Field Study I & II:
EDUC5890 & EDUC5990

Student Handbook

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Northwestern State University
Spring 2011
TABLE of CONTENTS

EDUC 5890: Field Study Proposal

Rubric for EDUC 5890 Field Study Proposal ................................................................. 14
WEEK 1 ............................................................................................................................. 21
WEEK 2 ............................................................................................................................. 24
WEEK 3 ............................................................................................................................. 26
WEEK 4 / WEEK 5 .......................................................................................................... 28
WEEK 6 / WEEK 7 .......................................................................................................... 29
WEEK 8 ............................................................................................................................. 30
WEEK 9 / WEEK 10 ........................................................................................................ 31
WEEK 11 .......................................................................................................................... 32
WEEK 13 .......................................................................................................................... 33
WEEK 14/15 .................................................................................................................... 34
WEEK 16 .......................................................................................................................... 35
Appendix 1: Selecting a topic ....................................................................................... 36
Appendix 2: Examples of topics ..................................................................................... 37
Appendix 3: Finding research studies .......................................................................... 40
Appendix 4: Template for cover page .......................................................................... 41
Appendix 5: How to write the Introduction chapter ..................................................... 42
Appendix 6: Introduction chapter template (Set left margin at 1.5) .............................. 46
Appendix 7: How to write the Methodology chapter ..................................................... 49
Appendix 8: IRB application submission process ............................................................ 57
Appendix 9: Informed consent form template ................................................................ 60
Appendix 10: Assent form template .............................................................................. 61
Appendix 11: How to write the Literature review chapter ............................................. 62
Appendix 12: Field Study proposal components ............................................................. 66
Appendix 13: Table of Contents ..................................................................................... 67

EDUC 5990: Field Study Proposal Defense

How to write the Results chapter .................................................................................... 82
How to write the Discussion chapter .............................................................................. 85
Field Study Defense ........................................................................................................ 87
DISCLAIMER

1. How these two field study courses (EDUC 5890/EDUC 5990) work?

In EDUC5890 – Field study proposal, students work on the first half of field study (thesis) preparation. Completion of this course will result in the successful defense and approval of the field study (thesis) proposal (Chapter 1-3) to the members of his/her thesis committee, and the submission and approval of required documentation to the NSU Human Subjects Institutional Review Board (IRB) committee on the protection of human subjects in research. Students will need to be enrolled continuously in EDUC 5890 until the proposal is successfully defended and approved. Based upon the time it will typically take to conceptualize the topic, choose a research design, defend a research proposal, and get approved by the NSU IRB committee, it may take more than one semester to complete this class.

In EDUC 5990 – Field study defense, students work on the second half of field study (thesis) preparation. Completion of this course will result in the successful defense and approval of the field study (chapter 1 – 5) to the members of his/her thesis committee. As like in EDUC 5890, students will need to be enrolled continuously in EDUC 5990 until the proposal is successfully defended and approved.

2. Note that students can only take EDUC 5890/5990 in a “fall – spring” and “spring – fall” sequence as both classes will be offered in spring and fall semesters only. EDUC 5890/5990 will not be offered in summer semesters.

3. Students in Edu Tech program are required to take ETEC6450 at least three semesters prior to their anticipated graduation. Students will have an opportunity to use ETEC6450 to select a topic and complete the review of literature.
EDUC5890: Field Study Proposal
EDUC 5890 FIELD STUDY PROPOSAL

1. Identification of Course

1.1. EDUC 5890 FIELD STUDY PROPOSAL  (3-0-0)
Three credit hours, graduate credit, letter grades.
Prerequisites: Successful completion of two-thirds of degree program and approval of major professor.
Online: Fall and Spring only

1.2. Textbook(s) and/or Supplementary Materials

Required Textbooks:

* Both books are required to succeed in EDUC 5890.
* Other supplementary readings will be identified based on candidate’s field study proposal topic.

1.3. General Information:

Professor: Dr. Sanghoon Park
Office: TEC Bldg., Pod C, Room 240
E-mail: parks@nsula.edu
Phone number: 318.357.5774
Fax: 318.357.6275
Availability: as posted on Blackboard; other times by appointment

2. Course Description/Justification

2.1 Catalog Description of Course

First half of field study preparation. Completion of this course will result in the successful defense and approval of the field study proposal (Chapters 1 – 3) to members of the candidates’ committee and the submission and approval of required documentation to the NSU Human Subjects Institutional Review Board. A candidate will be continuously enrolled in EDUC 5890 until the proposal is
successfully defended and approved. Prerequisite: Successful completion of two-thirds of degree program and approval of major professor.

2.2 Justification/Rationale for Course

The purpose of this course is to provide candidates with a capstone experience in the Specialist’s Degree Program through the following experiences:

(1) Writing a well-constructed proposal which designs a field study to examine an issue of concern in the field of education,

(2) Organizing and revising a field study proposal (APA – style format) through guided practice and feedback from candidate’s major professor and committee,

(3) Submitting required documents to the Human Subjects Institutional Review Board, and

(4) Defending the proposal.

The School of Graduate Studies at Northwestern State University requires an original thesis or field study for a specialist’s degree. The requirements and procedures for these papers are prescribed by the Graduate Council and the individual college and academic department. Research options vary among the individual degree programs.

RESEARCH REQUIREMENTS

It is the responsibility of the candidate, working with the major professor and committee, to fully meet the research requirements for the specific degree program.

HUMAN PARTICIPANTS INFORMATION:

All research that uses humans to produce data must receive approval from the NSU Human Subjects Institutional Review Board prior to beginning the research; therefore, applications must be submitted immediately after the proposal is defended and approved. The Committee on the Protection of Human Subjects in Research meets once each month during the regular academic year and once during the summer term. Applications are to be delivered to members of the Committee by submission deadlines as indicated in the IRB Website prior to the meeting at which the application is to be reviewed.


EDUC 5890 ENROLLMENT REQUIREMENTS

After the first enrollment in EDUC 5890, the candidate is required to maintain continuous enrollment until the final proposal is defended and approved. Maximum credit to be granted for EDUC 5890 is three hours. It is the responsibility of the candidate, working with the major professor and committee, to fully meet the research requirements for the specific degree program.
3. Goals and Objectives

3.1 Goals

All candidates pursuing degrees in the College of Education and Human Development are expected to apply the principles of the conceptual framework, Models for Learning. Thus, objectives and learning activities in this course call upon candidates to take responsibility for their learning, to identify problems within specific areas, to arrive at solutions using creative/critical thinking, and to reflect upon and evaluate decisions made in the course of their learning.

For a copy of the Conceptual Framework document and link to the youtube video, go to [http://education.nsula.edu/conceptual-framework/](http://education.nsula.edu/conceptual-framework/).
[http://education.nsula.edu/models-for-learning-video/](http://education.nsula.edu/models-for-learning-video/)

Pursuant to the College of Education conceptual framework, Models for Learning, to prepare candidates in education to model creative and critical thinking, problem solving, decision making, and responsibility taking dispositions, the goals are:

3.1.1. Identify a field study topic.
3.1.2. Review relevant research on the chosen topic.
3.1.3. Identify a field study design appropriate for answering the identified field study question(s).
3.1.4. Write and defend the field study proposal.

3.2 Objectives

The candidate will:

3.2.1. Demonstrate an increased understanding of the logic of conducting a field study (DM, RT, PS, CCT)
3.2.2. Communicate with instructor via Blackboard discussion board or Email on a weekly basis concerning the planning and creation of the field study proposal (RT, CCT)
3.2.3. Design an original field study (DM, RT, PS, CCT)
3.2.4. Demonstrate an increased understanding of the field study process (RT, PS, CCT)
3.2.5. Demonstrate writing in appropriate APA-style format (PS, CCT)

4. Student Activities and Experiences

Disability Policy:
It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or
in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in Student Union, Room 240-A, telephone 357-4460.

NSU College of Education Online Civility Statement:
Each Northwestern State University candidate is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the online learning environment. Candidates should communicate online with respect, read and respond carefully to others in order to understand their point-of-view, take responsibility for their words, keep criticism constructive, respect diversity, and be tolerant of differences. Students who make others feel unwelcome, disrespected, harassed, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the course may be asked to log off the online class and subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of the infractions and sanctions are available on the NSU web site at: http://www.nsula.edu/studenhandbook/page100.htm

Definition of Diversity:
Today members of our university community are more likely to experience differences among people. Northwestern State University defines diversity as differences in age, gender, religion, language, sexual orientation, socioeconomic status, ethnicity, race, exceptionalities, and geographic background. In our mission to acknowledge our differences, we also hope to realize our commonalities.

4.1 Assignments/Tasks

Candidates are expected to complete the following requirements:
4.1.1. Submit a field study topic. (DM, RT, CCT)
4.1.2. Design the field study methodology that will be employed to conduct the field study (DM, RT, PS, CCT)
4.1.3. Submit a draft(s) of the field study proposal planned. (DM, RT, PS, CCT)
4.1.4. Submit and defend a field study proposal. (DM, RT, PS, CCT)
4.1.5 Submit to the Human Subjects Institutional Review Board the appropriate required documentation for implementation of the research study. (DM, RT, PS, CCT)


5. Content Outline

5.1 Course Calendar
Specific topics to be addressed will be individualized to the persons and field study research designs of each particular offering of the course.

All assignments and tasks are due on **Sunday midnight** unless stated otherwise. It is important for you to check the announcements section of Blackboard regularly for any changes or updates.

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<tr>
<th>Week</th>
<th>Due Date</th>
<th>Topics</th>
<th>Activities</th>
<th>Readings</th>
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| Week 1 | 1/16 | - Introduction  
- Selecting a topic | 1. Introduction  
2. Current mailing address  
3. Field study guideline review  
4. Virtual Tour of Watson Library  
5. Selecting a Topic | Field study guideline  
Handbook (Appendix 1)  
Handbook (Appendix 2) |
| Week 2 | 1/23 | - Topic posting | 1. Ask your major professor: Topic  
2. Topic statement and explanation submission | Gay, Mills, & Airasian (Ch. 1, 2) |
| Week 3 | 1/30 | - Collecting literatures  
- Reference list | 1. Related Literatures search and review  
2. Master reference list submission  
3. Additional Reading (APA manual) | Gay, Mills, & Airasian (Ch. 3, 4)  
Handbook (Appendix 3)  
APA manual |
| Week 4 | 2/6 | - Collecting literatures  
- Introduction | 1. Related Literatures search and review (cont’): **(final literature review chapter is due 3/20)**  
2. Introduction chapter writing | Gay, Mills, & Airasian (Ch. 5, 6)  
Handbook (Appendix 5)  
Handbook (Appendix 6)  
Proposal examples |
| Week 5 | 2/13 | - Introduction  
- Literature review | 1. Introduction chapter submission  
2. Ask your major professor: Introduction chapter | Handbook (Appendix 5)  
Handbook (Appendix 6)  
Proposal examples |
| Week 6 | 2/20 | - Methodology  
- Literature review | 1. Methodology chapter writing | Gay, Mills, & Airasian (Part II and Part III chapters depending on your study design)  
Handbook (Appendix 7)  
Proposal examples |
| Week 7 | 2/27 | - Methodology  
- Literature review | 1. Methodology chapter submission  
2. Ask your major professor: Methodology chapter | Gay, Mills, & Airasian (Part II and Part III chapters based on your study design)  
Handbook (Appendix 7)  
Proposal examples |
| Week 8 | 3/6 | | 1. Introduction chapter revision | Refer to the textbook as needed |
| Week 9   | 3/13 | - Reference & Appendix - Literature review | 1. Reference section  
2. Appendices section, including a cover letter to the participants or cooperating agencies, questionnaire/instruments used for the study  
3. Review of Literature chapter writing | Proposal examples  
Handbook (Appendix 9, 10)  
APA manual |
|---------|------|------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| Week 10 | 3/20 | - Literature review                      | 1. Literature review chapter submission  
2. Ask your major professor: Literature review chapter |
| Week 11 | 3/27 | - Institutional Review Board Required Forms | 1. Methodology chapter revision  
2. Cover Letter, Informed Consent, Assent, and Debriefing Forms  
3. Other required forms, letters, and permissions. | Handbook (Appendix 8)  
Handbook (Appendix 9)  
Handbook (Appendix 10)  
IRB Website  
Proposal examples  
IRB Application examples |
2. Ask your advisor: Completed proposal  
3. Final proposal submission (Due 4/13) | Handbook (Appendix 4, 12, 13)  
Graduate school Website |
| Week 13 | 4/10 | - Field study proposal                  | Proposal examples  
Handbook (Appendix 9)  
Handbook (Appendix 10)  
IRB Website  
Proposal examples  
IRB Application examples |
| Wk 14/15 | 4/24 | - IRB package                           | 1. Informed Consent, Assent/Permission, and Debriefing forms revision  
2. IRB application submission  
- See IRB deadlines. 5/4 is the last submission deadline for spring. | Email me your IRB application by 4/24 for the initial review. |
| Wk 16   | 5/1  | Proposal Defenses                      | *TBA    |

*Note: This schedule is subject to change.*

This course is intended to be the culmination of the candidate’s graduate studies. The schedule will vary for each candidate and will be determined by the candidate, the major professor, the course instructor, and the candidate’s committee.

If necessary, regularly scheduled meetings will be determined jointly by the candidate, major professor, and the course instructor at the beginning of the semester.
6. **Field-Based Experiences**

The candidate will observe and interact with individuals of diverse age groups and special populations as deemed necessary for implementation of this field study. (CCT, PS, DM, RT)

7. **Evaluation Policies**

University attendance and grading policies are located in the current University Catalog under the heading of Academic regulations. Policies of this course are in compliance with University regulations.

7.1. **Attendance**

Attendance at scheduled meetings on Blackboard with major professor and the course instructor is required.

Candidates should refer to the latest university catalog to review the attendance requirements in order to be current.

