction to Step 9 :</b> Specify Data Collection Methods <b>Blue Rubric Items Due – April 11th</b>
	Apr	12	<ul style="list-style-type: none"> <li>• Descriptive and Inferential Statistics – Part II</li> </ul>	<b>Step 14A :</b> Analyze Quantitative Data <b>Step 14B :</b> Analyze Qualitative Data
	Apr	19	<ul style="list-style-type: none"> <li>• Thematic Coding – Trends and Themes</li> </ul>	<b>Step 15 :</b> Create Visual Aids <b>Orange Rubric Items Due – April 25th</b>
	Apr	26	<ul style="list-style-type: none"> <li>• Instrumentation and Measurement</li> <li>• Surveys and Interview Protocols</li> <li>• Data Collection</li> <li>• Writing and Reporting Results</li> </ul>	<b>Step 16 :</b> Write Report <b>Step 17 :</b> Deliver a Presentation



DATE			TOPIC	READINGS/ASSIGNMENT DUE
Mon	May	3-10	• Independent Writing Days	
Sun	May	2	<b>Final Proposal Due</b>	May 2nd

*Note: Faculty reserves the right to alter the schedule as necessary*

#### Final Proposal Draft:

The intent of this assignment is to apply your conceptual, and practical understanding of your profession to asking questions and defining research problems. This assignment will help you develop an awareness of the research potential in your field of interest and will serve as a beginning for your final project or thesis that you will complete during future independent studies.

This proposal draft will include:

1. A **background for the study** section about the specific topic to be investigated (including the significance of the problem/issue to be investigated).
2. An **overview of the study** section including a specific purpose statement for the study.
3. An integrated **review** of pertinent **literature** (*at least 10 current*, evidence-based/empirical and peer-reviewed research articles – do not confuse these with articles from newspapers which are NOT empirical nor peer-reviewed) - (**literature review section**).
4. A **synthesis of literature** section highlighting key points and themes illustrated throughout the review of the literature section.
5. A **rationale for the study**, which clearly articulates reasons why you believe the study should be conducted.
6. A clear and concise **statement of the problem** (and/or issue) that ties to the rationale for the study.
7. **Research Questions** (usually 3 or 4 in total).
8. **Variables and Definitions** (Independent and dependent variables should be accurately identified and clearly described for the reader).
9. **TWO** testable **hypotheses** (if quantitative study) regarding the outcome of your study.
10. A complete definition of the target and accessible **population** from which the sample would be drawn. This definition should **thoroughly describe** the **size** of this population and **relevant characteristics** (age, ability, socioeconomic status, etc.). This is based on your PROPOSED study.
11. A description of how you will determine the **sample size**. Include a summary statement that indicates the sample size that will be selected and justification for this size. Be sure to identify your anticipated response rate and cite your sources!
12. An explanation of the **sampling** techniques by which you would select the sample and form it into groups (if appropriate). This technique should be described in detail, including justification of the technique selected. For example, if using “stratified sampling”, do not just say that stratified sampling will be used; indicate on what basis (i.e. characteristic) the population will be stratified and how group members (and how many) will be selected. Please also identify any possible sources of sampling bias.
13. Identify and describe the **research design** to be used in this study (go back to your reading on “Research Designs”). Describe why the design was selected; potential threats to **internal validity and external validity** (e.g., subject characteristics, location, instrumentation, maturation, subject attitude, implementation, generalizability to a larger audience) and how you have designed the study to minimize the potential effects of these threats.
14. Briefly explain the sources for questions to be used in the survey (quantitative) or interview protocol (qualitative) and how you would validate and confirm the reliability of your **instrument**. In other words, if you plan to use one or more already existing scales or measures, describe each. Explain, as well, **how** you plan to check the **validity and reliability** of scores obtained with your instruments. In other words, if you plan to use one or more already existing scales or measures, describe each. Explain, as well, how you plan to check the **validity and reliability** of scores obtained with your instruments. If you plan to use an existing instrument, summarize what you have been able to learn about the **validity and reliability of** previous results.
15. Describe the **setting** in which the research will take place using all descriptive characteristics that are applicable.
16. Describe the procedural technique(s) by which you would **collect the data** for a complete study (e.g., structured face-to-face or telephone interviews; mail, fax or email surveys; pre/post). The specific data collection technique(s) should be described in detail (when, where, how long, etc.). Indicate the exact procedures for how you will make contact with subjects and the advantages and disadvantages of your chosen method of collection. Justify why you selected the technique you did.
17. Develop a **data analysis strategy**. For a quantitative study, a discussion of descriptive and inferential statistics is appropriate. For a qualitative study, a discussion of coding techniques and application towards previously discussed theory is appropriate. If mixed methods, both will be required.
18. Develop an appropriate cover letter written to your theoretical participants that will reference the collection procedures you have determined. This letter must include, but is not limited to the following:
  1. Letterhead, date, name and address, greeting, signature and title;
  2. What the study is about and why it is useful;
  3. Why the recipient is important and why they should participate;
  4. A promise of confidentiality or anonymity and an explanation of a numbering system if used; and,
  5. Assurance that the information will be used, incentives that will be given, if appropriate, and a thank you.
19. Develop a survey instrument or data collection form. It should be formatted in-line with the data collection method selected (in other words, an interview form should have appropriate guide questions, arrows, transitions). The form must include, but is not limited to:
  1. Introductory information,
  2. Directions,
  3. Thank you,
  4. Room for comments,
  5. Question variety, and
  6. Proper formatting of questions. *Be creative BUT above all, rigorous and methodical.*

