

George Mason University
College of Education and Human Development
School of Sport, Recreation, and Tourism Management

SRST 450 – DL3 – Research Methods
3 Credits – Spring 2024
Asynchronous Online

FACULTY

Instructor: Ivan Levin M.S.
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PREREQUISITES: 60 credits and one of the following: STAT 250, DESC 210 OM 210, SOC 313, OM 250, EDRS 220 or IT 250. Recommended ENGH 302

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.

Fulfills writing intensive requirement in the major.

COURSE OVERVIEW: This course is a designated “Writing Intensive” (WI) – fulfilling, in part, the WI requirements for all AT, HFRR and TEM majors – therefore, each student 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 that you will complete over the semester. These will be critiqued, graded, and will form the basis for your final Research Proposal.

For this course, you can choose to follow the guidelines of either the *Publication Manual of the American Psychological Association* (APA) (6th Edition) or the *American Medical Association* (10th Edition).

Communication is an important facet of this course. As such, I ask that you **email** for messages and updates. Keep a special eye out for weather related announcements!

Everyone is expected to actively participate in online discussions, complete class exercises, and fulfill all assignments.

COURSE DELIVERY METHOD: This course will be delivered online via Blackboard housed in the MyMason portal (<http://mymason.gmu.edu>). The course will be asynchronous in format with 3 online meetings with the Professor. Students will log in to the Blackboard course site using their Mason email name (everything before “@masonlive.gmu.edu) and email password.

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 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.
- 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/

EXPECTATIONS

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on **MONDAYS and finish on Sundays**. All assignments will be due as noted in the Syllabus.
- 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 2 times per week.
- 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:
Expect to log in to this course at least 2 times a week to read announcements, participate in the discussions, and work on course materials. **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 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 ensure accessibility must be registered with George Mason University Disability Services. Please send me your accommodation letters from Disability Services as soon as possible.

LEARNER OBJECTIVES & OUTCOMES: At the completion of the course, students should be able to:

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 and sound and feasible research proposal.

Written communication is one of the foundation requirements of Mason's general education curriculum. Mason's nationally recognized writing program emphasizes writing as a process: it is not simply a way of communicating already formulated thoughts, but a way of discovering, exploring and developing new ideas. On your way to completing your proposal, you will go through the recursive processes of researching, drafting, and revising and will engage in critical thinking at all stages.

As part of the written communication component and in addition to our course objectives, upon successfully completing this course, you will be able to:

- Analyze and synthesize research using methods appropriate to Recreation, Health, and Tourism (RHT);
- Make reasoned, well-organized arguments with introductions, thesis statements, supporting evidence, and conclusions appropriate to RHT;
- Use credible evidence to include, as applicable, data from credible primary and/or secondary sources, integrated and documented accurately according to APA or AMA styles;
- Employ rhetorical strategies suited to the purpose(s) and audience(s) for the writing, to include appropriate vocabulary, voice, tone, and level of formality;
- Produce writing that employs the organizational techniques, formats, and genres typical to RHT; and,
- Produce writing that demonstrates proficiency in standard edited American English, including correct grammar/syntax, sentence structure, word choice, and punctuation.

(For additional information, please see

<https://assessment.gmu.edu/Genedassessment/outcomes.cfm>)

PROFESSIONAL ASSOCIATION STANDARDS: Further, upon completion of this course, students will meet the following professional accreditation standards for 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.

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning and testing platforms; ..."

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they cannot be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Submitting all or any part of an assignment statement to an online learning support platform.
- Incorporating any part of an AI generated response in an assignment.
- Using AI to brainstorm, formulate arguments, or template ideas for assignments.
- Using AI to summarize or contextualize source materials.
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me. If you use these tools, your actions would be considered academically dishonest and a violation of George Mason's Honor Code.

REQUIRED TEXTS:

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

***** Our textbook, "Research Methods: How to Conduct Research in Recreation, Parks, Sport, and Tourism" is now being offered at no charge by Mason libraries via the following link: https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1prj2t5/alma9947301040004105**

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). This course will be graded on a percentage system for a total of 100% distributed as follows:

ASSIGNMENTS AND EXAMINATIONS:

- **Librarian and Writing Center:** You are encouraged to contact the Chris Magee, GMU Librarian, early in the semester. You can reach Chris at cmagee@gmu.edu. You are also encouraged to set up a virtual meeting with someone at the Writing Center by the end of the 4th week of class. The Librarian and the staff at the Writing Center can assist you on your paper/references/APA Style, etc. Please use these resources.
- **Link to Introductory Video for the Writing Center:**
<https://www.youtube.com/watch?v=Qb4qrVfpCBA>
- **Zoom Meeting with Professor:** Each student is required to have an online meeting with the Professor the 4th, 6th, and 12th weeks of class to discuss class and assignment expectations and answer questions. **This is NOT OPTIONAL and will result in a 10-point deduction each week unless excused by the Professor.**
- **APA Style:** Writing in APA style is a requirement for this class. You have been provided with multiple resources to help you along the way.