Field study proposal drafts must be submitted throughout the semester via e-mail as a Word attachment (Use Word 2003 OR Word 2007).

7.2. **Grading**

The grade for EDUC 5890 will be a subjective evaluation of the following: (a) a candidate’s field study topic, (b) a candidate’s field study proposal, (c) a candidate’s writing of chapters 1, 2, and 3 of the field study proposal, (d) the feedback from the committee, and (e) the feedback from the course instructor and the major professor who shall have the primary responsibility in the grade assignment.

8. **Bibliography**

Students are expected to consult recent empirical works in their area of research. Scholarly journals may be obtained from the library or on-line sources.
**Ed. S in Leadership and Instruction with a concentration in Educational Technology: EDUC 5890 Field Study Proposal Grading Rubric**

Candidate Name: ____________________________  
Faculty Evaluator: ____________________________  
Semester: ______________________________________  
Proposal Defense Date: _________________________

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<td>1.2. Applied higher order thinking skills and appropriate techniques to design solutions that affect a more positive learning environment. (S)</td>
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<td>4.1. Identified and designed appropriate study activities that require creative/critical thinking. (K)</td>
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**Ed. S in Leadership and Instruction with a concentration in Special Education: EDUC 5890 Field Study Proposal Grading Rubric**

Candidate Name: ____________________________  Faculty Evaluator: ____________________________

Semester: ____________________________  Proposal Defense Date: ____________________________

### CEC Standards for Advanced Roles in Special Education

**Student and Program Evaluation:** Design and implement research to evaluate the effectiveness of instructional practices and program goals, apply knowledge and skill at all stages of the evaluation process for student learning of the general education curriculum and individualized IEP goals.

**Collaboration:** Understand the importance of collaboration and foster the integration of services for individuals with exceptionalities; understand the role of collaboration for internal and external stakeholders to promote understanding, resolve conflicts, and build consensus to provide services to these students and their families; understand the interactions of language, diversity, culture, and religion and use collaboration to enhance opportunities for individuals with exceptionalities.

**Professional Development and Ethical Practice:** Candidates safeguard the legal rights of students, families, and personnel; plan, present, and evaluate professional development that focuses on effective practice; continuously broaden personal professional knowledge, including expertise to support student access to learning through effective teaching strategies, curriculum standards, and assistive technology.

**Program Development and Organization:** Improve instructional programs at the school and system levels; develop procedures to improve management systems; design professional development to support the use of evidence-based practices; coordinate educational standards with the needs of children with exceptionalities to access challenging curriculum standards; use understanding of the effects of cultural, social, and economic diversity and variations of individual development to help develop programs and services for individuals with exceptional needs.

**Leadership and Policy:** Advocate for legal and ethical policy that supports high quality education for individuals with exceptional learning needs; provide leadership to create procedures that respect all individuals and positive and productive work environments.

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CEC’s Advanced Role Content Standards address six different areas. An abbreviated description of each area follows (11-30-10).

- **Leadership and Policy:** Advocate for legal and ethical policy that supports high quality education for individuals with exceptional learning needs; provide leadership to create procedures that respect all individuals and positive and productive work environments.

- **Program Development and Organization:** Improve instructional programs at the school and system levels; develop procedures to improve management systems; design professional development to support the use of evidence-based practices; coordinate educational standards with the needs of children with exceptionalities to access challenging curriculum standards; use understanding of the effects of cultural social, and economic diversity and variations of individual development to help develop programs and services for individuals with exceptional needs.

- **Research and Inquiry:** Use educational research to improve instructional and intervention techniques and materials; foster an environment that supports instructional improvement; engage in action research.

- **Student and Program Evaluation:** Design and implement research to evaluate the effectiveness of instructional practices and program goals, apply knowledge and skill at all stages of the evaluation process for student learning of the general education curriculum and individualized IEP goals.

- **Professional Development and Ethical Practice:** Safeguard the legal rights of students, families, and personnel; plan, present, and evaluate professional development that focuses on effective practice; continuously broaden personal professional knowledge, including expertise to support student access to learning through effective teaching strategies, curriculum standards, and assistive technology.

- **Collaboration:** Understand the importance of collaboration and foster the integration of services for individuals with exceptionalities; understand the role of collaboration for internal and external stakeholders to promote understanding, resolve conflicts, and build consensus to provide services to these students and their families; understand the interactions of language, diversity, culture, and religion and use collaboration to enhance opportunities for individuals with exceptionalities.
## In the study proposal, candidates:

<table>
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<tr>
<th>1. Problem-Solving</th>
<th>EDUC 5890</th>
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<tbody>
<tr>
<td><strong>1.1.</strong> Cleary identified research problems and designed solutions to improve the educational environment. (K)</td>
<td>Target 3</td>
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<td><strong>1.2.</strong> Applied higher order thinking skills and appropriate techniques to design solutions that affect a more positive learning environment. (S)</td>
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### 2. Responsibility Taking

| 2.1. Demonstrated personal responsibility for academic achievement and professional growth through the proposal writing process. (K) | Target 3  | Acceptable 2 | Not Acceptable 1 |
| 2.2. Used a variety of resources and strategies to determine the most effective solutions, including technology, to enhance the learning environment. (S) |           |             |                 |

### 3. Decision Making

| 3.1. Identified and planed appropriate study activities based upon best practices and theories. (K) | Target 3  | Acceptable 2 | Not Acceptable 1 |
| 3.2. Presented a clearly explained evaluation/assessment/measurement techniques to make decisions regarding the study effectiveness. (S) |           |             |                 |

### 4. Creative/Critical Thinking

| 4.1. Identified and designed appropriate study activities that require creative/critical thinking. (K) | Target 3  | Acceptable 2 | Not Acceptable 1 |
| 4.2. Presented study plans that promote the development of creative/critical thinking. (S) |           |             |                 |
## Rubric description for EDUC 5890 Field Study Proposal

<table>
<thead>
<tr>
<th>Component</th>
<th>Target</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Clearly define the subject of proposal or literature review,</td>
<td>Explicitly defines subject of field study and literature review.</td>
<td>Does not explicitly define subject of field study or literature review.</td>
</tr>
<tr>
<td></td>
<td>Cite excellent research that has led to the development of the field</td>
<td>Cite research that has led to the development of the field study proposal.</td>
<td>Does not cite research that has led to the development of the field study proposal.</td>
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<tr>
<td></td>
<td>study proposal.</td>
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<tr>
<td></td>
<td>Develops a coherent background for the development of the field</td>
<td>Clearly develops a background for the development of the field study proposal.</td>
<td>Does not clearly develop a background for the development of the field study proposal.</td>
</tr>
<tr>
<td></td>
<td>proposal.</td>
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<tr>
<td></td>
<td>Contains exceptional needs to be addressed by the field study.</td>
<td>Contains needs to be answered by the proposal.</td>
<td>Does not contain clear needs to be answered by field study.</td>
</tr>
<tr>
<td></td>
<td>Succinctly</td>
<td></td>
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<tr>
<td></td>
<td>Describes how addressing these needs will contribute to the knowledge</td>
<td>Describes how addressing these needs will contribute to the knowledge base of the topic of the field study.</td>
<td>Does not clearly describe how addressing these needs will contribute to the knowledge base of the topic of the field study.</td>
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<td></td>
<td>base of the topic of the field study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review of</strong></td>
<td>Extensive detailed critical review of field studies that support</td>
<td>Extensive critical review of field studies that support question(s).</td>
<td>Does not include extensive critical review of research that supports field study proposal.</td>
</tr>
<tr>
<td><strong>literature</strong></td>
<td>question(s).</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Describes the previously conducted field studies in detail.</td>
<td>Describes the previously conducted field studies.</td>
<td>Does not clearly describe the previously completed field studies.</td>
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<tr>
<td></td>
<td>Succinctly analyses these</td>
<td>Describes how these</td>
<td>Does not analyze</td>
</tr>
<tr>
<td>Methodology</td>
<td>Clearly describes the methodology of proposed field study.</td>
<td>Describes the methodology of the proposed field study.</td>
<td>Does not clearly describe the methodology of the proposed field study.</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Clearly and concisely describes design of the proposed field study</td>
<td>Adequately describes the design of the proposed field study.</td>
<td>Does not adequately describe the design of the proposed field study.</td>
<td></td>
</tr>
<tr>
<td>Explains in detail how the proposed field study</td>
<td>Explains how the proposed field study</td>
<td>Does not explain how the proposed field study</td>
<td></td>
</tr>
<tr>
<td>Review of literature includes an extensive list of primary field studies conducted by prominent educators.</td>
<td>Review of literature includes primary field studies conducted by prominent educators.</td>
<td>Literature reviewed does not make a strong case for the field study being proposed.</td>
<td></td>
</tr>
<tr>
<td>All field studies have a clear and direct connection to the current research.</td>
<td>All proposals have a clear and direct connection to the current research.</td>
<td>Literature reviewed does not make a strong case for the proposal being presented.</td>
<td></td>
</tr>
<tr>
<td>Literature reviewed is used to make a strong case for the proposal being presented.</td>
<td>Literature reviewed is used to make a strong case for the proposal being presented.</td>
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</tbody>
</table>

**Review of literature** includes an extensive list of primary field studies conducted by prominent educators. All field studies have a clear and direct connection to the current research. Literature reviewed is used to make a strong case for the proposal being presented.
study will be conducted. will be conducted. field study will be conducted.

NOTE: Candidate must continue to submit revision of field study proposal until acceptable by major professor and course instructor.
This handbook is designed to provide step-by-step instructions about how to write a Field Study Proposal.

Field Study Components: In EDUC 5890, the components listed below, Preface, Introduction, Review of Related Literature, and Methodology will be completed. The remaining chapters, Results and Discussion, will be completed in EDUC 5990.

PREFACE

- Title Page
- Signature Page
- Copyright Page
- Abstract
- Table of Contents
- List of Tables (if applicable)
- List of Figures (if applicable)

INTRODUCTION

- Background
- Theoretical Framework
  - Statement of the Problem
  - Research Questions (or Study Hypothesis)
  - Purpose for the Study
- Significance
- Definition of Terms
- Limitations of the Study
- Delimitations of the Study
- Assumptions of the Study
- Summary

REVIEW OF RELATED LITERATURE

- Use appropriate sub headings
- Argument
- Summary

METHODOLOGY (METHODS)

- Design
- Participants
- Sampling strategy
- Ethical Standards
- Instruments (or Independent variable and Dependent variable)
- Data Collection
- Data Analysis
- Summary

REFERENCES

APPENDICES
1. **Introduce yourself** *(Blackboard Discussion board “1wk: Introduction”)*

2. **Review the field study guideline** *(Blackboard Discussion board “1wk: Thesis, Research Project and Field Study Guidelines”)*

   (1) Go to the graduate school Website (http://graduateschool.nsula.edu/) and Click on the menu “Guidelines for thesis, Research projects, and field studies” It contains a copy of NSU's guidelines for a thesis, research project/paper in lieu of a thesis, and field study. You will be completing field study options in this course. Please read through this guideline and make sure you understand the required components of your field Study.

   (2) Print a copy of the attachment for your records. You will need it.

3. **Complete a virtual Tour of Watson Library** *(Blackboard Discussion board “1wk: Complete a Virtual Tour of Watson Library”)*

I know that many of you are miles from Watson Library and will never be able to step foot in it. However, you will likely need to use NSU’s library system to locate and review related literatures for this course (e.g. database searches and interlibrary loan). I would like you to take a virtual tour of the library seriously and learn about the free services that will help you on finding good articles for your literature review.

   **Directions:**

   From NSU’s homepage, click on the **Watson Library** link. OR go directly to http://library.nsula.edu/

   On the Library’s homepage, you will find the links listed below. Click on each link and read/explore what the library has to offer.

   - **Databases**-You will be able to search these databases to find all the article references you need for the course assignments. Sometimes you can link directly to the articles.

     - Click on the **Databases** link. Under the heading “Databases by Subject,” select the **Education** link.

     - Click on and read the description of the following databases. These databases are the ones most likely to have the articles you will be looking for in this course.

       - **Academic Search Premier**
- ASSIA: Applied Social Sciences Index and Abstracts
- ERIC
- Google Scholar
- Ingenta MAS Ultra - High School Edition
- Mental Measurements Yearbook
- Physical Education Index
- Primary Search - Education K-6
- PsycINFO

- Full texts are available in some databases

- **Interlibrary Loan** - If the library does not have an article, the personnel will order it and mail it to you for free! Consider using this service if you need more articles throughout the semester and cannot find them through electronic means.

- **Library Catalog** - You can find books and secondary sources in the library catalog.

- **NSU Journal List** - If you are looking for a particular journal, you can search to see if the library has that journal.

Watson Library has an excellent on-line operation that allows students who are pursuing on-line coursework as well as traditional coursework. Also, Watson provides an extensive support system for its on-line students. Use these links often. Watson's staffs are all there to help you!

* **Distance Education Service**: [http://library.nsula.edu/distance-education-services/](http://library.nsula.edu/distance-education-services/)

### 4. Think about your research topic (Your topic statement is due next week: 1/23)

In this course, you will write a research proposal, which shows your study plan in detail and defend it. Once you successfully defend your field study proposal this semester, you can continue to conduct your study next semester in EDUC 5990 course where you will be gathering research data and summarizing it.

Here is the list of the components you will need to work on to complete the field study proposal.

1. Title page (1 page)
2. Abstract, a summary of the research proposal (about 350 words)
3. Table of contents (1-2 pages)
4. Introduction to the research proposal (6-8 pages)
5. Review of literature (25-30 pages)
6. Explanation of the methods you propose using in the study (10-15 pages)
7. A reference section (5-8 pages)
8. Appendices, including a cover letter to the participants or cooperating agencies and the questionnaire/instruments proposed for the study (1-6 pages)

* _Page numbers indicated above are minimum for each component._

If you add up all the pages, you can see that your research proposal is going to be long, perhaps the longest paper you have ever written since EDUC 5010 class (if you have taken it). Please do not let this intimidate you. I set up EDUC 5890 so that you will complete the proposal in manageable steps. There will be a lot of work for you to do, but your major professor and I are here to help you through the process.
Your first step is to find a good topic and this step is very important. That’s why I encourage you to ponder about your research topic NOW.