[NOTE: The cover letter and instrument/protocol will each be attached in an appendix to your proposal. In the written text, you will need to refer to the appropriate Appendix (e.g., Appendix A and Appendix B).

**Guidelines:**

- All work in this course should be written in the third person using complete sentences.
- Use subheadings appropriate to the assignment (e.g., Introduction, Literature Review, Statement of the Problem, References, etc....) to serve as a guide for “piecing together” your final proposal and to help you be sure you have responded to all requirements of the assignment.
- At least five (5) of your references must be research articles appearing in refereed journals and these specific references must be highlighted in yellow or you will receive no credit. The additional five (5) references providing support for significance and definitions may come from other literature sources.
- Appropriately cite all sources following the current APA guidelines.
- Create an APA-style cover page with running headers throughout the document.
- Create an APA-style references/works cited page.

**Grading:**

- Overall, grading will be based on completeness of responses, clarity and accuracy of written presentation. See rubric for details.
- Proposal drafts should be developed through the integration of material from your courses, readings and practical experiences, and should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

**FINAL PROPOSAL ASSIGNMENT DUE:** *No later than Sunday, May 2<sup>nd</sup> at midnight.*

Papers received AFTER that will be considered late and will receive a 20% reduction in points per 24-hour period after noon (Saturdays & Sundays are included).

