



VALUES • EDUCATION • SERVICE

ONLINE: EDUC 511
Educational Research and
Statistics
Semester & Year

Course Delivery Method:
Course Section:
Meeting Time and Place:
Course Credit Hours: **3 Credit Hours**

FACULTY CONTACT INFORMATION:

OFFICE HOURS: SCHEDULED OFFICE HOURS, BEFORE
AND AFTER CLASS, AND BY APPOINTMENT

OFFICE NUMBER:

PHONE:

EMAIL:

Graduate web site:

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION:

This course examines research methodologies and basic statistical approaches. Research skills including but not limited to information retrieval, critical evaluation, report organization, and statistical methodology are developed and reflected in formal research proposals.

II. COURSE OBJECTIVES:

Candidate Outcome 5: Educational Advocacy

Candidates who complete the program are ethical leaders who apply research information and knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

TILS C

ELCC 4, 6

ISTE A 5

CAEP 1,5

III. TEXTS/MATERIALS FOR THE COURSE:

Required Textbooks:

Fraenkel, Jack R., Wallen, N. E. & Hyun, H. H. (2015). *How to design and evaluate research in education* (9th ed.). New York, NY: McGraw-Hill Companies, Inc. ISBN-13: 978-0078110399

Suggested Readings:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

LINKS FOR ADDITIONAL MATERIALS:

REQUIRED RESEARCH INTERNET WEBSITES:

LMU-Carnegie-Vincent Library Internet Research Resources

<http://library.lmunet.edu/profile.php?uid=22715>

Purdue University-OWL-Statistics Website (Will be very helpful in Chapters 11-13)

<https://owl.english.purdue.edu/owl/resource/672/3/>

Purdue University-OWL-APA Style Workshop (Required reading-we will be using this in our written assignments: <https://owl.english.purdue.edu/owl/resource/664/01/>)

APA Referencing-The Basics: This webpage has a number of videos that cover the different aspects of APA Style and Format. All of these will be very beneficial to you as you prepare to write your Research Proposal.

<https://www.youtube.com/watch?v=SOEmM5gmTJM>

Using APA style for references and citations

https://www.youtube.com/watch?v=10eg_GB_A9E

ADDITIONAL HELPFUL-RESEARCH INTERNET WEBSITES:

ACE745: Research Process (University of Indiana-Pennsylvania)
(A series of very good research videos)

<https://www.youtube.com/watch?v=GE0ZohRpfFU>

“What is Research? Choosing Your Topic”

http://www.youtube.com/watch?v=5_cYq256YEA&feature=related

Developing A Topic

<https://www.youtube.com/watch?v=HbFXk27BPDE>

Developing a Research Topic

https://www.youtube.com/watch?v=R_VILMaD1e4

Developing a Research Question

<https://www.youtube.com/watch?v=LWLYCYeCFak>

The Research Proposal

<http://www.youtube.com/watch?v=zJ8Vfx4721M&feature=related>

Writing A Research Proposal

<http://www.youtube.com/watch?v=uyoU4BwTHmo>

Literature Reviews: An Overview for Graduate Students
http://www.youtube.com/watch?v=t2d7y_r65HU

“Tips For Writing A Literature Review”
<http://www.youtube.com/watch?v=SfxrrMVzXK0>

Writing The Literature Review-Part 1
<https://www.youtube.com/watch?v=2IUZWZx4OGI>

Literature Review: Common Errors Made When Conducting A Literature Review
<https://www.youtube.com/watch?v=NiDHO3NHRA>

Writing The Literature Review
<http://www.youtube.com/watch?v=jKL2pdRmwc4>

Against All Odds (Annenberg Learner (Excellent Statistics Videos)
<http://www.learner.org/courses/againstallodds/unitpages/index.htm>

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Learning Outcomes: This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: **Values, Education, and Service**. Using **values** congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of **education** practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging candidates to engage in **service** to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next*.