(1) Review [Appendix 1] and [Appendix 2] included at the end of this handbook.

(2) Contact your major professor (AKA academic advisor) through email and make sure that you will be able to use the topic for your field study. Please **forward your major professor’s response to me (parks@nsula.edu)** when you complete discussion with your advisor.
Post topic Statement and explanation (Blackboard Discussion board “2wk: Topic Statement and Explanation”)

As we discussed last week, your first step to write a good research proposal is to find a good topic. In this week, continue to search for a topic and research studies. If you are not finished with this assignment from the previous week, here is what you need to do.

(1) Review [Appendix 1] and [Appendix 2] again.

(2) Contact your major professor (aka academic advisor) through email and make sure that you will be able to use the topic for your field study. Please forward your major professor’s response to me (parks@nsula.edu) when you complete discussion with your advisor.

Once you post your message, you will NOT BE allowed to change your topic. So, make sure that you 1) like the topic you select, 2) have your major professor's approval of the topic, and 3) can find 20-25 quantitative or qualitative research studies that are published in academic journals that you can cite in your research proposal.

(3) Now, explain your research proposal topic to the class by addressing each of the following items:

- Identify and explain the variables you selected to examine in your research proposal.
- Propose a clearly stated research question that you want to answer from your research.
- Provide 2-3 rationales why this topic is worth studying. (Use previous studies as supporting evidence)
- If your research involves an experiment, propose a clearly stated research hypothesis (1 sentence) that can be tested in your research proposal. In other words, tell me your prediction about the relationship between the variables you selected. You can slightly alter the hypothesis later if needed. If you need help, refer to the educational research textbook you have (pp. 71 – 75).
- Identify and explain if the methods you will propose in the research proposal to answer to your research questions or to test the hypothesis will be descriptive, correlational, causal-comparative, or experimental. **Note:** your hypothesis from above should be worded in such a way that the methods make sense. If you need help, refer to the educational research textbook you have (pp. 8 – 14).
- Explain who the participants will be in the research proposal (total number and where to recruit)

After posting your message, reply to at least one other student's message by offering suggestions and constructive feedback.
What you will need to do next week is to find enough published research studies that are in academic journals on the topic you chose. You will need 25-30 published research studies. You will know they are research studies if they have the following elements: 1) an abstract, 2) a review of literature, 3) a methods/methodology chapter, 4) a results chapter (with statistical tests and numbers for quantitative studies), and 5) a discussion chapter. You will usually see these words/phrases in the subheadings of the research studies. You can also use general articles that summarize other studies or offer opinions. Electronic versions of journal articles (pdf files) are acceptable as well.

** DO NOT use followings. These are not considered as references.
- Website or Web information
- Newsletters or News articles
- Online articles where no authors are indicated
- Online articles that are published earlier than 2005
- Any personal interview or conversation

Bottom line is that articles that are published in peer reviewed journals are all fine. Contact me if you need more clarification or if you are unsure if a source is acceptable.

My email address is parks@nsula.edu
## WEEK 3

1. Finding and reading Related Literatures
2. Creating a master reference list
3. Additional Readings (APA manual)

**Due: 1/30**

**Find and read related literatures (Blackboard Discussion board “3wk: Finding and reading Related Literatures”)**

Once you decide your research topic, the next step is to find and review related literatures. What you will need to do this week is to find enough published research studies that are in academic journals on the topic you chose. You will need 25-30 published research studies. Here is how.

**(1) Find and review research studies**

Find and review 25-30 research studies that you will be able to cite in your research proposal. You can continue your search for next couple of weeks until the final literature review chapter is due 3/20.

To guide you in your search, read pages 9-11 (section 1.01 – 1.06) in the APA manual 6th edition. Also, read the [Appendix 3] in this handbook. All of the research studies you review should relate to the topic of your field study and include empirical studies. Here are some other guidelines:

1. Online journal articles, paper journal articles, books, dissertations, theses are acceptable. Web document, which is NOT a journal article, is not acceptable. You should NOT use newspapers, magazine articles, or internet papers as they are not studies.
2. The research studies you find must be quantitative or qualitative studies that involve participants and conduct statistical tests or have some sort of analysis of the participants. This type of studies will give you some specific ideas of how you design the research method of your research.
3. If the research studies are quantitative, they almost always have the headings: Method, Results, and Discussion.
4. Many journals can be accessed through Watson Library’s databases. The link to Watson Library is in [Week 1] and off NSU's homepage. You do not need to buy a subscription to a database. Watson library will be able to help you with all of your needs, even if you live far away.
5. The best databases for educational research tend to be PsycINFO and ERIC (Look for studies that are coded EJ - NOT ED - as it indicates journal articles.)
6. When you have a question whether you can use certain literature for your field study proposal or not, ask your advisor and me.

**(2) Create a master reference list**

Once you find 25-30 research articles, you need to write a reference section for your research proposal. We will cover this again in week 9, but it will help you tremendously if you make a master reference list now and add new references to it as you find more.

The source for each research article needs to be typed in proper APA format, be in alphabetical order, and
follow the other APA guidelines stated in chapter 4 of the APA manual. Not sure how? See example proposals under [Course Documents] – references section.

Read APA manual

In the APA manual, read the chapter 2 and chapter 3. These sections of the APA manual build upon the reading from the Educational Research book. They provide an explanation of the parts of a research proposal. Chapter 3 in the APA manual explains some important information about expressing your ideas and eliminating biased words from your writing.

You will be responsible for demonstrating your understanding of the reading in your writing of the research proposal.

**Special Note

You are almost ready to start writing the text of your Field study proposal. In preparation for your next assignment, read through all of the research studies that you collected. Highlight the information you think is important. Also, take notes as you read the articles.

We will start writing the introduction section next week.
**WEEK 4 / WEEK 5**

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<tbody>
<tr>
<td>1.</td>
<td>Continue finding and reading related literatures</td>
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<tr>
<td>2.</td>
<td>Continue reviewing related Literatures</td>
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<td></td>
<td><em>(final literature review chapter is due 3/20)</em></td>
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<tr>
<td>3.</td>
<td>Write and post the Introduction chapter</td>
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<tr>
<td>4.</td>
<td>Ask your major professor: Introduction</td>
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Due: 2/13

**Writing the introduction: How to get it started?**

The Introduction chapter is due *(2/13)*, but I strongly encourage you to start on it in this week. You need to write a 6 full page minimum to 10 full page maximum “Introduction” for your research proposal. Please make sure that you do not submit anything less than 6 full pages.

There is a norm when writing research papers that authors do not use direct quotations unless terms are being defined. Instead of using direct quotations, it is acceptable and encouraged that you paraphrase information from other sources and cite the source at the end of the sentence. To understand this better and learn how to use in text citations, read chapter 6 in the APA manual.

Chapter 1 direction:

1. Before you begin, review the (1) Title template and example [Appendix 4], (2) Introduction chapter overview [Appendix 5], (3) Introduction chapter template [Appendix 6], and (4) Introduction examples. See example proposals under [Course documents].

2. Complete the first draft version by writing each component (you may use the template provided under [Course Documents])

3. After posting your introduction to Blackboard discussion board “4wk/5wk: Introduction by 2/13, email it to your major professor and me for review. You will have a chance to revise the Introduction chapter in Week 8. Before sending it, be sure you didn't miss any components that must be included in the introduction chapter.
WEEK 6 / WEEK 7

1. Continue finding and reading related literatures
2. Continue reviewing related Literature
   (final literature review chapter is due 3/20)
3. Write and post the Methodology chapter
4. Ask your major professor: Methodology

Due: 2/27

Writing the methodology: How to get it started?

The Methodology chapter is due (2/27), but I strongly encourage you to start on it in this week.

Chapter 3 direction:

(1) Before you begin, review the (1) Methodology chapter overview [Appendix 7], (2) Methodology examples [See example proposals under course documents].

(2) Complete the first draft version by writing each component.

(3) After posting your methodology to Blackboard discussion board “6wk/7wk: Methodology” by 2/27, email it to your major professor and me for review. You will have a chance to revise the Methodology chapter based on comments from your major professor and me (See Week 11). Before sending it, be sure you didn't miss any components that must be included in the introduction chapter.
<table>
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<th>WEEK 8</th>
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<tbody>
<tr>
<td>1. Continue finding and reading related literatures</td>
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<tr>
<td>2. Continue reviewing related Literatures</td>
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<tr>
<td><em>(final literature review chapter is due 3/20)</em></td>
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<tr>
<td>3. Revise the chapter 1: Introduction</td>
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<td><strong>Due: 3/6</strong></td>
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This assignment is due *(3/6)*, but I strongly encourage you to complete it as soon as possible.

You should have comments and suggestions from your major professor and me by now. Make all necessary revisions and post the revised chapter 1 to discussion board.

We will begin the chapter 2: The Review of Literature next week.
The review of literature chapter is due (3/20). You don't have to post your references and appendix at this point, but make sure they are ready before you submit your IRB application (See week 13). This week (week 9) would be a good time to read more about IRB submission directions for week 13 and understand what supporting documents are needed for your own IRB application.

Chapter 2 direction:

(1) Before you begin, review the (1) Literature review chapter overview [Appendix 11], (2) Literature review examples. See example proposals under [Course documents].

(2) Complete the first draft version by writing each component.

(3) After posting your introduction to Blackboard discussion board “10wk: Literature Review” by 3/20, email it to your major professor and me for review. You will have a chance to revise the Introduction chapter based on comments from your major professor and me before submitting the final proposal.
WEEK 11

1. Revise the chapter 3: Methodology
2. Prepare IRB forms

Due: 3/27

This assignment is due (3/27), but I strongly encourage you to complete it as soon as possible.

Check the IRB application Website:
http://graduateschool.nsula.edu/human-subjects-institutional-review-board-irb/

IRB application preparation can take longer than you expect. If you fail to meet the submission deadline (Check the IRB Website) or omit any required documents, you will need to do it all over again next semester. - It means you are not allowed to conduct your study even if you are enrolled in EDUC5990 next semester until you receive an official study approval letter from the NSU IRB.

Be sure you know what forms, supporting letters, instruments etc are required for your study.

There is a checklist in the IRB Website. Use it and make sure you have included all required documents in your application packet (See Week 13)
WEEK 13

| 1. Complete the Field study proposal – APA style, formatting, page numbers, grammar etc.  
2. Ask your major professor: The field study proposal  
3. Final proposal submission |
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<td><strong>Due: 4/13</strong></td>
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Now, it is time to put everything we have been working on in together and prepare for your proposal defense.

1. See the course announcement for your defense schedule.
2. See [Appendix 12] to find a list of required components in the "Filed Study Proposal."
3. For title, Signature, Copyright, and Abstract pages, visit the graduate school Web site below

   [http://graduateschool.nsula.edu/](http://graduateschool.nsula.edu/)

   and click on [Guidelines for Theses, Research Projects, and Field studies] on the right [Site Menu]. You can download page templates as .doc file.

4. See [Appendix 13] for Table of Contents format.
5. When your Field study proposal is ready, send it to your major professor and me by no later than 4/13 for review. Before sending it, be sure you didn't miss any components that must be included in the introduction chapter.

**Final Proposal Submission**

If revision is recommended from me or your major professor, go ahead and revise/correct your proposal.

1. Email the revised field study proposal to your major professor and me by 4/20. Also post it to Blackboard discussion board “13wk: Final proposal submission” by 11/21.
2. **If not submitted by due date, your proposal will not be forwarded to your committee members in time. Consequently, your proposal defense will be cancelled.**

Remember that your final proposal must be a completed one. - Check APA style, proposal format, Grammar, page numbers etc, and make sure you have covered everything correctly before you submit it.
WEEK 14/15

1. IRB application packet submission

Due: 4/24

IRB submission

The submission deadlines are listed in the IRB Website, but I need your completed IRB application by the date 4/24 for my initial review. Again, if you fail to meet the submission deadline or omit any required documents, you will need to do it all over again next semester. - It means you are not allowed to conduct your study even if you are enrolled in EDUC5990 next semester until you receive an official study approval letter from the NSU IRB.

* Please see Appendix 8 for details. I must tell you that getting an approval from the NSU IRB committee is not an easy task. Be sure your answers are clear and address all items in the application form. Also check you have attached all supporting documents in Appendices.
WEEK 16

1. Proposal Defense – Phone conference format.

Due: TBA (will be announced)

The proposal defense will be conducted via phone conference system. You committee members will get together and your advisor professor will contact you with the phone number that you provided. (It means, it is extremely important you provide correct and available phone number). The defense will take about 30 minutes. When it begins, you will have about 5 minutes to explain what your study is about and how you plan to conduct your study - as written in your proposal-. Once your study introduction is finished, your committee members will ask you questions regarding each chapter of your study proposal. What you will need to do is to answer to those questions as much as you can. (and do your best!).

Each of your committee members will give you verbal comments on necessary corrections and revisions. You may make notes or wait until you receive written comments. You final letter grade will be based upon your proposal quality and your defense performance.

When your proposal defense is completed, each of your committee members will mail you her/his mark up papers with written comments. You will receive them in 2-3 days. Then you need to make suggested revisions and corrections for next a couple of days (by May 22).

Completing all necessary revisions, you need to email your revised proposal (it should be the final final version) to your major professor and me. We need to keep it for our record.

When you pass your proposal defense and receive a full approval letter from the NSU IRB committee, you may conduct your study and collect data next semester in EDUC 5990.
Appendix 1: Selecting a topic

Your first step in writing a research proposal is to select a good topic. Most educational research books offer a lot of good advice about selecting a topic. This document contains some advice from me about selecting a topic.