**Assessment Rubric:**

Item	Needs Extensive Work	Satisfactory and Could be Improved	Excellent
<b>Introduction</b> <b>Background for the Study and Overview of the Study</b> <b>(30 points)</b>	<b>0-19 points</b> The author did not provide or provided very limited general and/or cited evidence to inform the reader about the key issues involved in the proposed study.	<b>20-27 points</b> The author provided some general and/or cited evidence to inform the reader about the key issues involved in the proposed study but needs to expand on the key issues presented.	<b>28-30 points</b> The author provided significant general and/or cited evidence to inform the reader about the key issues involved in the proposed study.
<b>Integrated Review of the Literature</b> <b>(55 points)</b>	<b>0-40 points</b> Journal article summaries were listed rather than integrated as a cohesive discussion and/or less than ten peer-reviewed empirical studies were used in the review of literature. Conceptual models and/or pertinent theoretical frameworks were not presented.	<b>41-49 points</b> The review of the articles was adequately integrated between articles. Key findings from at least ten peer-reviewed empirical studies were adequately organized and presented, but could be improved. Conceptual models and/or theoretical frameworks were presented but could be improved.	<b>50-55 points</b> The review of the articles was well integrated between articles. Key findings from at least ten peer-reviewed empirical studies were well organized, presented, and discussed relative to each other and the author’s proposed study. Conceptual models and/or theoretical frameworks were presented accurately and clearly.
<b>Synthesis of the Literature</b> <b>(10 points)</b>	<b>0-3 points</b> Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were not presented or were presented in a minimal and/or non-cohesive manner.	<b>4-7 points</b> Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were discussed but were not presented in a cohesive manner.	<b>8-10 points</b> Conclusions drawn about the convergent and divergent views illuminated throughout the literature review were discussed and presented in a cohesive and manner.
<b>Rationale for the Study</b> <b>(10 points)</b>	<b>0-3 points</b> The author did not provide or provided very limited cited evidence of the importance and significance of the study.	<b>4-7 points</b> The author provided some cited evidence of the importance and significance of the study but could be improved.	<b>8-10 points</b> The author provided & cited evidence for the importance of conducting the proposed study.
<b>Problem Statement</b> <b>(10 points)</b>	<b>0-3 points</b> The problem statement is difficult to identify or not stated.	<b>4-7 points</b> The problem statement is adequately stated and supported by the background and overview sections but could be improved.	<b>8-10 points</b> The problem statement is clearly stated and supported by the background and overview sections.

<b>Research Questions</b> <b>(10 points)</b>	<b>0-3 points</b> Research questions were difficult to understand or were not presented.	<b>4-7 points</b> Research questions were included but were not directly related to the previous sections presented.	<b>8-10 points</b> Research questions were well articulated and were directly related to the previous sections presented.
<b>Variables and Definitions</b> <b>(10 points)</b>	<b>0-3 points</b> Independent and dependent variables were not accurately defined, nor clearly described.	<b>4-7 points</b> Independent and dependent variables were accurately identified, but not clearly described.	<b>8-10 points</b> Independent and dependent variables were accurately identified and clearly described for the reader.
<b>Hypotheses</b> <b>(5 points)</b>	<b>0-1 points</b> Two hypotheses were incorrectly stated (not testable) or not provided.	<b>2-4 points</b> Two hypotheses were stated, but need to be refined in order to be easily testable.	<b>5 points</b> Two hypotheses were correctly stated and testable, and variables clearly identifiable.
<b>Population</b> <b>(10 points)</b>	<b>0-3 points</b> 0 or 1 demographic characteristics were used to describe the population from which the student is drawing the sample. The demographic characteristics chosen are not appropriate to the study.	<b>4-7 points</b> Two (2) demographic characteristics were used to describe the population from which the student is drawing the sample. The demographic characteristics chosen are appropriate to the study.	<b>8-10 points</b> At least 3 demographic characteristics were used to describe the population from which the student is drawing the sample. The demographic characteristics chosen are appropriate to the study.
<b>Determination of Sample Size</b> <b>(10 points)</b>	<b>0-3 points</b> 2 or more of the following categories of	<b>4-7 points</b> 1 of the following categories of information	<b>8-10 points</b> The population size is clearly identified (or