Requirements

The candidate will read the required texts for the course and complete the Key Assignments. The candidate will complete 10 learning modules as posted in Blackboard. Additionally, within the module components specific dates for assignment completion are provided and the candidate is expected to meet these dates.

Key Assignments: Within the course modules are two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted to VIA and will be assessed electronically by the instructor.

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Coursework Completion Policy: In online courses, 100% of the course content, instruction and assessments are delivered online through blackboard and VIA. No face to face meetings are required. Candidates are expected to complete the modules by the dates specified. Discussion board participation as described in the modules is also required. Candidates are expected to log in to blackboard frequently. Candidates may also work at their own pace and may complete modules ahead of the due date but late work is subject to a reduction in assignment points.

Email Response Time: LMU MED Online Professors regularly check and promptly respond to emails. We do ask that you allow up to 48 hours response time (however, typically responses will be much sooner). Please also refer to your individual professor's faculty information, office hours, and contact information.

V. **METHODS OF INSTRUCTION:**

Instructional methods may include assigned readings, online video presentations, case studies, scenarios, online training modules, and collaborative group work, discussion board participation and other learning activities.

VI. **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**

At Lincoln Memorial University, the primary method of verification of a student's identity for distance education purposes is the use of a secure login and pass code. Online students must remember to keep their LMU passcode secure and not share with anyone.

Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

VIA by Watermark

viaLiveText.com: Each student will be required to establish or continue an account with the VIA by Watermark program. VIA by Watermark is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on the School of Education website at <https://www.lmunet.edu/school-of-education/via.php>.

Library Resources (Revised 2/2/2012)

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. There are many professional databases including: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text; ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; Mental Measurements Yearbook which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement, and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. **COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

Online Learning Model

This course is offered in an online learning model. Online learning models are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding about how adults learn and an understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The online learning model may include of scholarly reading, scholarly writing, viewing online videos or other materials, interactive discussion boards, analysis and synthesis of multiple sources of material, electronic quizzes and tests, and problem-based learning (case studies and field-based activities).

Assignments:

- EDUC 511 KA #1 *Evaluation of Research-based Instructional Resource*
- EDUC 511 KA #2 *Research Proposal*
- EDUC 511 VIA ASSIGNMENT #3 *Demographic Form Completion*

KA #1 – Review of Literature

The Review of Literature will be very focused, exceptionally organized with sensible themes, very apparent structures, connections and transitions between the introduction, literature review and summary. (Ex. written with intact paragraphs, coherent, highly appropriate style, etc.)

The candidate will utilize a minimum of 10 sources:

- Scholarly Journals
- Dissertations
- Books
- Periodicals
- Internet Sources
- Other Scholarly Information

Assessment: Review of Literature

KA #2 – Research Proposal: Each candidate will develop a research proposal. Proposals will include:

- Title Page
- Abstract
- Table of Contents
- Statement of problem
- Purpose of the study
- Justification of the study
- Research questions
- Review of literature
- Definitions of terms
- Methodology
- References
- Appendix
- APA format

Assessment: Research Proposal Rubric and Adapted Information Literacy Value Rubric

Counseling Program MEd Degree Candidates are required to use the CACREP Standards below to guide writing of this research proposal, and to provide clear and sufficient evidence of understanding of each standard in their research Proposal. MEd Counseling Degree Candidates Research Proposals will be assessed by the EDUC 511 Research & Statistics Key Assignment #2 Supplemental Rubric for Counseling Students, found later in this syllabus.

CACREP.2016.2.F.8.a the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

CACREP.2016.2.F.8.d development of outcome measures for counseling programs

CACREP.2016.2.F.8.e evaluation of counseling interventions and programs

CACREP.2016.2.F.8.f qualitative, quantitative, and mixed research methods

CACREP.2016.2.F.8.g designs used in research and program evaluation

CACREP.2016.2.F.8.h statistical methods used in conducting research and program evaluation

CACREP.2016.2.F.8.i analysis and use of data in counseling

CACREP.2016.2.F.8.j ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

VIA ASSIGNMENT #3 – Demographic Form Completion: Candidates are required to report the demographics of their institutions where they perform their clinical practice. This form can be accessed with the following link <https://form.jotform.com/81903548467163>. The link can also be found on our Surveys and forms page at <https://www.lmunet.edu/academics/schools/school-of-education/surveys-forms.php>. Submit documentation to your professor that this has been completed.