What makes a good topic?
1. Make sure that you select a topic that you know something about and that will keep you interested all semester and as you complete your degree. **Once you tell me your topic, we will talk about it more via email (or phone) until you know exactly what you want to do. You will also refer to the textbook to learn some basic terms.** Please give a lot of time and thought to your topic.

2. Select **two or three** variables to examine in within your topic. For example, if I wanted to study the topic of improving students’ test grades, I would try to find several things that might improve students’ test grades. My topic might sound like this: providing **review sessions** before a test, giving **weekly quizzes**, and keeping students **on-task** during class might improve their **test grades**. Or providing a computer based instructional materials with multimedia features might help students improve their test scores as well. The italicized words are all variables that can be included in a research proposal. You should try to find several variables to study and organize them in a sentence like the one above. One thing you need to remember is that you can’t just pick variables that you like. Selecting variables must be based upon previously conducted studies or existing theories. That’s why it is important for you to take time to read some articles or books that you think related to your topic before you determine the final topic.

3. Select a topic that is based in your major and approved by your major professor (AKA academic advisor). If you are struggling to find a topic, you should meet with your major professor to discuss the possibilities. Please copy me whenever you correspond with your major professor. This way I can keep up with your progress.

4. Make sure that you can find **at least 20-25 research studies** on your topic.
   a. The studies you find must be quantitative or qualitative studies that involve participants and conduct statistical tests.
   b. If the studies are quantitative, they almost always have the headings: Method, Results, and Discussion.
   c. **DO NOT** use Magazines, Newspapers, or Web sites information unless they are the electronic version of Journal articles.
   d. **It is strongly recommended that all of your research studies should come from academic journals.** Many journals can be accessed through Watson Library’s databases. The best databases for educational research tend to be PsycINFO and ERIC (Look for studies that are coded EJ, not ED).

5. If you want to get some feedback from me before finalizing your topic, send me an email (parks@nsula.edu)
Appendix 2: Examples of topics

Examples of Topics

I gathered these topics from academic journals, books, research proposals developed in previous semesters, and other sources. You are welcome to use a topic off of this list, but please make it your own topic by adding a new twist. In other words, propose a study that has not been conducted before to the best of your knowledge.

The Influence from the Classroom:
- Getting parents involved
- Students’ learning styles
- Teachers’ teaching styles
- Types of intelligence
- Teaching phonics
- Teaching reading comprehension
- Using cooperative learning
- Using storytelling
- Using scientific experiments
- Learning mathematics
- Solving word problems
- Teaching writing
- Vocabulary instruction strategies
- Using illustrations
- Teacher expectations
- Modifications for students with disabilities
- Using technology in the classroom
- Distance education and distance learning
- Improving students’ cognitive, affective, or behavioral learning
- How to motivate students
- Reading aloud
- Students’ ability and effort
- Attaining competence
- Managing classroom time
- Managing behavioral problems
- Reducing teacher misbehavior
- Using direct instruction
- Using purposeful writing
- Using teacher feedback to help students
- Improving teacher credibility
- Tutoring
- Strategies to improve memorization
- Using questioning strategies to improve learning
- Improving study skills
- Benefits of homework: quantity and/or quality
- Benefits of assessment
- How students’ prior knowledge improves learning

Influences from the School:
- Effective v. ineffective schools
- School climate
- Benefits of character education
- Benefits of libraries
- School discipline policies
- Montessori v. traditional teaching methods
- School attendance policies
- Reducing drop-out rates
- Effective v. ineffective principals
- Succeeding in a new school
- Instructional support for teachers
- Collegiality
- Impact of student or teacher dress on learning
- Teacher supervision
- Inclusive practices for students with disabilities
- Cultural literacy
- Foreign language programs
- Rigorous courses

- School to work transition
- Importance of schools’ histories
- Accelerated programs
- Extracurricular activities
- Work experience provided by schools
- Preparation for work

**The Influence from the Home:**
- Reading to children
- Benefits of teaching children independent reading
- How to help children read early
- Teaching children to count

- Developing speaking and listening skills
- Impact of television on children’s development
- Benefits of developing talent

**The Influence from Standardized Tests:**
- IOWA
- Leap
- iLeap
- GRE
- SAT
- ACT

**Topic examples from previous students:**

**Educational Technology:**

- How to Integrate Interactive Whiteboard to Improve Students’ Engagement and Achievement in Phonics Instruction
- The Effects of Intensive Technology Professional Development on Teachers’ Self-Perceived Proficiency
- Using School Based Closed Circuit Television Teams to Develop New Skills and Improved Social Competencies in Elementary School Students
- Integrating Kidspiration program into the Writing Curriculum
- The Implementation of Smartboard as an Interactive Tool into Curriculum on Student Engagement and Student Performance
- Using Webquest to Increase Students’ Motivation and Achievement
- Video production by middle-school students and the effect it has on student engagement and student achievement
- The effects of technology training on Web 2.0 applications on teachers’ intention toward implementation
- Effects of the increased use of interactive web sites on student behavior amongst elementary school students with behavioral problems
- The effects of Web-based mathematics resources on the motivation and achievement of high school students with learning disability.

School counseling:

- The effects of a character education program on the self-concept of ninth grade high school students

Educational Leadership:

- The effects of Elementary and Junior High School principals' self-identified leadership styles on students' achievement on standardized test

Special Education:

- How general education teachers and special education teachers differently assess the learning needs of students with disability?
- A survey study of early intervention teachers’ perception of using bibliotherapy in the classroom
Helpful Hints for Finding Research Studies

Your next step in writing a research proposal is to find enough research studies. You need 25-30 research studies that must be cited in the text of your research proposal and in the reference section. Here are some hints you might find helpful if you are having trouble finding enough research studies.

- Search for keywords and phrases that are more general than the topic you are studying. You can always create a deductive argument in the research proposal explaining why the more general study that you found is good for or important to the more specific study that you are proposing.

- The ERIC database contains a tool called ERIC thesaurus. It has extensive lists of key words and phrases for a variety of research topics. Conduct a key word search on your variables and see if ERIC thesaurus gives you some alternative descriptors.

- “Mine” the reference section of each research study that you find. Read all the titles in the reference section and you might see some research studies that would be helpful to you when writing your research proposal. You will need to find and photocopy the articles that sound interesting. If the articles are not in the library, you need to order them through interlibrary loan.

- From the link in lesson 1, go to Watson Library's homepage and look in the education databases. When I conduct research, I like to use PsycINFO, Academic Search Premier, and ERIC. In ERIC, only use studies that are coded EJ, not ED.

- If you have a similar topic to some in class, share relevant articles. Information about topics will be in the discussion board.

- Check out the following resources
  - http://spreadsheets.google.com/pub?key=tfNCoAf3QgerKQnhd0ZgqTg&single=true&gid=0&output=html
Appendix 4: Template for cover page

Use the template page provided under [Course Documents]
Appendix 5: How to write the Introduction chapter

Overview of the Introduction

The introduction chapter of the research proposal needs to be at least 6 full pages. Your introduction can be longer if needed, but try not to exceed 10 pages.

Follow these formatting guidelines:
The headings should be on two lines: **CHAPTER 1** in all capital letters and bolded on the first line and **Introduction** on the second line with only the “I” capitalized and the word bolded. The headings should be centered in the middle of the page, such as:

**CHAPTER 1**

**Introduction**

- Do not put your name or any other information at the top of the paper, just start with the headings
- Do not use I, MY, YOU, YOURS, WE, OURS etc. Use third party pronouns only.
- Your paper should be double-spaced with 1-inch margins, except for the left margin. The left margin should be 1 ½ inches. Double-space by adjusting the spacing under the Paragraph option from the main menu.
- Keep the text aligned to the left, not justified. If you do not know what this means, ask me.
- Only use Times New Roman, 12-point font
- Your paper must be saved as a .doc, .docx, or .rtf file. Saving the paper in one of these formats is especially important if you use Word Perfect to type the paper.
- **Only use direct quotations for the definition of terms.** In all other places that you are tempted to use direct quotations, paraphrase the author’s words and cite the paraphrase at the end of the sentence. See pp. 169-171 in the APA manual about plagiarism, direct quotations, and paraphrasing.
- Do not write your own ideas, feelings, or experience. Research paper is NOT a reflection paper of a personal journal. Your statements must be supported by previous studies.
- You should have several citations in every paragraph. Anytime you borrow another author’s idea or paraphrase their writing, you need to cite the source of the information. Chapter 6 in the APA manual provides directions for how to cite sources in the text of your paper.
- Check your spelling, grammar, and punctuation before posting the introduction
- Make sure you write clearly and make insightful statements. Avoid awkwardly phrased sentences.
- I strongly suggest you to review example field study proposals first. You can find them in [Course Documents]

You may find it useful to follow the template for the introduction section of the research proposal provided in another document in Blackboard.
Address the following topics in this order:

1. **Background:** Start with a powerful opening paragraph to capture the reader’s attention. Many researchers start with startling statistics or interesting stories that are mentioned in one of the reference articles. Make sure that you paraphrase and cite any information that you get from other sources.

Next, provide general background information about the topic. The basic question to answer in this section is, “What does the reader need to know before reading the rest of my research proposal?” You might want to provide a brief chronological overview of the topic. Another option would be to discuss the important subjects within your topic that might be unfamiliar to the reader. Make sure that you keep this section general. It is intended to be a basic overview. This section should be approximately 1 page.

2. **Theoretical Framework:** Provide a preview of this part of the introduction. Let the reader know what three topics you will address which are outlined below. One brief paragraph with at least three sentences should be sufficient for an overview.

   a. **Statement of the problem:** Introduce the reader to the general problem. Through persuasive methods, explain why you feel that your proposed study is worth conducting. Use information from your reference articles to support your reasoning. Be sure to cite anything that you paraphrase from a reference article. You should have several citations for every paragraph. Provide a smooth and logical flow for the reader to follow the specific problem you are interested in studying. Think in terms of a funnel: Start with a very broad argument and gradually narrow the focus to the specific problem. This section should be approximately 1 page.

   b. **Research questions:** List what your research questions are. – *(very important!)* Note that your research questions should be consistent with your research title, Research methods, and research findings.

      (For example, if your research title was: “The effects of multimedia instruction on student’s geometrical problem solving skills and attitudes towards geometric lessons”, your research questions will be (1) What is the effect of multimedia instruction on students’ geometrical problem solving skills? and (2) What is the effect of multimedia instruction of students’ attitude towards geometric lessons? Your research methods should be designed to answer to those two questions, and your research findings must present the answers for those two research questions.

   c. **Hypothesis (if your research is an experimental study you need a hypothesis /hypotheses not research questions):** For this part, you only need a single sentence that clearly states your hypothesis. Make sure that you follow the hypothesis format presented in the Educational Research textbook. Do not use first-person language in the hypothesis.

   d. **Purpose for the study:** In this section explain the rationale for the study. In other words, tell why the study is being conducted. Address the exact problem your proposed study will focus on. This part should flow naturally from the statement of the problem and the hypothesis from above. At some point in this section, you
should state, “The purpose of this study is to…” The length of this section will vary.

3. Significance of the Study: This section needs to be persuasive. This is where you sell the reader on the value of what you are proposing to study. Give at least three logically compelling and explicit reasons why the results of the study would be useful. Feel free to use the words, first, second, and third to introduce your reasons. This section should be approximately 1 page.

4. Definition of Terms: This section provides conceptual and operational definitions for all components of the proposed study that need to be defined clearly. **Conceptual definitions** are ones that help the reader understand what is meant by the term. You only need to define terms that the reader would not generally know. **Operational definitions** are ones that help the reader know how the term is measured in a quantifiable way. Use a direct quotation to define each key term. Make sure that you site the source and page numbers in the correct APA format. **This is the only place in your entire research proposal where direct quotations can and should be used.** The length of this section will vary.

5. Limitations of the Study: The main question to answer in this section is, “What will work against you if you were to complete the study?” For example, would it be difficult to find and keep participants? Would it be difficult to measure the variables? Would it be difficult to meet any of the ethical standards involved in research, such as getting IRB approval? Would it be difficult to find a school that would be willing to release information or let students participate in the study? These are just some examples of possible limitations. Identify and explain the unique limitations that you might face if your study were conducted. You must identify and explain at least three possible limitations. This section can be addressed in **2-3 paragraphs.**

6. Delimitations of the Study: The definition of **delimitation** is a boundary that deliberately confines a study. When the boundary is in place, the study is easier to conduct. The main question to answer in this section is, “What boundaries are in place that will help you if you were to complete the study?” For example, is your sample easily accessible? Is your research study fairly simple and easy to conduct? Is your study free from possible ethical dilemmas that some studies are faced with? Would you use preexisting data that is already collected? These are just some examples of possible delimitations. Identify and explain the unique delimitations that would help you if your study were conducted. You must identify and explain at least three possible delimitations. This section can be addressed in **2-3 paragraphs.**

7. Assumptions of the Study: Identify the assumptions that you are making about the study. For example, lots of researchers assume that their idea for a study has never been thought of before or that the exact study has never been conducted before. Another assumption would be that study participants have never given the study treatment / intervention before participating in the study. Identify and explain at least two assumptions that are unique to your proposed study. This section can be addressed in **a paragraph or two.**
8. **Summary:** Provide a summary of the introduction section of your research proposal. A **well-developed paragraph** should be sufficient to complete this part.
Appendix 6: Introduction chapter template (Set left margin at 1.5)

CHAPTER 1

Introduction

Begin typing the background information here. A heading does not go before this part. Add paragraphs as needed to complete this part of the introduction.

Theoretical Framework

Begin discussing the theoretical framework here. Add paragraphs as needed to complete this part of the introduction.

Statement of the Problem

Start typing here for this part. Add paragraphs as needed to complete this part of the introduction.

Research Question

List your research question here. Or, cut this heading and complete a hypothesis below.