	information are <u>not</u> provided or are <u>not</u> correctly explained: The population size is clearly identified (or projected with evidence for the projection). The appropriate sample size is identified, and literature is cited as justification. The expected response rate is projected, and literature is cited as justification.	is <u>not</u> provided or is <u>not</u> correctly explained: The population size is clearly identified (or projected with evidence for the projection). The appropriate sample size is identified, and literature is cited as justification. The expected response rate is projected, and literature is cited as justification.	projected with evidence for the projection). The appropriate sample size is identified, and literature is cited as justification. The expected response rate is projected, and literature is cited as justification.
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<b>Sampling Procedure (10 points)</b>	<b>0-3 points</b> 2 or more of the following categories of information is not provided or is <u>not</u> correctly explained: The specific COMBINATION of sampling techniques is explained. The choices of sampling technique are justified. IF the student chooses to sample for a specific characteristic(s), the characteristic(s) is clearly explained.	<b>4-7 points</b> 1 of the following categories of information is <u>not</u> provided or is not correctly explained: The specific COMBINATION of sampling techniques is explained. The choices of sampling technique are justified. IF the student chooses to sample for a specific characteristic(s), the characteristic(s) is clearly explained.	<b>8-10 points</b> The specific COMBINATION of sampling techniques is explained, and the choices justified. IF the student chooses to sample for a specific characteristic(s), the characteristic(s) is clearly explained.
<b>Sampling Bias (10 points)</b>	<b>0-3 points</b> 0 or 1 possible sources of sampling bias are clearly identified, and/or the effects of the potential sampling biases are clearly explained.	<b>4-7 points</b> Two (2) possible sources of sampling bias are clearly identified, and/or the effects of the potential sampling biases are not clearly explained.	<b>8-10 points</b> Three (3) or more possible sources of sampling bias are clearly identified. The effects of the potential sampling biases are clearly explained.
<b>Research Design and Instrumentation (including a discussion on the validity and reliability of the instrument and potential threats to internal and external validity of the study) (35 points)</b>	<b>0-14 points</b> <i>Research Design</i> – Author clearly described less than 2 of the following: <input type="checkbox"/> The research design <input type="checkbox"/> Rational for research design <input type="checkbox"/> Threats and how s/he will minimize threats to internal and external validity <i>Instrumentation</i> – Author clearly described less than 2 of the following: <input type="checkbox"/> At least 1 strategy for assessing the validity of his/her questionnaire items for measuring the proposed IVs and DVs <input type="checkbox"/> At least 1 strategy for assessing the reliability of his/her questionnaire <input type="checkbox"/> At least 1 strategy for assessing the validity of the responses to questionnaire items	<b>15-29 points</b> <i>Research Design</i> – Author clearly described 2 of the following: <input type="checkbox"/> The research design <input type="checkbox"/> Rational for research design <input type="checkbox"/> Threats and how s/he will minimize threats to internal and external validity <i>Instrumentation</i> – Author clearly described 2-3 of the following: <input type="checkbox"/> At least 1 strategy for assessing the validity of his/her questionnaire items for measuring the proposed IVs and DVs <input type="checkbox"/> At least 1 strategy for assessing the reliability of his/her questionnaire <input type="checkbox"/> At least 1 strategy for assessing the validity of the responses to questionnaire items	<b>30-35 points</b> <i>Research Design</i> – Author clearly described the following: <input type="checkbox"/> The research design <input type="checkbox"/> Rational for research design <input type="checkbox"/> Threats and how s/he will minimize threats to internal and external validity <i>Instrumentation</i> - Author clearly described the following: <input type="checkbox"/> At least 1 strategy for assessing the validity of his/her questionnaire items for measuring the proposed IVs and DVs <input type="checkbox"/> At least 1 strategy for assessing the reliability of his/her questionnaire <input type="checkbox"/> At least 1 strategy for assessing the validity of the responses to questionnaire items