ADDITIONAL STUDENT ASSIGNMENTS FOR EDUC 511:

Other assignments as determined by the professor.

VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):

IX. DEPARTMENT OR PROGRAM MISSION STATEMENT:

[HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP.](https://www.lmunet.edu/about-lmu/heritage-mission.php)

X. EDUC 511 Proposed Course Outline

Date	Activity	Assignment
<i>May 4</i>	<i>LMU summer classes begin</i>	
May 23 (Online Module 1)	Class Text-Part 1: Introduction to Research	Read Class Text Part 1; Blackboard Collaborate Virtual Meeting, Blackboard Online Module #1
May 30 (Online Module 2)	Class Text-Part 2: The Basis of Educational Research	Read Class Text Part 2; Blackboard Collaborate Virtual Meeting, Blackboard Online Module #2 <i>CACREP.2016.2.F.8.g designs used in research and program evaluation</i>

<p>June 6 (Online Module 3)</p>	<p>Class Text-Part 3: Data Analysis</p>	<p>Read Class Text Part 3; Blackboard Online Module #3; Key Assignment: Demographic Form Due to Via Livetext by 6/13</p> <p><i>CACREP.2016.2.F.8.i analysis and use of data in counseling</i></p> <p><i>CACREP.2016.2.F.8.h statistical methods used in conducting research and program evaluation</i></p>
<p>June 13 (Online Module 4)</p>	<p>Class Text-Part 4: Quantitative Research Methodologies</p>	<p>Read Class Text Part 4; Blackboard Online Module #4; Key Assignment: Review of Literature Due to Via Livetext</p> <p><i>CACREP.2016.2.F.8.f qualitative, quantitative, and mixed research methods</i></p> <p><i>CACREP.2016.2.F.8.d development of outcome measures for counseling programs</i></p>
<p>June 20 (Online Module 5)</p>	<p>Class Text-Part 5: Introduction to Qualitative Research</p>	<p>Read Class Text Part 5; Blackboard Collaborate Virtual Meeting, Blackboard Online Module #5</p>
<p>June 27 (Online Module 6)</p>	<p>Class Text-Part 6: Qualitative Research Methodologies</p>	<p>Read Class Text Part 6; Blackboard Collaborate Virtual Meeting, Blackboard Online Module #6</p> <p><i>CACREP.2016.2.F.8.f qualitative, quantitative, and mixed research methods</i></p>
<p>July 4 (Online Module 7)</p>	<p>Class Text-Part 7: Mixed-Methods Studies</p>	<p>Read Class Text Part 7; Blackboard Online Module #7</p>

		<i>CACREP.2016.2.F.8.f qualitative, quantitative, and mixed research methods</i>
July 11 (Online Module 8)	Class Text-Part 8: Research by Practitioners	Read Class Text Part 8; Blackboard Collaborate Virtual Meeting, Blackboard Online Module #8 <i>CACREP.2016.2.F.8.a the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</i> <i>CACREP.2016.2.F.8.e evaluation of counseling interventions and programs</i>
July 18 (Online Module 9)	Class Text-Part 9: Writing Research Proposals & Reports	Read Class Text Part 9; Blackboard Collaborate Virtual Meeting, Blackboard Online Module #9; Key Assignment: Research Proposal Due to Via Livetext <i>CACREP.2016.2.F.8.j ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</i>
July 25 (Online Module 10)	Educational Research & Statistics Course Review	Blackboard Online Module #10; Course Evaluations, Course Reflection

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR SUMMER 2020:

Event	Date(s)
Classes Begin	May 4, 2020
Memorial Day (no classes)	May 25, 2020
Independence Day observed (no classes)	July 3, 2020
Last Day of Classes	July 31, 2020

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information

regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. University Policies:

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial

University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/ Institutional Compliance Officer’s office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

IN THE EVENT OF INCLEMENT WEATHER Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

INTENT TO GRADUATE: Students planning to graduate at the end of the current semester need to apply for graduation by submitting an Intent to Graduate form to Erin Brock (erin.brock@lmunet.edu) by the deadline indicated in the Catalog.

PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

FOR OUT-OF-STATE STUDENTS:

LMU does not guarantee out of state certification. Students seeking certification should contact their State Department of Education to verify the individual's state certification regulations.

XIV. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: [HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP](https://www.lmunet.edu/about-lmu/heritage-mission.php).

- XV. Student Community Engagement:** A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Kaci Ausmus, at Kaci.Ausmus@lmunet.edu.

- XVI. **TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.
- XVII. **THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

EDUC 511 KA #1 Literature Review Rubric

Element	Capstone (3)	Milestone (2)	Milestone (1)
Statement of the Problem/Research Question CAEP 5 ELCC 1	Demonstrates exemplary critical knowledge and application in presenting an issue that exists in the literature, theory, or practice.	Demonstrates adequate critical knowledge and application in presenting an issue that exists in the literature, theory, or practice.	Demonstrates minimal knowledge and application of presenting the statement of the problem.
Purpose of the Literature Review CAEP 1 ELCC 6	Demonstrates exemplary competence in orienting the reader to the central intent of the literature review and proposed study.	Demonstrates adequate competence in orienting the reader to the central intent of the literature review and proposed study.	Demonstrates minimal knowledge and application of presenting the purpose of the literature review and proposed study.

Element	Capstone (3)	Milestone (2)	Milestone (1)
APA Formatting TILS A, C	Demonstrates competence in presenting their final literature review according to APA guidelines.	N/A	Demonstrates a less than acceptable application of presenting their literature review according to APA guidelines.
Organization and Presentation TILS C CAEP 5 InTASC 4, 7	The literature review is very clearly focused, exceptionally organized with sensible themes, very apparent structures, connections, and transitions between the introduction, literature review, and summary (ex. – written with intact paragraphs, coherent, highly appropriate style, etc.)	The literature review is generally focused and logical with identifiable themes; generally, well organized with apparent structures, connections and transitions; accurate with clearly stated ideas.	The literature review is somewhat unfocused or unclear, themes are unclear or weak, abrupt in transition; disconnected with random thoughts with no discernable points; missing important details; inaccurate or erroneous information is provided.
Quality of Writing CAEP 1 TILS C	Writing is clear, precise, interesting, specific and accurate. There is excellence in standard writing conventions (ex. – spelling, punctuation, capitalization, grammar, usage).	Writing is readable and the writer’s meaning on a general level is clear, adequate in standard writing conventions (ex. – spelling, punctuation, capitalization, grammar, usage).	Writing is limited in vocabulary, unclear with misused parts of speech that impair understanding, and inadequate in standard writing conventions (ex. – spelling, punctuation, capitalization, grammar, usage).

*This Rubric was created in part from the Mississippi State University Graduate Program for Philosophy entitled, *Department of Curriculum, Instruction, and Special Education Rubric for Scoring the Dissertation Proposal*.

EDUC 511 KA #2: Research Proposal Rubric

Element	Capstone (3)	Milestone (2)	Milestone (1)
Define Statement of Problem and Purpose and Justification of Study TILS C ELCC 6 CAEP 1	Effectively defines the scope of a research question or thesis. Effectively determines key concepts. Sources selected directly relate to concepts or answer research question/s.	Defines the scope of a research question or thesis completely. Can determine key concepts. Sources selected relate to concepts or answer research question/s.	Defines the scope of a research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.) Can determine key concepts. Sources selected partially relate to concepts or answer research questions/s.