Hypothesis

List your hypothesis here. You only need a single sentence that clearly states your hypothesis. Make sure that you follow the hypothesis format presented in the Educational Research textbook. If you use a research question, instead of a hypothesis, cut this heading and complete the research question section in the previous heading.

Rationale for the Study

Start typing the purpose for the study here. Add paragraphs as needed.

Significance of the Study

Begin discussing the significance of the study here. Add paragraphs as needed.

Definition of Terms
Name of Term 1

Start typing here for this term. Make sure that you use a direct quote for the definition along with its proper citation. Also, explain or elaborate on the definition in relation to your study.

Name of Term 2

Start typing here for this term. Make sure that you use a direct quote for the definition along with its proper citation. Also, explain or elaborate on the definition in relation to your study.

Name of Term 3

Start typing here for this term. Make sure that you use a direct quote for the definition along with its proper citation. Also, explain or elaborate on the definition in relation to your study.

Name of Term 4

Start typing here for this term. Make sure that you use a direct quote for the definition along with its proper citation. Also, explain or elaborate on the definition in relation to your study. Add headings and terms as needed below.

Limitations, Delimitations and Assumptions

Limitations of the Study

Begin typing the limitations here. Add paragraphs as needed.

Delimitations of the Study

Begin typing the delimitations here. Add paragraphs as needed.

Assumptions of the Study

Begin typing the assumptions here. Add paragraphs as needed.
Summary

Begin typing the summary here. Add paragraphs as needed.
Appendix 7: How to write the Methodology chapter

Overview of the Methodology

The methodology section of the research proposal needs to be at least 6 full pages. It can be longer if needed, but try not to exceed 8 pages. The main purpose of the methodology is to explain how your study is set up. This section of your paper needs to be concise.

Follow these formatting guidelines:

- The headings should be on two lines: CHAPTER 3 in all capital letters and bolded on the first line and Methodology on the second line with only the first letter of the main words capitalized and all the words bolded. The headings should be centered in the middle of the page, such as:

  CHAPTER 3
  Methodology

- Do not put your name or any other information at the top of the paper, just start with the headings.
- Do not, never, use I, My, You, Your, We, Our.
- Chapter 3 should start on a new page in your paper after Chapter 2.
- Your paper should be double-spaced with 1-inch margins, except for the left margin. The left margin should be 1 ½ inches. Double-space by adjusting the spacing under the Paragraph option from the main menu.
- Keep the text aligned to the left, not justified. If you do not know what this means, ask me.
- Only use Times New Roman, 12-point font.
- Your paper must be saved as a .doc, .docx, or .rtf file. Saving the paper in one of these formats is especially important if you use Word Perfect to type the paper.
- Use direct quotations in the methodology section only if you quote specific items from an assessment instrument or survey. In all other places, paraphrase the author’s words and cite the source at the end of the sentence.
- Since this is a research proposal, the methodology should be written in future tense. Do not change tenses within a paragraph.
- Check your spelling, grammar, and punctuation before uploading the assignment.
- Make sure you write clearly and make insightful statements. Avoid awkwardly phrased sentences.
- I strongly suggest you reviewing example field study proposals first. You can fine them in [Course Documents]
Before you begin….

The method chapter answers these two main questions:
1. How was the data collected or generated?
2. How was it analyzed?
In other words, it shows your reader how you obtained your results.
But why do you need to explain how you obtained your results?

- We need to know how the data was obtained because the method affects the results. For instance, if you are investigating users’ perceptions of the efficiency of public transport in Bangkok, you will obtain different results if you use a multiple choice questionnaire than if you conduct interviews. Knowing how the data was collected helps the reader evaluate the validity and reliability of your results, and the conclusions you draw from them.

- Often there are different methods that we can use to investigate a research problem. Your methodology should make clear the reasons why you chose a particular method or procedure.

- The reader wants to know that the data was collected or generated in a way that is consistent with accepted practice in the field of study. For example, if you are using a questionnaire, readers need to know that it offered your respondents a reasonable range of answers to choose from (asking if the efficiency of public transport in Bangkok is "a. excellent, b. very good or c. good" would obviously not be acceptable as it does not allow respondents to give negative answers).

- The research methods must be appropriate to the objectives of the study. If you perform a case study of one commuter in order to investigate users’ perceptions of the efficiency of public transport in Bangkok, your method is obviously unsuited to your objectives.

- The methodology should also discuss the problems that were anticipated and explain the steps taken to prevent them from occurring, and the problems that did occur and the ways their impact was minimized.

- In some cases, it is useful for other researchers to adapt or replicate your methodology, so often sufficient information is given to allow others to use the work. This is particularly the case when a new method had been developed, or an innovative adaptation used.
How to write the Methodology chapter

The Methodology chapter of the filed study proposal contains various types of information pertaining to how your study will be conducted. This information is presented to the readers in a series of subsections contained within the Methodology chapter. Listed below is a description of each subsection and the information it should contain.

- Be specific as much as you can. If you write too much, we can revise it later. The methodology chapter of the research proposal needs to be at least 10 full pages (maximum 15 pages)

1. Provide a road map for this chapter of your research proposal. Start by reminding the reader of the purpose of your research proposal. State the specific variables that you will examine. Then, identify which topics you will discuss in the methodology chapter. Make sure that you keep this section general. It is intended to be a basic overview. It does not need a subheading since your start typing it after the Methodology heading.

2. Design

A design is a general strategy or plan for conducting a research study. The description of the design indicates the basic structure and goals of the study. The nature of the hypothesis, the variables involved, and the constraints of the “real world” all contributes to the selection of the research design. For example, if the hypothesis involves comparing the effectiveness of high impact versus low-impact aerobic exercises with respect to exercise-related injuries, the study would involve comparing the number of injuries occurring in the two groups over some period of time. Thus, the design would involve two groups receiving different treatments and being compared in terms of number of exercise-related injuries. Depending upon whether participants were randomly assigned to treatment or already in treatment before the study, the design would be, respectively, an experiment or a causal-comparative design. There are a number of basic research designs to select from and a number of variations within each design.

Review “Classification of Research by Methods”. By now, you should have a clear idea what your research method will be. Then read the corresponding chapter in the Part II and explain what your study design is.

Identify the research design you are using that addresses the hypothesis (descriptive, correlational, casual-comparative, or experimental research). Explain the design’s strengths and weaknesses as they pertain to your study (Chapter 1 in the Educational Research book provides an overview). Also identify the threats to validity and reliability that pertain to this type study and how you will attempt to eliminate those threats (This information comes from Chapters 7-11 in the textbook). Also refer to the following Website. This section should be 2-3 well-developed paragraphs.
3. Participants - describes the people who will serve as participants in your study.
(See the textbook page 615 – subject index – and see participants section)
Describe:
   a. Anticipated number of participants
   b. Grade level(s) or experience level (e.g. years of experience)
   c. Characteristics of participants (e.g., age, sex, ability, ethnicity, race, socio-economic status, etc.).
   d. Course(s) in which study will take place
   e. Characteristics (name, size, and/or location) of the school(s) the participants attended/were affiliated with

4. Sampling strategy (See chapter 5 in Educational Research textbook)
Describe:
   a. How participants will be selected, if special procedures are to be employed (e.g., stratified random sample, matched pairs, volunteers) – You may want to consult with “Educational research book” to get some idea what sampling strategies are available. Also refer to the following Web sites.

   * Be sure you discuss “Sampling strategy”, NOT “Assignment strategy”. Random sampling and random assignment are two different terms. In this section, discuss “sampling strategy”.

*Related Web sites: [http://education.calumet.purdue.edu/vockell/research/chapter8.htm](http://education.calumet.purdue.edu/vockell/research/chapter8.htm)
[http://www.socialresearchmethods.net/kb/sampling.php](http://www.socialresearchmethods.net/kb/sampling.php)

5. Ethical Standards
   a. Include a description of the process you will use to obtain informed consent (including any forms participants will complete) as well as a statement describing your personal/professional ethical perspective for addressing difficult issues that may arise.
   b. Explain how your study addresses freedom from harm, anonymity, and confidentiality.
   c. Explain any risks or deception that is involved in your study. If you have a debriefing form, state that it is in the appendix section.

* Note that there are two “6”s below. Select one that matches your study plan.

6. Instruments (If your research is NOT an experimental study)

The instruments section of a research plan describes the particular instruments to be used in the study and how they will measure the variables stated in your hypothesis. An instrument is a test or a tool used for data collection.
If you use instruments that are published, such as standardized tests (For example, Personality test can be measures using Minnesota Multiphasic Personality Inventory (MMPI), or motivation level can be measured using Course Interest Survey (CIS), etc.), You should provide information about (1) The appropriateness of the chosen instruments for your study and sample, (2) the measurement properties of the instruments (especially their validity and reliability – a standardized instrument usually reports it’s validity and reliability), and (3) the process of administering and scoring the instruments.

If you are going to develop your own instrument, you should describe how the instrument will be developed, what it will measure, and how you plan to evaluate its validity and reliability (See the textbook - chapter 6), and how it relates to your hypothesis and participants.

• Related Web sites: Validity - http://www.socialresearchmethods.net/kb/measval.php
  ○ Validity: Provide evidence that the instrument is valid. Evidence can include information from previous studies about the following types of validity: content, criterion-related (concurrent or predictive), construct, and consequential validity. If you lack evidence that the instrument is valid, then build an argument why it is valid.

• Reliability - http://www.socialresearchmethods.net/kb/reltypes.php
  ○ Reliability: Provide evidence that the instrument is reliable. Evidence can include information from previous studies about the following types of reliability: stability, equivalence, equivalence and stability, internal consistency (Cronbach’s alpha or Kuder-Richardson), split-half, and scorer/rater reliability. If you lack evidence that the instrument is reliable, then build an argument why it is reliable.

* If your research is an experimental study, you must describe Independent variables and Dependent variables instead of simply describing Instrument –see below.

6. Independent variable and Dependent variable (only if your research is an experimental study)

Independent Variables

Describes each of the independent variables that will be examined in the study, and describe the various levels of each one. For each active independent variable (a manipulable variable that varied between groups), there should be a detailed operational description of each level of that variable.

(Choose one)
  a. If instructional materials varied between groups, describe each version in detail.
  b. If instructional procedures varied between groups, either:
     • describe each version of the instructional procedures here; or
• list the descriptive names for each treatment group here and describe the differences between them in the “Data collection” subsection.

Then, describe any learner characteristic that will be served as an attribute independent variable in the study (e.g., gender, age, level of self-regulation).

(Choose one)
a. If a measurement tool (survey, questionnaire) is to be employed in order to determine the degree to which learners possessed the attribute, that tool should be described in this subsection, in accordance with item [Dependent variable] below.
b. If learners are to be placed in categories based on their scores on the measurement tool, describe the criteria for doing so.

**Dependent Measures** (or Dependent Variables)

Lists each dependent variable by name, and provides a detailed operational description of how each dependent variable examined in the study will be measured.

For each dependent measure, indicate:
  a. The type(s) and number of items the measure included (e.g., 6 multiple choice items, 2 essay questions)
  b. The type(s) of learning outcomes that will be measured (a sample item often helps to clarify the nature of the measure)
  c. (Optional) The procedures used for scoring student responses.
  d. The reliability of the instrument

7. **Data Collection**

Describes all of the steps that will be followed in conducting the study, from beginning to end, in the order in which they will occur. This section typically begins with a detailed description of the techniques to be used to select the study participants. If activities (in the order they occurred) that involved the participants in the study.

  a. how subjects will be assigned to treatment groups (NOTE: be sure to identify treatment groups by short descriptive names, not by abbreviations or numbers)
  b. the instructions/general information that will be given to the subjects
  c. the major instructional and assessment activities that will take place
  d. where the activities will take place
  e. who will administer/supervise the activities
  f. time that will be allowed for each activity
  g. the amount of time between activities

8. **Data Analysis**

Describe any specific process how you will manage the collected data.
Describe what tool(s) will be used (SPSS, EXCEL) / Explain why the selected computer program is appropriate.

Also describes the statistical tests and other analysis techniques that will be used to analyze the data that will be collected. If your research is experimental, you need to explicitly state a statistical test name, such as Pearson r, t test, Analysis of Variance, etc. Contact me so that I can help you write this section if you are conducting an experimental research.

9. Summary
Provide a summary of the methodology chapter of your research proposal
CHAPTER 3
Methodology

Design

Participants

Sampling strategy

Ethical standards

Instrumentation

Data Collection Procedures

Treatment of the Data

Summary
Appendix 8: IRB application submission process.

IRB application – How to prepare for it?

What is it and why we need to do it?

In compliance with policies established by the United States Department of Health and Human Services (HHS), when human beings are used as subjects in research projects, safeguards must be established to protect the health, well-being and rights of the subjects. The Committee on the Protection of Human Subjects in Research--Human Subjects Institutional Review Board reviews all research proposals involving human subjects. University policy requires that all research proposals for which data is to be collected from human subjects shall be submitted to this committee to determine whether an exemption applies or whether a review is required. It is the responsibility of the faculty member to assure compliance with this policy in research conducted by either a student or the faculty member. (From NSU IRB website: http://graduateschool.nsula.edu/human-subjects-institutional-review-board-irb/)

What do we do first?


And read [submission guideline] carefully.

Notes

1. One of supporting documents you need to attach to the IRB application is “Human Subject protection course” certification. The online course for Human Participants Protection Education must be completed before working on the IRB application. You can find the online course at http://phrp.nihtraining.com/users/login.php This takes about 20-30 minutes. (If you have earned this certificate already when taking other classes, you don’t need to do it again. Use the certificate you have already.)

2. Use “Expedited application” unless you are using existing data. If you use “existing data”, “exempt application” should be used.