Introduction, Problem Statement, Lit Review, Hypothesis, Variables	15%
Sampling Plan	10%
Research Design, Measurement and Data Collection	15%
Analysis Plan	15%
Research Presentation	10%
Final Research Proposal (This is a Performance Based Assessment)	25%
Class Participation (Article Review & Research Classification, attendance, etc.)	10%
TOTAL	100%

*****NOTE – FULL ASSIGNMENT DESCRIPTIONS WITH GRADING RUBRICS WILL BE POSTED ON BLACKBOARD THROUGHOUT THE SEMSTER.**

ASSIGNMENT SUMMARIES:

Article Review & Research Classification

The intent of this assignment is to increase your familiarity with evidence-based peer-reviewed journal articles. Select **one** of the articles posted on <http://courses.gmu.edu> in our “Assignments” folder. Read the article thoroughly and respond to each of the following **using complete sentences** (bulleted responses are not acceptable for this course):

- a. What was the topic studied?
- b. What procedures were used to gather data?
- c. Who were the participants?
- d. What scales or instruments were used?
- e. What was the method of data analysis?
- f. What were the major conclusions and implications?

Introduction, Problem Statement, Lit Review, Hypothesis Variables

The intent of this assignment is to apply your curiosity, conceptual and practical understanding of health, fitness and recreation resources to asking questions and defining research problems. This assignment will benefit you in developing an awareness of research potential in your field of interest and planning for your final research proposal. Specifically, you are to write an introduction to your research proposal and your preliminary review of literature AND submit a copy of each research article used in the review. The literature review will include:

- a. An **introduction** to the specific topic to be investigated in your study (including the background and significance of the problem);

- b. A specific **statement of the problem** (which could be the last sentence in your introduction);
- c. 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*);
- d. **TWO** testable **hypotheses** regarding the outcome of your study; and
- e. **Identification of** your independent and dependent **variables and definitions** in each of your hypotheses.

Sampling Plan

Having selected a problem, formulated a hypothesis and completed a preliminary literature review, describe a sample appropriate for evaluating your two hypotheses. This assignment is to be written in proposal format and should be specific to your PROPOSED full study (NOT your Pilot Study of 30 people that will happen shortly). Include:

- a. A complete definition of the target and accessible populations from which the sample would be drawn. This definition should **thoroughly describe** the size of these populations and **relevant characteristics** (e.g., age, ability, socioeconomic status, etc.). This is based on your PROPOSED study.
- b. 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 source!
- c. An explanation of the procedural 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.
- d. Indicate the possible sources of sampling bias.

Research Design, Measurement & Data Collection

The intent of this assignment is to continue development of the research proposal, specifically identifying the research design to be used, measurement tools available and detailing the data collection procedures. Having selected a problem, formulated a hypothesis, completed a preliminary literature review, and described your population and sample, **Identify the measures and data collection procedures to be used in this study and design an appropriate cover letter and survey instrument**. This assignment is to be written in proposal format (with cover letter and instrument in appendices). You are to address the following:

Measurement, Design and Data Collection

- I. Briefly explain the sources for questions to be used in the survey 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. If you plan to use an existing instrument, summarize what you have been able to learn about the validity and reliability of previous results.
- II. 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 (e.g., subject characteristics, location, instrumentation, maturation, subject attitude, and implementation) and how you have designed the study to minimize the potential effects of these threats.
- III. 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.

- IV. Identify any possible ethical problems in carrying out such a study and how the problems could be remedied. Be sure to include: possible *harm* to participants (if any); possible *problems of confidentiality* (if any); and possible *problems of deception* (if any).

Instrument and Cover Letter Development

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:

- a. Letterhead, date, name and address, greeting, signature and title;
- b. What the study is about and why it is useful;
- c. Why the recipient is important and why they should complete your questionnaire;
- d. A promise of confidentiality or anonymity and an explanation of a numbering system if used; and,
- e. Assurance that the information will be used, incentives that will be given, if appropriate, and a thank you.