Element	Capstone (3)	Milestone (2)	Milestone (1)
Accesses Information to Develop Research Questions <i>TILS C</i> <i>ISTE A 5</i> <i>ELCC 6</i> <i>CAEP 1</i>	Assesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.
Gathers Information to Produce Review of Literature <i>TILS C</i> <i>ELCC 4</i> <i>ISTE A5</i> <i>CAEP 1</i>	Synthesizes in-depth information from relevant sources representing various points of view/ approaches	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/ approaches.
Evaluate Information and Sources for Proposal Methodology <i>TILS C</i> <i>ELCC 6</i> <i>CAEP 1</i>	Systematically analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).
Organizes Information to Produce Research Proposal <i>TILS C</i> <i>ELCC 6</i> <i>ISTE A 5</i> <i>CAEP 5</i>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.
Uses Information Ethically and Legally <i>TILS C</i> <i>ISTE A 5</i> <i>CAEP 1</i>	Correctly uses all of the following information strategies: 1. Use of citations and references; 2. Choice of paraphrasing, summary, or quoting; 3. Using information in ways that are true to original context; 4. Distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Correctly uses three of the following information strategies: 1. Use of citations and references; 2. Choice of paraphrasing, summary, or quoting; 3. Using information in ways that are true to original context; 4. Distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Correctly uses two of the following information use strategies 1. Use of citations and references; 2. Choice of paraphrasing, summary, or quoting; 3. using information in ways that are true to original context; 4. Distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

EDUC 511 – Research & Statistics – Key Assignment #2 –

Supplemental Rubric for Counseling Students

Elements	Above Sufficient	Sufficient	Below Sufficient
CACREP.2016.2.F.8.a Importance of Research to the Counseling Profession	Counseling Degree Candidate clearly and comprehensively demonstrates a rich and contextualized understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Counseling Degree Candidate demonstrates a clear or emerging understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Counseling Degree Candidate demonstrates a an incorrect, or lack of, understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
CACREP.2016.2.F.8.d Understands Outcome Measures	Counseling Degree Candidate clearly and comprehensively demonstrates a rich and contextualized understanding of development of outcome measures for counseling programs	Counseling Degree Candidate demonstrates a clear or emerging understanding of development of outcome measures for counseling programs	Counseling Degree Candidate demonstrates a an incorrect, or lack of, understanding of development of outcome measures for counseling programs
CACREP.2016.2.F.8.e Evaluation of Interventions	Counseling Degree Candidate clearly and comprehensively demonstrates a rich and contextualized understanding of evaluation of counseling interventions and programs	Counseling Degree Candidate demonstrates a clear or emerging understanding of evaluation of counseling interventions and programs	Counseling Degree Candidate demonstrates a an incorrect, or lack of, understanding of evaluation of counseling interventions and programs
CACREP.2016.2.F.8.f Understands Quantitative, Qualitative, and Mixed Methods Research	Counseling Degree Candidate clearly and comprehensively demonstrates a rich and contextualized understanding of qualitative, quantitative, and mixed research methods	Counseling Degree Candidate demonstrates a clear or emerging understanding of qualitative, quantitative, and mixed research methods	Counseling Degree Candidate demonstrates a an incorrect, or lack of, understanding of qualitative, quantitative, and mixed research methods
CACREP.2016.2.F.8.g Knowledge of Research designs	Counseling Degree Candidate clearly and comprehensively demonstrates a rich and contextualized understanding of designs used in research and program evaluation	Counseling Degree Candidate demonstrates a clear or emerging understanding of designs used in research and program evaluation	Counseling Degree Candidate demonstrates a an incorrect, or lack of, understanding of designs used in research and program evaluation
CACREP.2016.2.F.8.h	Counseling Degree	Counseling Degree	Counseling Degree