3. Be sure keep the deadline. No exceptions will be made.

4. IRB application submission protocol (Important!)

: Check the deadlines first. (http://graduateschool.nsula.edu/human-subjects-institutional-review-board-irb/)

You need to submit 13 copies (3 copies if "Exempt" Applications) of the application to the Office of Research and Sponsored Programs with all required signatures and all necessary attachments.
Submit your IRB application and other supporting documents to me by the end of semester. I will check and give you suggestions how to improve it. You need to make revisions and send the revised one back to me a week before the next deadline. I will get necessary signatures, make copies, and submit them to the IRB committee for their review.

Once all revisions are made, email me the revised application and other appendices except the signature page. The signature page should be faxed to me because it must show your original signature (fax number: 318-357-6275 – be sure to indicate this fax is for Dr. Sang Park). Other supporting documents, approval letters from the school principal(s) and school district superintendent, instruments, etc., can be faxed to me as well.

5. A letter with IRB recommendations or approval will be sent to investigators, sponsors and approving agents. **No research may begin until an approval letter from the IRB is received.** See the submission guideline for more details.

**What other attachments should be submitted along with the application?**

The Institutional Review Board currently expects researchers who conduct research in PK-12 schools to have a/an:

1) Signed letter from the school board granting permission to conduct the research in the school(s). It needs to be on the school board’s official letter head paper.

2) A copy of school principal’s permission letter

2) Cover letter to the parents/guardians explaining the project.

3) Informed consent that the PARENT/GUARDIAN signs that uses the phrase "my child" throughout the document, instead of "I."

4) Assent form that both the child and parent/guardian sign.

5) Debriefing form that no one signs, but is handed to the students after they complete the study. This should be similar to the informed consent form. Since it is given to each student, use "I" instead of "my child." It should be written in past tense.

Plus, the items listed in the checklist below.

**CHECKLIST for IRB Proposals**

This checklist is designed to assist the researcher in determining if the Human Subjects Application is complete. These are items that committee members expect to be included in an application so that a determination can be made that the rights and welfare of human subjects have been protected.
Title page complete

Signature page complete with appropriate signatures

Samples of surveys/questionnaires/instruments (The entire survey items including title and instructions – It is NOT allowed to revise it or use different survey once this IRB application is approved, So be sure this is what you will be using when you conduct your study)

Written permission to use surveys/questionnaires/instruments from developer OR written evidence that the surveys/questionnaires/instruments are in the public domain

Written permission from appropriate persons to use designated sample
Ex: Department chair, dean, university representative, school principal, county representative etc, who is in charge of data or subjects

Informed Form

Assent form

Debriefing form

Statement about maintaining or storing data for at least 5 years

Statement about submitting a final report to the IRB within 6 weeks of project completion.

All statements/questions of the application are complete.

Certificate of all appropriate personnel including A copy of the certificate you printed out after completing the online training
Appendix 9: Informed consent form template

See the NSU IRB Website.
http://graduateschool.nsula.edu/human-subjects-institutional-review-board-irb/
ASSENT FORM

I have read and/or have had the Informed Consent Form explained to me and agree to be a participant in the study. My signature on the informed consent gives you my permission to use me as a subject in your research.

Because I am under 18 and considered a minor, my parents/guardian(s) must also read and/or have read the Informed Consent Form. Their signature on this Assent Form gives you their permission to use me as a subject in your research.

I understand that both my signature on the informed consent and my parents/guardian(s) signature must be obtained before I may become a participant in the study.

_______________________________________  ____________
Signature of Child                          Date

__________________________________________
Printed name of Child

_______________________________________  ____________
Signature of Parent/guardian                Date

__________________________________________
Printed name of Parent/guardian
Appendix 11: How to write the Literature review chapter

Overview of the Review of Literature

The review of literature chapter of the research proposal needs to be at least 20 full pages. Your review of literature can be longer if needed, but try not to exceed 30 pages. The main purpose of a review of literature is to **summarize the research findings/results from previously published research studies.** You can organize the review of literature in a variety of ways, but use a topical format.

- **Topical Format:** Discuss the research findings for each topic that you will study. When you are finished discussing topic 1, move to topic 2, and so on. You should include a subheading for each topic that you discuss in the review of literature.

Follow these formatting guidelines:
- The headings should be on two lines: CHAPTER 2 in all capital letters and bolded on the first line and Review of Related Literature on the second line with only the first letter of the main words capitalized and all the words bolded. The headings should be centered in the middle of the page, such as:

  **CHAPTER 2**

  **Review of Related Literature**

- Do not put your name or any other information at the top of the paper, just start with the heading.
- Do not use I, MY, YOU, YOURS, WE, OURS etc. Use third party pronouns.
- Your paper should be double-spaced.
- Keep the text aligned to the left, not justified. If you do not know what this means, ask me.
- Only use Times New Roman, 12-point font.
- Your paper must be a MS Word document - 2003 or 2007 - (Do not use Word Perfect or another program to type the paper).
- **Do not use direct quotations in Chapter 2.** In all places that you are tempted to use direct quotations, paraphrase the author’s words in your own words and cite the paraphrase at the end of the sentence. See pp. 169-171 in the APA manual about plagiarism, direct quotations, and paraphrasing.
- Only use primary sources that are research studies in this section of your research proposal.
- The review of literature should be written in **past tense** or **present perfect tense** when you are discussing the findings from a study. Do not change tenses within a paragraph. See pp. 65-66 (section 3.06) in the APA 6th manual.
- You should have several citations in every paragraph. Anytime you borrow another author’s idea or paraphrase their writing/results, you need to cite the source of the information.
- Check your spelling, grammar, and punctuation before uploading the review of literature.
- Make sure you write clearly and make insightful statements. Avoid awkwardly phrased sentences.
- I strongly suggest you reviewing example field study proposals first. You can fine them in [Course Documents]

Address the following topics in this order:
1. **Introduction**: Provide a road map for this chapter of your research proposal. Start by reminding the reader of the purpose of your research proposal. Then, identify which topics you will discuss in the review of literature chapter. Also, state how this chapter of your research proposal is organized (by topics, chronologically, etc.). Make sure that you keep this section general. It is intended to be a basic overview. This section should be **1 well-developed paragraph**, and it does not need a subheading since your start typing it after the **Review of Related Literature** heading.

2. **Summary of Research Findings/Results**: This section should be the longest part of your review of literature. You need to use the 20+ research studies from your reference section to provide a detailed summary of as many research findings/results as possible that relate to your research variables. Use one of the organizational formats outlined at in the beginning of this document.

   *Page 513 in the Educational Research book (9th edition) states, “The review of related literature indicates what is known about the problem or topic. Its function is to educate the reader about the area that was studied. The review of related literature is not a series of abstracts or annotations but rather a summary and analysis of the relationships and differences among relevant studies and reports.” Think of the review of literature section as a summary of supported and rejected hypotheses. Only write about the research findings/results of the studies. Do not include your interpretation, insight, assumptions, etc.*

   You will find that some of the research studies have the same or similar results. If that is the case, you can summarize those research studies at the same time. Make sure that you use in-text citations to cite all of the research studies that have the same research findings. *See p. 177, section 6.16 in the APA 6th manual* to help you list several sources at the end of a sentence. Notice in the APA manual that the sources are listed in alphabetical order according to the first author’s last name.

   Most of your research studies will contain multiple research findings that need to be summarized. Make sure that you summarize all of the results from each research study that are applicable to your research proposal.

   Do you see information that is cited in a research article and you want to cite the same information? You need to let the reader of your research proposal know that the information came from a source within a source. *Use p. 178, section 6.17 in the APA manual to help you correctly cite the information in the review of literature section and reference section.*
This section of your review of literature should be at least 25 full pages. Use subheadings as needed. Use level 2, 3, and 4 subheadings as seen on pp. 62-63 of the APA manual.

3. Argument: You need to build an argument linking some of the specific findings/results mentioned in the previous section of the review of literature to the specific study that you are proposing. The basic question to answer here is, “Why should I propose this study based on what is already known or unknown about the research topic?” Conclude this section by reminding the reader of your specific research hypothesis that you wrote in the introduction chapter of the research proposal. Identify this section of the review of literature with a subheading (you can select the wording). This section should be at least 3 full pages that build a strong argument for your research proposal based on the summary of research findings/results.

4. Summary: Provide a summary of the review of literature chapter of your research proposal. Since this section of your research proposal is so long, you need to provide a detailed summary. The summary should be about 1 full page.

Important notes: Remember to only use primary sources that are research studies and write in past tense where appropriate in this section of your research proposal.

**Primary Sources**

- Should be used as references in research proposals
- Contains first-hand information (e.g. actual studies conducted by the authors)
- Type of primary sources include: reports of empirical studies, review articles, theoretical articles, methodological articles, and case studies (pp. 7-9 in the APA manual)
- Of the types of primary sources, you should use reports of empirical studies in your research proposal

**Secondary Sources**

- Should be avoided in research proposals
- Contains second-hand information (e.g. summaries of studies printed elsewhere)
- Types of secondary sources include: newspapers, magazines, books, and journals that are not refereed/peer-reviewed
- A source is secondary if the authors are describing a study that was conducted by someone else
CHAPTER 2

Review of Related Literature

Start typing the introductory paragraph here.

Use Headings and Subheadings as Needed

Use many headings and subheadings to help organize your review of related literature. Page 62, Table 3.1 in the APA manual shows you what each level of heading should look like and where it should be placed on a page.

Argument for Study

Tie the research discussed earlier in chapter 2 to your specific study.

Summary

Provide a summary for the chapter here.
Appendix 12: Field Study proposal components

PREFACE
- Title Page
- Signature Page
- Copyright Page
- Abstract
- Table of Contents
- List of Tables (if applicable)
- List of Figures (if applicable)

INTRODUCTION
- Background
- Theoretical Framework
  - Statement of the Problem
  - Research Questions
  - Purpose for the Study
- Significance
- Definition of Terms
- Limitations of the Study
- Delimitations of the Study
- Assumptions of the Study
- Summary

REVIEW OF RELATED LITERATURE
- Use appropriate sub headings
- Argument
- Summary

METHODOLOGY (METHODS)
- Design
- Participants
- Sampling strategy
- Ethical Standards
- Instruments (or Independent variable and Dependent variable)
- Data Collection
- Data Analysis
- Summary

REFERENCES

APPENDICES
Appendix 13: Table of Contents

Table of Contents

The table of contents should include all of the headings and subheadings throughout your research proposal along with the page number where the heading or subheading is listed.

- Follow these formatting guidelines:
  - The heading should be TABLE OF CONTENTS in all capital letters and centered in the middle of the page
  - Do not put your name or any other information at the top of the paper, just start with the heading
  - Your paper should be double-spaced
  - Only use Times New Roman, 12-point font
  - Your paper must be a MS Word document – 2003 or 2007 - (Do not use Word Perfect or another program to type the paper)
  - Start with the abstract heading and finish with the heading for the last appendix
  - Make sure that your headings match the ones in the text of the Field study proposal.
  - Make sure that the numbers line up as you go down the right side of the page

Here is an abbreviated example of a table of contents.

TABLE OF CONTENTS

Abstract ........................................................................................................................................7

Introduction ..................................................................................................................................8

Theoretical Framework ..................................................................................................................10
  Statement of the Problem .........................................................................................................10
  Hypothesis ...............................................................................................................................10

Purpose for the Study ....................................................................................................................11

Significance of the Study ..............................................................................................................12
EDUC5990: Field Study Defense
EDUC 5990 FIELD STUDY DEFENSE

1. Identification of Course

1.1. EDUC 5990 FIELD STUDY DEFENSE (3-0-0)
Three credit hours, graduate credit, letter grades.
Prerequisites: Successful completion of EDUC 5890 and approval of major professor.
Online: fall, spring, summer (with permission)

1.2. Textbook(s) and/or Supplementary Materials

Required:


Electronic Reference Formats Recommended by the American Psychological Association Visit: http://www.apastyle.org/elecref.html

Other supplementary readings will be identified based on candidate’s field study project topic.

1.3. General Information

Professor: Dr. Sanghoon Park
Office: TEC Bldg., Pod C, Room 240
E-mail: parks@nsula.edu
Phone number: 318.357.5774
Fax: 318.357.6275
Availability: as posted on Blackboard; other times by appointment

PASS-Port Policy:
Each student must upload assigned artifacts to PASS-Port as a required component of this class. Since all students are required to maintain a current PASS-Port subscription, if all required field experiences and artifacts are not completed and entered into PASS-Port by the due date, the candidate will receive a grade of F in the course regardless of other grades.
2. **Course Description/Justification**

2.1 **Catalog Description of course**

Second half of field study preparation. Completion of this course will result in the successful defense and approval of the field study (Chapters 1 – 5) to members of the candidate’s committee. A candidate will be continuously enrolled in EDUC 5990 until the field study is successfully defended and approved. Prerequisite: Successful completion of EDUC 5890 and approval of major professor.

2.2 **Justification/Rationale for course**

The purpose of this course is to provide candidates with a capstone experience in the Specialist’s Degree Program through the following experiences: (1) writing a well-constructed field study which designs and examines an issue of concern in the field of educational technology; (2) organizing and writing a field study (APA–style format) through guided practice and feedback from candidate’s major professor and committee; and (3) defending the field study.

The School of Graduate Studies at Northwestern State University requires an original thesis or field study for a specialist’s degree. The requirements and procedures for these papers are prescribed by the Graduate Council, and the individual college and academic department. Research options vary among the individual degree programs. It is the responsibility of the candidate, working with the major professor and committee, to fully meet the research requirements for the specific degree.

All research that uses humans to produce data must receive approval from the Committee on the Protection of Human Subjects prior to beginning the research; therefore, applications must be submitted immediately after the proposal is defended and approved. Therefore, if necessary, approval from The Committee on the Protection of Human Subjects in Research must precede proposal implementation in EDUC 5990.

After the first enrollment in EDUC 5990, the candidate is required to maintain continuous enrollment until the field study is defended and approved. Maximum credit to be granted for EDUC 5990 is three hours.