<b>Research Setting (10 points)</b>	<b>0-3 points</b> 0 or 1 characteristics were used to describe the setting in which the student is conducting the study.	<b>4-7 points</b> 2 characteristics were used to describe the setting in which the student is conducting the study.	<b>8-10 points</b> At least 3 characteristics were used to describe the setting in which the student is conducting the study.
<b>Procedures for Data Collection (10 points)</b>	<b>0-3 points</b> Another researcher would have to ask the author to clarify 3 or more steps to collect data and come up with the projected sample.	<b>4-7 points</b> Another researcher would have to ask the author to clarify 1 or 2 steps to collect data and come up with the projected sample.	<b>8-10 points</b> Another researcher could easily and clearly follow the author's steps to collect data and come up with the projected sample.
<b>Data Analysis: (10 points)</b>	<b>0-3 points</b> Proposed tests described by author were not appropriate or were missing. Author did not provide descriptions of any additional tests designed to illustrate additional information for stakeholders.	<b>4-7 points</b> Author described proposed tests somewhat accurately. Author provided at least one additional proposed test designed to illustrate additional information for stakeholders.	<b>8-10 points</b> Author accurately described proposed tests. Author provided at least two additional proposed tests designed to illustrate additional information for stakeholders.
<b>References (10 Points)</b>	<b>0-3 points</b> Author cited fewer than 5 referred articles and less than 5 additional articles.	<b>4-7 points</b> Author accurately cited at least 4 refereed articles but less than the 5 required and only 4 or fewer additional articles.	<b>8-10 points</b> Author accurately cited and highlighted in yellow - 5 or more peer-reviewed journal articles and five (5) additional articles.
<b>Appendix A: Final Instrument or Interview Protocol (10 points)</b> Proper formatting, questions follow rules, directions, thank-you	<b>0-3 points</b> Questionnaire or protocol is breaking 3 or more rules for design.	<b>4-7 points</b> Questionnaire or protocol is breaking 1-2 rules for design.	<b>8-10 points</b> Questionnaire or protocol follows all rules for design.
<b>Appendix B: Cover Letter (10 points)</b> Letterhead, date, name/address, greeting, signature, title, study summary, why useful, why important to respondent, confidentiality info, how info to be used.	<b>0-3 points</b> Author is missing 3 or more key elements of the cover letter and/or wrote the letter in a way that will likely influence potential responses.	<b>4-7 points</b> Author is missing 1-2 key elements of the cover letter and/or wrote the letter in a way that will likely influence potential responses.	<b>8-10 points</b> Author provided all items noted and wrote letter in an engaging manner without overly-influencing potential responses.



# SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

## Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

**All students are required to take Safe Return to Campus Training prior to visiting campus:** it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

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**Students are required to follow the university's public health and safety precautions and procedures** outlined on the university [Safe Return to Campus webpage](#).

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**All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily**, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
  - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
  - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
  - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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**Disability Services:** Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

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**Campus Closure:** If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for B updates on how to continue learning and information about any changes to events or assignments.

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**Participation and Make-up Work:** CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs ([cehdsaa@gmu.edu](mailto:cehdsaa@gmu.edu)).

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### Technology Requirements:

Blackboard learning

- Activities and assignments in CEHD courses regularly use the system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
  - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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### Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.

- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
  - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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### **Testing with LockDown Browser:**

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

#### **You will need the following system requirements for online exams:**

- ♦ Windows: 10, 8, 7
- ♦ Mac: OS X
- ♦ 10.10 or higher
- ♦ iOS: 10.0+ (iPad only)
- ♦ Must have a compatible LMS integration
- ♦ Web camera (internal or external) &
- ♦ microphone A reliable internet connection
- ♦ Prior to your first exam, you must install LockDown Browser following the step-by- step instructions linked above.

#### **To ensure LockDown Browser and the webcam are set up properly, do the following:**

- ♦ Start LockDown Browser, log into Blackboard and select your course.
- ♦ Locate and select the Help Center button on the LockDown Browser toolbar.
- ♦ Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- ♦ Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- ♦ Exit the Help Center and locate the practice quiz.
- ♦ Upon completing and submitting the practice quiz, exit LockDown Browser.

#### **When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:**

- ♦ Ensure you're in a location where you won't be interrupted.
- ♦ Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- ♦ Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- ♦ Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- ♦ Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.

- ♦ If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

**To produce a good webcam video, do the following:**

- ♦ Do not wear a baseball cap or hat with a brim that obscures your face.
- ♦ Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- ♦ If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- ♦ Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- ♦ Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