Understands Statistical methods	Candidate clearly and comprehensively demonstrates a rich and contextualized understanding of statistical methods used in conducting research and program evaluation	Candidate demonstrates a clear or emerging understanding of statistical methods used in conducting research and program evaluation	Candidate demonstrates a an incorrect, or lack of, understanding of statistical methods used in conducting research and program evaluation
CACREP.2016.2.F.8.i Analysis and use of data	Counseling Degree Candidate clearly and comprehensively demonstrates a rich and contextualized understanding of analysis and use of data in counseling	Counseling Degree Candidate demonstrates a clear or emerging understanding of analysis and use of data in counseling	Counseling Degree Candidate demonstrates a an incorrect, or lack of, understanding of analysis and use of data in counseling
CACREP.2016.2.F.8.j Ethical and Cultural relevant data interpretation	Counseling Degree Candidate clearly and comprehensively demonstrates a rich and contextualized understanding of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Counseling Degree Candidate demonstrates a clear or emerging understanding of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Counseling Degree Candidate demonstrates a an incorrect, or lack of, understanding of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

STANDARDS

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

Standard A: Instructional Leadership for Continuous Improvement

An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:

1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:

1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

**COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)
STANDARDS FOR ADVANCED PROGRAMS**

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for certification where applicable. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CACREP 2016 Standards - RESEARCH AND PROGRAM EVALUATION

CACREP.2016.2.F.8.a the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

CACREP.2016.2.F.8.d development of outcome measures for counseling programs

CACREP.2016.2.F.8.e evaluation of counseling interventions and programs

CACREP.2016.2.F.8.f qualitative, quantitative, and mixed research methods

CACREP.2016.2.F.8.g designs used in research and program evaluation

CACREP.2016.2.F.8.h statistical methods used in conducting research and program evaluation

CACREP.2016.2.F.8.i analysis and use of data in counseling

CACREP.2016.2.F.8.j ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

**INTERNATIONAL SOCIETY FOR TECHNOLOGY EDUCATION (ISTE A)
STANDARDS FOR ADMINISTRATORS**

1. **Visionary Leadership** - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
 - a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
 - b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
 - c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. **Digital Age Learning Culture** - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
 - a. Ensure instructional innovation focused on continuous improvement of digital-age learning.
 - b. Model and promote the frequent and effective use of technology for learning.
 - c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
 - d. Ensure effective practice in the study of technology and its infusion across the curriculum.
 - e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration.

3. **Excellence in Professional Practice** - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
 - a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
 - b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
 - c. Promote and model effective communication and collaboration among stakeholders using digital age tools.
 - d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. **Systemic Improvement** - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
 - a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
 - b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
 - c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goal.
 - d. Establish and leverage strategic partnerships to support systemic improvement.
 - e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. **Digital Citizenship** - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
 - a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
 - b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
 - c. Promote and model responsible social interactions related to the use of technology and information.
 - d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

THE INTASC MODEL CORE TEACHING STANDARDS (APRIL 2011)

The Learner and Learning

Standard #1: Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

Standard #5: Application of Content

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and the learner's decision making.

Standard #7: Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard# 9: Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Notes:

- Source: <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>
- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
- “These standards are no longer intended only for ‘beginning’ teachers but as professional practice standards. Council of Chief State School Officers. (2013, April). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.
- Full documents available at:
<https://ccsso.org/blog/tennessees-career-readiness-programs-offer-students-pathways-success>

ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.

- 1.1 Develop a Vision
- 1.2 Articulate a Vision
- 1.3 Implement a Vision
- 1.4 Steward a Vision
- 1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote Positive School Culture
- 2.2 Provide Effective Instructional Program
- 2.3 Apply Best Practice to Student Learning
- 2.4 Design Comprehensive Professional

3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1 Manage the organization
- 3.2 Manage Operations
- 3.3 Manage Resources

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.

- 4.1 Collaborates With Community and Other Family Members
- 4.2 Respond to Community Interests and Needs
- 4.3 Mobilize Community Resources

5.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.

- 5.1 Acts with Integrity
- 5.2 Acts Fairly
- 5.3 Acts Ethically

6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.1 Understand the Larger Context
- 6.2 Respond to the Larger Context
- 6.3 Influence the Larger Context

7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

- 7.1 Substantial
- 7.2 Sustained