3. **Goals and Objectives**

3.1 **Goals**

All candidates pursuing degrees in the College of Education and Human Development are expected to apply the principles of the conceptual framework, Models for Learning. Thus, objectives and learning activities in this course call
upon candidates to take responsibility for their learning, to identify problems within specific areas, to arrive at solutions using creative/critical thinking, and to reflect upon and evaluate decisions made in the course of their learning.

For a copy of the Conceptual Framework document and link to the youtube video, go to http://education.nsula.edu/conceptual-framework/. http://education.nsula.edu/models-for-learning-video/

Specific goals for this course are:

3.1.1. Identify a field study topic.
3.1.2. Review relevant research on the chosen topic.
3.1.3. Create and conduct a field study on the chosen topic.
3.1.4. Write and defend the field study.

3.2 Objectives

The candidate will:

3.2.1. Demonstrate an increased understanding of the logic of conducting a field study (DM, RT, CCT)
3.2.2. Communicate with instructor via use of technology-based online conferencing software and/or email on a weekly basis concerning the creation and implementation of the field study (DM, RT)
3.2.3. Demonstrate an increased understanding of the field study process (DM, RT, PS, CCT)
3.2.4. Design an original field study (DM, RT, PS, CCT)
3.2.5. Demonstrate writing in appropriate APA-style format (DM, RT, CCT)
3.2.5. Create and conduct an original field study (DM, RT, PS, CCT)

4. Student Activities and Experiences

Disability Policy:
It is the policy of NSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Students with disabilities are encouraged to contact the Office of Disability Support, which is located in Student Union, Room 240-A, telephone 357-4460.

NSU College of Education Online Civility Statement:
Each Northwestern State University candidate is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the online learning environment. Candidates should communicate online with respect, read and respond carefully to others in order to understand their point-of-view, take responsibility for their words, keep criticism constructive, respect diversity, and be tolerant of differences. Students who make others feel unwelcome, disrespected,
harassed, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others during the course may be asked to log off the online class and subjected to disciplinary action under the Northwestern State University Student Code of Conduct and Sanctions (Article VII Sanctions). The instructor of a course may deem additional behaviors or actions inappropriate; these actions or behaviors will be outlined in the course syllabus. Copies of the infractions and sanctions are available on the NSU web site at: http://www.nsula.edu/studenhandbook/page100.htm

Definition of Diversity:
Today members of our university community are more likely to experience differences among people. Northwestern State University defines diversity as differences in age, gender, religion, language, sexual orientation, socioeconomic status, ethnicity, race, exceptionalities, and geographic background. In our mission to acknowledge our differences, we also hope to realize our commonalities.

4.1 Assignments/Tasks

Candidates are expected to complete the following requirements:

4.1.1. Implement field study methodology to conduct and report on an original field study as outlined in the approved field study proposal (DM, RT, PS, CCT)
4.1.2. Communicate with instructor via use of technology-based online conferencing software and/or email on a weekly basis concerning the creation and implementation of the field study (DM, RT)
4.1.3. Analyze and interpret field study information. (DM, RT, CCT)
4.1.4. Organize and write an original field study in appropriate APA format (DM, RT, PS, CCT)
4.1.5. Submit and defend a field study proposal. (DM, RT, PS, CCT)


5. Content Outline

Specific topics to be addressed will be individualized to the persons and field study research designs of each particular offering of the course.

5.1 Course Calendar

This course is intended to be the culmination of the candidate’s graduate studies. The schedule will vary for each candidate and will be determined by the candidate, the major professor, and the candidate’s committee. Regularly scheduled meetings will be determined jointly be the candidate and major professor at the beginning of the semester.
6. Evaluation Policies

University attendance and grading policies are located in the current University Catalog under the heading of Academic regulations. Policies of this course are in compliance with University regulations.

6.1. Attendance

Attendance at scheduled meetings with major professor is required. Candidates should refer to the latest university catalog to review the attendance requirements in order to be current. Field study proposal drafts must be submitted throughout the semester via e-mail as a Word attachment.

6.2. Grading

6.2.1. Assignments:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
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<tr>
<td>Week 2: Field study topic and explanation</td>
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<tr>
<td>Week 8: Draft of completed field study with signature page, abstract, table of contents, and references posted</td>
<td>20</td>
</tr>
<tr>
<td>Week 10: Final version of completed field study with signature page, abstract, table of contents, and references posted</td>
<td>150</td>
</tr>
<tr>
<td>Week 12: Field study defense</td>
<td>50</td>
</tr>
<tr>
<td>Week 15: All approved field studies posted on Bb</td>
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Field-Based Experiences
The candidate will observe and interact with individuals of diverse age groups and special populations as deemed necessary for implementation of this field study. (CCT, PS, DM, RT)

6.2.2. Grading Scale:

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<td>B</td>
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<td>C</td>
<td>70%-79%</td>
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<td>D</td>
<td>60%-69%</td>
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<td>F</td>
<td>below 60%</td>
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6.2.3. Grading Policies:

The grade for EDUC 5990 will be a subjective evaluation of the following: (a) a candidate’s field study topic, (b) a candidate’s completed field study, (c) a candidate’s successful defense of the field study as evaluated by the field study defense rubric, (d) the feedback from the Committee, and (e) the feedback from the Major Professor who shall have the primary responsibility in the grade assignment.

8. Bibliography

Students are expected to consult recent empirical works in their area of research. Scholarly journals may be obtained from the library or on-line sources.
**Ed. S in Leadership and Instruction with a concentration in Educational Technology: EDUC 5990 Field Study Grading Rubric**

<table>
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<td>Proposal Defense Date:</td>
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### NETS•T For Teachers Standards

- **Candidates use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**
- **Candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.**
- **Candidates understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.**
- **Candidates design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•T.**
- **Candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.**

### Assessment pieces

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In the completed field study paper, candidates:

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<tr>
<th>5. Problem-Solving</th>
<th>EDUC 5990</th>
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</thead>
<tbody>
<tr>
<td>5.1. Clearly identified research problems and designed solutions to improve the educational environment. (K)</td>
<td>Target 3</td>
</tr>
<tr>
<td>5.2. Applied higher order thinking skills and appropriate techniques to design solutions that affect a more positive learning environment. (S)</td>
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<tr>
<th>6. Responsibility Taking</th>
<th>EDUC 5990</th>
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<tbody>
<tr>
<td>6.1. Demonstrated personal responsibility for academic achievement and professional growth through the proposal writing process. (K)</td>
<td>Target 3</td>
</tr>
<tr>
<td>6.2. Used a variety of resources and strategies to determine the most effective solutions, including technology, to enhance the learning environment. (S)</td>
<td></td>
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<tr>
<th>7. Decision Making</th>
<th>EDUC 5990</th>
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</thead>
<tbody>
<tr>
<td>7.1. Identified and planned appropriate study activities based upon best practices and theories. (K)</td>
<td>Target 3</td>
</tr>
<tr>
<td>7.2. Presented a clearly explained evaluation/assessment/measurement techniques to make decisions regarding the study effectiveness. (S)</td>
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<tr>
<th>8. Creative/Critical Thinking</th>
<th>EDUC 5990</th>
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</thead>
<tbody>
<tr>
<td>8.1. Identified and designed appropriate study activities that require creative/critical thinking. (K)</td>
<td>Target 3</td>
</tr>
<tr>
<td>8.2. Presented study plans that promote the development of creative/critical thinking. (S)</td>
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</table>
### CEC Standards for Advanced Roles in Special Education

**Field Study Evaluation:** Design and implement research to evaluate the effectiveness of instructional practices and program goals, apply knowledge and skill at all stages of the evaluation process for student learning of the general education curriculum and individualized IEP goals.

**Collaboration:** Understand the importance of collaboration and foster the integration of services for individuals with exceptionalities; understand the role of collaboration for internal and external stakeholders to promote understanding, resolve conflicts, and build consensus to provide services to these students and their families; understand the interactions of language, diversity, culture, and religion and use collaboration to enhance opportunities for individuals with exceptionalities.

**Professional Development and Ethical Practice:** Candidates safeguard the legal rights of students, families, and personnel; plan, present, and evaluate professional development that focuses on effective practice; continuously broaden personal professional knowledge, including expertise to support student access to learning through effective teaching strategies, curriculum standards, and assistive technology.

**Program Development and Organization:** Improve instructional programs at the school and system levels; develop procedures to improve management systems; design professional development to support the use of evidence-based practices; coordinate educational standards with the needs of children with exceptionalities to access challenging curriculum standards; use understanding of the effects of cultural social, and economic diversity and variations of individual development to help develop programs and services for individuals with exceptional needs.

### Assessment pieces

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<thead>
<tr>
<th>Knowledge</th>
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<th>Skills/Dispositions</th>
<th>Knowledge/Skills</th>
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<td>3</td>
<td>2</td>
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### Notes

- **Proposal Defense Date:**
- **Leadership and Policy:** Advocate for legal and ethical policy that supports high quality education for individuals with exceptional learning needs; provide leadership to create procedures that respect all individuals and positive and productive work environments.
CEC’s Advanced Role Content Standards address six different areas. An abbreviated description of each area follows (11-30-10).

- **Leadership and Policy**: Advocate for legal and ethical policy that supports high quality education for individuals with exceptional learning needs; provide leadership to create procedures that respect all individuals and positive and productive work environments.

- **Program Development and Organization**: Improve instructional programs at the school and system levels; develop procedures to improve management systems; design professional development to support the use of evidence-based practices; coordinate educational standards with the needs of children with exceptionalities to access challenging curriculum standards; use understanding of the effects of cultural social, and economic diversity and variations of individual development to help develop programs and services for individuals with exceptional needs.

- **Research and Inquiry**: Use educational research to improve instructional and intervention techniques and materials; foster an environment that supports instructional improvement; engage in action research.

- **Student and Program Evaluation**: Design and implement research to evaluate the effectiveness of instructional practices and program goals, apply knowledge and skill at all stages of the evaluation process for student learning of the general education curriculum and individualized IEP goals.

- **Professional Development and Ethical Practice**: Safeguard the legal rights of students, families, and personnel; plan, present, and evaluate professional development that focuses on effective practice; continuously broaden personal professional knowledge, including expertise to support student access to learning through effective teaching strategies, curriculum standards, and assistive technology.

- **Collaboration**: Understand the importance of collaboration and foster the integration of services for individuals with exceptionalities; understand the role of collaboration for internal and external stakeholders to promote understanding, resolve conflicts, and build consensus to provide services to these students and their families; understand the interactions of language, diversity, culture, and religion and use collaboration to enhance opportunities for individuals with exceptionalities.
Ed. S in Special Education Candidate Outcomes (COE&HD Conceptual Framework) – EDUC 5990

<table>
<thead>
<tr>
<th>In the completed field study paper, candidates:</th>
<th>EDUC 5990</th>
</tr>
</thead>
</table>
| **9. Problem-Solving**                        | Target  
3 | Acceptable  
2 | Not Acceptable  
1 |
| 4.2. Clearly identified research problems and designed solutions to improve the educational environment. (K) | | |
| 4.3. Applied higher order thinking skills and appropriate techniques to design solutions that affect a more positive learning environment. (S) | | |
| **5. Responsibility Taking**                  | Target  
3 | Acceptable  
2 | Not Acceptable  
1 |
| 5.1. Demonstrated personal responsibility for academic achievement and professional growth through the proposal writing process. (K) | | |
| 5.2. Used a variety of resources and strategies to determine the most effective solutions, including technology, to enhance the learning environment. (S) | | |
| **6. Decision Making**                        | Target  
3 | Acceptable  
2 | Not Acceptable  
1 |
| 6.1. Identified and planed appropriate study activities based upon best practices and theories. (K) | | |
| 6.2. Presented a clearly explained evaluation/assessment/measurement techniques to make decisions regarding the study effectiveness. (S) | | |
| **7. Creative/Critical Thinking**             | Target  
3 | Acceptable  
2 | Not Acceptable  
1 |
| 7.1. Identified and designed appropriate study activities that require creative/critical thinking. (K) | | |
| 4.3. Presented study plans that promote the development of creative/critical thinking. (S) | | |
# Rubric description for EDUC 5990 Field Study Paper

<table>
<thead>
<tr>
<th>Component</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Field Study Proposal</td>
<td>Field study proposal was viewed as target level by major professor and committee.</td>
<td>Field study proposal was viewed as acceptable by major professor and committee.</td>
<td>EDUC 5890 was completed with a grade of A.</td>
</tr>
<tr>
<td></td>
<td>EDUC 5890 was completed with a grade of A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>Logical, reasonable description and detail of data collected is clearly presented.</td>
<td>Logical, reasonable description and detail of data collected are presented.</td>
<td>Logical, reasonable description and detail of data collected are not presented.</td>
</tr>
<tr>
<td>Discussion/Conclusion/</td>
<td>Logical, reasonable discussion and conclusion are clearly presented and supported by data collected in review of literature and completion of field study.</td>
<td>Logical, reasonable discussion and conclusion are presented and supported by data collected in review of literature and completion of field study.</td>
<td>Logical, reasonable discussion and conclusion are not presented and supported by data collected in review of literature and completion of field study.</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Conclusion makes a distinct point and clearly addresses topic of field study.</td>
<td>Conclusion makes a point and does not address topic of field study.</td>
<td>Conclusion does not make a point and does not address topic of field study.</td>
</tr>
<tr>
<td></td>
<td>Several clear and pertinent recommendations for further study are presented.</td>
<td>Recommendations for further study are presented.</td>
<td>No recommendations for further study are presented.</td>
</tr>
<tr>
<td>References</td>
<td>Includes 25 or more appropriate sources.</td>
<td>Includes at least 15 appropriate sources.</td>
<td>Does not have minimum of 15 appropriate sources.</td>
</tr>
</tbody>
</table>

**NOTE:** Candidate must continue to submit revision of completed field study until acceptable by major professor and committee.
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Field Study completed during semester of enrollment in course with no more than one revision required to first draft. Field Study is of exceptional quality and meets several target guidelines on rubric.</td>
</tr>
</tbody>
</table>
| B | Field Study completed during semester of enrollment in course with two or three revisions to first draft. Field Study is of excellent quality and meets several target guidelines on rubric.  

or

Field Study completed during semester of enrollment in course with no more than one revision required to first draft. Field Study is of acceptable quality and meets all the acceptable guidelines on rubric.  

or

Field Study (In progress/IP) completed during subsequent enrollment with no more than one revision required to first draft. Field Study is of exceptional quality and meets several target guidelines on rubric. |
| C | Field Study completed during semester of enrollment in course with four or five revisions to first draft. Field Study is of acceptable quality.  

or

Field Study (In progress/IP) completed during subsequent enrollment with two or more revisions required. Field Study is of exceptional quality. |

Note: Grade will be determined by the quality of the Field Study, the timeliness of the completion of the Field Study, and the number of required revisions.
How to write the Results chapter

Overview of the Results

Length of the results chapter of your field study is different depending on your research questions and the number of hypotheses. The results chapter should be used to present (a) the data you collected and (b) the results of the statistical tests you conducted. Do not use the results chapter to discuss or interpret the results you obtained (other than indicating whether the results supported your hypotheses).