Analysis Plan

The intent of this assignment is to develop a plan for analysis of survey data. Having developed a survey instrument by which to collect your data (Assignment #4), you are to conduct a pilot study and write about it. Specifically, you are to:

- I. Distribute your questionnaire electronically to 30 people [similar to those you hope to study] and input the data in SPSS.
- II. Using SPSS, analyze **all** variables using appropriate **descriptive** statistics and write up the results. In this case, you will be analyzing more than just the variables you are using to test your hypothesis. You should **provide at least 2 Tables and 1 Figure** accompanying your data descriptions. In your text, highlight the key information in those Tables/Figures.
- III. Using SPSS, analyze **all** appropriate variables and relationships using appropriate **inferential** statistics and write up the results. Include a discussion of the appropriate statistics and variables to be used to assess your hypothesis. A minimum of 5 statistical tests must be performed using chi-square, t-test and correlations to determine if relationships exist.

Research Presentation

The intent of this assignment is for you to share your research proposal with your colleagues via a 10-15-minute PowerPoint presentation. This assignment will allow you to gain experience in oral presentation skills and will help to improve your final written proposal.

- Introduce the topic, research problem and its significance to theory and practice (including reference to pertinent literature)
- Identify your two hypotheses and the relevant variables
- Identify the potential limitations and delimitations of this proposed study
- Define the population of interest and how your proposed large sample will be drawn (i.e., size of sample, method of sampling)
- Describe the ALL results of your pilot study
- Discuss implications of your pilot study findings

- General guidelines
 - **Use any appropriate presentation format with voice over**, such as Power Point, Prezi, video presentation or other
 - Provide a full bibliography of references used in all aspects of this project (last slide)

Final Research Proposal

The intent of this assignment is for you to apply your conceptual and practical understanding of your research topic to prepare a final and complete research proposal. Your proposal should illustrate your familiarity with problem formation and hypothesis development, review and critical analysis of the scholarly literature related to your study, justification of appropriate methodology, and consideration of the implications of your research. This assignment is a revision and **extension** of all content included in previous assignments.

SPECIAL NOTE: Because the data we collect for our pilot study is for educational purposes only (i.e. we share our results as part of our process to understand research), we do not complete the Human Subject’s Review Board application. Therefore, the data we collect in this course may not be presented in any context other than this course. However, if you wish to use these data for a conference presentation or as the foundation for a research process, please let me know and I will be happy to work with you to obtain approval from Mason’s HSRB.

GRADING POLICIES:

Unless otherwise noted, assignments should be submitted via BLACKBOARD. **Due dates will be posted with individual assignments.** All electronic papers are to be submitted in WORD (.doc or .docx). **Assignments received after their due date will be considered late and receive a 20% deduction in points per 24-hour period.** If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, these must be discussed with me to determine if they fall in this category. 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.

GRADING SCALE:

A+ = 98-100	B+ = 88-89	C+ = 78-79	D = 60-69
A = 94-97	B = 84-87	C = 74-77	F = 0-59
A- = 90-93	B- = 80-83	C- = 70-73	

PROFESSIONAL DISPOSITIONS: Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

TENTATIVE COURSE SCHEDULE:

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

WEEK	TOPIC	READINGS/ASSIGNMENTS
Week 1 1/16	Introduction to Research & Research Topics Developing Research Topics	Intro to Research Step 1: Decide on a Topic
Week 2 1/22	Research Plan Hypotheses & Variables (Bring RQs to class)	Journal Article Review DUE RQ Worksheet Due
Week 3 1/29	Using our resources to conduct effective literature reviews Pulling together literature for your review	Step 2: Review the Literature Step 3: Identify Theoretical Underpinnings Step 4: Develop a Scope of Study RQ Final Worksheet Due