Follow these formatting guidelines:
• The headings should be CHAPTER FOUR in all capital letters and Results on two separate lines and centered in the middle of the page

CHAPTER FOUR
Results

• Do not put your name or any other information at the top of the paper, just start with the heading
• Do not use I, MY, YOU, YOURS, WE, OURS etc. Use third party pronouns.
• Your paper should be double-spaced
• Keep the text aligned to the left, not justified. If you do not know what this means, ask me.
• Only use Times New Roman, 12-point font
• Your paper must be a MS Word document 2003/2007 version (Do not use Word Perfect or another program - or different version - to type the paper)
• Notice that your methodology is written in future tense. Now is time to revise all the future tense sentences to the past tense sentences. The results chapter should be written in past tense as you have collected and analyzed the data already.
• Anytime you borrow another author’s idea or paraphrase their writing, you need to cite the source of the information.
• Check your spelling, grammar, and punctuation before uploading the methodology chapter of your research proposal
• Make sure you write clearly and make insightful statements. Avoid awkwardly phrased sentences.
How to write the Results chapter

Required pages vary depending on the scope of the study

How should the Results chapter be structured?
A. Use your dependent variables or hypotheses as the main structural elements

: In theses, you may want to structure your results chapter around your hypotheses. In most cases, dependent variables (or hypotheses) should be covered in the results chapter in the same order in which they were discussed in the Introduction chapter (or, in the case of hypotheses, in whatever chapter they were initially presented)

B. For each dependent variable, list the following information (usually in the order indicated):

1. List (in a subtitle and/or in an introductory sentence) the dependent variable. You may also want to reiterate how it was measured (you previously described this in the methodology chapter). Note: You may want to name all of your dependent variables and how they were measured at the outset of the Results chapter (especially in your theses).

2. Present your descriptive statistics (e.g., mean, standard deviation) for each treatment group in a table (Refer to chapter 12: Descriptive statistics). You most likely should prepare a separate table to present the descriptive data for each dependent variable

   For those of you who planned to use SPSS program, please see if you have an access to the program – county library, school library, university labs nearby etc.

   Then have your dataset ready and run data analysis. The tutorial “How to conduct t-test analysis using SPSS” can be found in the [Course document].

   If you can’t find a place where you can use SPSS, send Dr. Park (parks@nsula.edu) your excel dataset. He will work on it and send you the analysis result. You can write up your results section based on the analysis results he sent you. Be sure your dataset is in an excel file format. Otherwise, we can’t run data analysis.

3. Describe the following data you examined prior to conducting your statistical test(s)*:
   a. a brief statement identifying the statistical assumptions you examined (e.g., normality, homogeneity of variance, etc.), and what you found.

   See the tutorial “How to conduct t-test analysis using SPSS” about the assumption tests.

83
*Note:* this information, should appear in your thesis; it rarely appears in journal articles, but some authors indicate that it should appear there. For example see: Kieffer, K.M., Reese, R.J., & Thompson, B. (2001). Statistical techniques employed in AERJ and JCP from 1988 to 1997: A methodological review. *Journal of Experimental Education, 69*, 280-309.

4. Identify the statistical test(s) you employed to analyze your descriptive data.

5. State the results of your statistical test(s) (refer to the tutorial “t-test using SPSS”)
   a. indicate, in a single sentence, whether the inferential statistics indicated that was a significant difference between groups
   b. at the end of the same sentence, list the basic inferential data, as indicated in the APA manual, section 1.10; i.e., the test statistic, the degrees of freedom, the magnitude or value of the test statistic, the direction of the effect, and the probability level (e.g., “t(28)=3.37, p < .05”)
   c. if there was a significant difference between groups, describe which groups differed significantly from one another and list the means of the groups that differed.
   d. if there was a significant difference between groups, provide an indication of the magnitude of the effect (e.g., the percentage of variance accounted for and/or the standardized difference between means)
   e. (optional, but highly recommended!) indicate whether these results supported each of your hypotheses related to the dependent variable being discussed.

* Repeat #5 for each of your dependent variables (or hypotheses).

6. Describe any incidental findings related to the dependent variable (an incidental finding usually involves a variable you were not originally intending to examine, but which apparently had some effect on the results related to the dependent variable of interest)

**Summary: How to Present Results Related to Each Dependent Variable**
1. List the dependent variable (and perhaps how it was measured).
2. Present the descriptive statistics (means and standard deviations) in a table
3. Describe the data you examined prior to conducting your statistical test(s)
   a. list findings re statistical assumptions associated with using the statistical test
4. Identify the statistical test(s) you employed
5. State the results of your statistical test(s)
   a. use a single sentence to indicate whether there was a significant difference between groups
   b. list the basic inferential data at the end of the same sentence
   c. if there was a significant difference, describe which group differed significantly from one another and list the means of the groups that differed
   d. if there was a significant difference between groups, describe the magnitude of the effect
   e. (optional) indicate whether the results supported your hypothesis(es)
6. Describe any incidental findings
How to write the Discussion chapter

Usually 5 – 7 pages

Listed below are the items that should appear in the discussion chapter of your field study paper.

1. Restate what the purpose of your study was.

2. Discuss each of your research questions (hypotheses) in light of the results
   
   A. For each of your hypotheses:
      1. describe what the results of your study indicated about the Research question (hypothesis)*
      2. discuss the probable reason(s) for the findings (do not just restate what the results of your study were)*

   B. Sequence your discussion so that your major research questions (hypotheses) of interest are discussed prior to your minor research questions (hypotheses)

   C. Where research questions (hypotheses) are of equal importance, discuss significant findings before non-significant findings

   D. Discuss all research questions (hypotheses)

   E. Discuss all major results presented in the results

3. Discuss important incidental findings
   
   A. Briefly discuss any important incidental findings (i.e., patterns in the data and/or significant results not directly related to your research questions (hypotheses)

   B. Briefly discuss the probable reason(s) for the incidental findings

   C. In most cases, incorporate this discussion with your discussion of the Research questions (hypotheses)

* refer to the previous studies with the same (or similar) variables.

4. Describe “cautions” (limitations)
   
   A. Describe factors that may have affected the internal and/or external validity of the study.
B. If the statement of caution pertains to particular results (as opposed to the study in general), then present the statement when those results are being discussed

5. Provide suggestions for future research

   A. Briefly describe research issues related to your study that still need to be examined

6. Describe the implications of the study.

   A. Discuss the implications for theory and/or practice
   B. Be positive, but not overly optimistic
   C. Implications may be incorporated with your discussion of hypotheses or may appear near the end of the manuscript

VII. Closing

   A. Close with a positive statement either about (a) the value/implications of your study or (b) the potential value of future research you have suggested.
Field Study Defense

What happens at the field study defense

Your field study defense will be held at NSU in the Teacher Education Center, Room C121. A map and driving directions are at the end of this document. Your Committee is all there – major professor and three committee members. You have to conduct the defense face to face by the date set by the Graduate School, so you have to schedule your defense date early. Schedule the date with your major professor.

You have to bring a PowerPoint presentation that summarizes your field study and make that presentation -- about 15 minutes, 20 or so slides. (Good idea to email your major professor a copy beforehand and/or post it on BlackBoard for a backup). These slides need to be an overview of your study, leaving out the literature review information. Hit most of the main sections and give a brief description of each in the slides. Remember to include important tables for the data collected and make sure the tables are in APA format in the slides. The rubric for the field study defense is attached.

Then the Committee goes through the paper with you -- one member at a time -- to discuss questions, problems, changes, suggestions

Once the field study has been covered, then the Committee asks several questions concerning your ETEC program and courses. These questions give you, the candidate, a chance to summarize the EdS program that has been completed, analyze the ways individual classes and broad program goals will be used in practice, and illustrate relationships between class activities or research and the process of completing the field study. The questions deal with the following:

1. A discussion of the courses you have taken and how they relate to your field study and your work.

2. The ISTE standards and how they can be applied to your professional practice. (The entire program is organized in relation to these standards for professional practice, so review the standards before the defense.) How do the ISTE standards relate to your thesis design?

3. What kind of theory of learning, teaching, or design in educational technology relates to your thesis review of literature and structure of your thesis?

All other questions that may be asked deal with your own opinions and work situation.

Once this Q & A portion is completed, the Committee will sign your comprehensive exam form, and the defense is complete. This all takes about an hour.
What needs to be done after the defense

Then it’s time to “fix” your field study based on Committee recommendations. Each committee member will give you a copy of their recommended changes to make after the defense is completed (so you may have 4 of your papers-one from each of the professors-to go through to make your paper even better!) to take with you. Remember to go back through your Table of Contents section when you are finished making the changes and change the page numbers as necessary!

Some people stay in the TEC, make all the changes, go get it printed, etc. and get it turned in. Others go home, fix all the changes, print it at home, and send it back to their major professor when done.

What needs to be done then?

Once all the fixes are complete, the paper needs to be printed. The University requires two copies – most people also get one for themselves. The paper must be printed on at least 50% cotton paper. 100% is fine. Weight doesn’t matter.

The University will do the binding, and you have to pay for it (this is non-negotiable…it has to be done at NSU).

Process for Paying For Field Study Binding

1. Call student accounts @ 318-357-6902 or go to St. Denis Hall and pay at the cashier’s office.
2. Inform the teller you are paying for a thesis binding at $20.00 per copy (two are required for NSU – you may choose more). The account # is 5-27440-0608.
3. She will mail you (if the request is over the telephone) or hand over two receipts, one you keep for your records, the second you include with the final copies.
4. To be on the safe side, this receipt information should be sent to Carrie Smith, chandlerc@nsula.edu, at the Graduate School.

NOTE: The Graduate School can neither process your graduation nor submit the field study for binding without the receipt!

Send/give all final copies and receipt for binding to your major professor. MP will get all Committee members to sign signature page, and put it all in proper envelopes with the proper cover sheet and get it to the Graduate School Office – before the semester deadline. When the binding is completed, the Graduate School will mail you your copy (if you have one for yourself) to the address provided by you – and it will take a good two months before you get it.
What needs to be done after field study is turned into Graduate School

Post your field study defense PowerPoint presentation and your complete final field study to your EDUC 5990 BlackBoard course. Then you are done!

Map to NSU TEC

http://www.nsula.edu/campus-map/

The number of Teacher Education Center is #088
Directions to Northwestern State University, Teacher Education Center

From the South (I-49N)
From Alexandria, Lafayette, Baton Rouge, New Orleans (I-49N)
Exit right on I-49 at the Natchitoches Hwy 6 exit (Exit 138). Turn right on Hwy 6.
You will pass Shoney's and Wendy's and Popeye's on the right. Stay on this road for several miles; go through the first major intersection with a traffic light.
Turn right at the first street after the intersection (Tarlton Drive).
Park in the large parking lot at the Teacher Education Center. Turn left at third driveway, which leads to the large parking lot. (The map says Regional Service Center VI – that's the building.)

From the North From Shreveport (I-49S)
Exit right on I-49 at the Natchitoches Hwy 6 exit (Exit 138).
Turn left onto Hwy 6 - go underneath the Interstate.
You will pass Shoney's and Wendy's and Popeye's on the right. Stay on this road for several miles; go through the first major intersection with a traffic light.
Turn right at the first street after the intersection (Tarlton Drive).
Park in the large parking lot at the Teacher Education Center. Turn left at the third driveway, which leads to the large parking lot. (The map says Region Service Center VI – that's the building.)

From the West From Many or Hwy 117 (Hwy 6 E)
Stay on Hwy 6.
You go under Interstate 49 and pass Shoney's and Wendy's and Popeye’s on the right. Stay on this road for several miles; go through the first major intersection.
You will see the campus to your right after the intersection.
Turn right at the first street after the intersection (Tarlton Drive).
Park in the large parking lot at the Teacher Education Center. Turn left at the third driveway, which leads to the large parking lot. (The map says Region Service Center VI – that's the building.)

From the East From Monroe, Ruston, Winnfield
You will enter Natchitoches on Hwy 6.
Take the Hwy 6 North Bypass - Turn right at the red light by the big service station station.
Follow the bypass until it dead ends at Hwy 1 - turn left.
Pass the Exxon Station and Mariner's Restaurant on the lake.
Continue on this bypass until you come to the 2nd intersection.
Get in the left lane - turn left. Brookshire’s will be to your left.
After you turn left you will see the campus on your right. Turn right at the first street after the intersection (Tarlton Drive).
Park in the large parking lot at the Teacher Education Center. Turn left at the third driveway, which leads to the large parking lot. (The map says Region Service Center VI – that's the building.)