Week 4 2/05	ONLINE MEETING WITH INSTRUCTOR	Have Everything Related to Intro and Lit Review Ready to Review
Week 5 2/12	Sampling	Step 6: Select a sample Intro/Literature Review DUE
Week 6 2/19	ONLINE MEETING WITH INSTRUCTOR	Have Everything Related to Sampling Plan Ready to Review
Week 7 2/26	Instrument & Measurement Qualitative Research Ethics	Step 10: Address Ethical Responsibilities Sampling Plan DUE
Week 8 3/11	Reliability & Validity Internal Validity	Bring DRAFT Survey to Class Step 7: Choose a Design Step 8: Consider Measurement Step 9: Specify Data-Collection Tools
Week 9 3/18	Pilot Study Intro to SPSS SPSS – setting up your survey	Step 12: Conduct a pilot test Step 14B: Analyze qualitative data Methods Paper DUE
Week 10 3/25	Statistics – Descriptive Descriptive Class Example	BRING LAPTOP
Week 11 4/01	Statistics- Inferential Inferential Class Example Data Analysis and Interpreting Results -Entering Survey Results and Interpreting What They Mean Work on Analysis Plan in class	BRING LAPTOP Step 15: Present Results Using Visual Aids Step 16: Deliver an Oral Report
Week 12 4/08	ONLINE MEETING WITH INSTRUCTOR	Have Everything Related to Analysis Plan Ready to Review
Week 13 4/15	Final Paper discussion Presenting your results Sample Presentations	Analysis Plan DUE (Returned by over email)
Week 14 4/22	Presentations	Presentations DUE
Exam Week 5/01		Final Research Proposal DUE VIA Assessments Tab on Blackboard by 11:59pm on TUESDAY, MAY 7

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 <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 <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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.



George Mason University
School of Sport, Recreation, and Tourism Management
SRST 450 Sec 001 - Research Methods
Spring 2024
Final Proposal Performance Based Assessment

Final Proposal (200 points)

The intent of this assignment is for you to apply your conceptual and practical understanding of health, fitness and recreation resources to prepare a final and complete research proposal. The development of such a proposal will illustrate your familiarity with problem formation and hypothesis development, review and critical analysis of the scholarly literature in health, fitness and recreation resources, justification of appropriate methodology, and consideration of the implications of such research. This assignment is, in essence, a revision and **extension** of all content included in previous assignments. **It should include:**

PRELIMINARY PAGES (All in APA Format)

Title Page

Table of Contents

List of Tables and Figures

Abstract (A short summary of your overall project & findings) **Look at your journal articles for examples*

MAIN BODY OF THE PROPOSAL

Introduction/Literature Review

Introduction – background and significance

Literature Review (themed and with appropriate sources)

Research Questions

Hypotheses – Direct and Null

Independent and Dependent Variables

Definitions

Sampling

Populations (Target and accessible population descriptions)

Sample size

Sampling procedure

Sampling bias

Methods

Survey Description

Reliability, Validity and Internal Validity

Procedures for Data Collection and Triangulation

Ethics

Analysis

Pilot Study Results

Descriptive statistics (Graphs and tables)

Inferential statistics (Graphs and tables)

Discussion and Conclusions (recommendations, and implications for theory, research and practice, what it all means)

Reference List (at least 10 scholarly journals and ALL SOURCES USED)

APPENDICES

Cover Letter
Blank Questionnaire

Guidelines:

- This assignment should be clearly typewritten in paragraph format.
- Use subheadings appropriate to your final proposal and to ensure that you have responded to all requirements.
- **APA format**
- Make a copy (for yourself) of the assignment submitted.

Grading:

- Grading will be based on completeness of responses, clarity and accuracy of written presentation.
- Exclusive of the reference list, the final research proposal must be not less than 3,500 words in length.
- Responses should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

Again, this is a writing intensive course; as such, you should be using feedback from previous assignments to improve your writing skills.

ASSIGNMENT DUE: Electronic copy must be submitted by Tuesday, May 7, 2024, by 11:59 p.m. Papers received AFTER this time will be considered late and will receive a 20% reduction in points per 24-hour period.

Rubric for SRST 450 VIA Assessment

Item	1 Does not meet	2 Approaches	3 Meets	4 Exceeds
APA or AMA formatting including references, title page, headings/subheadings, tables, etc.				
Abstract				
Introduction				
Integrated Review of the Literature				
Problem Statement with Rationale				
Research Questions/ Hypotheses				
Variables with Definitions				
Populations and Sample Description				
Sampling Procedure and Bias				
Instrumentation Reliability/ Validity				
Procedures for Data Collection/Triangulation				
Data Analysis Plan				
Implications/Applications				
Quality and Quantity of References				
Data Collection Documents				
Language Control (e.g., tone and prose appropriate for research proposal)				
Language Mechanics (e.g., grammar, punctuation, paragraphing)				
Engaged in Revision Process				