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:** The candidates will:
- Understand basic concepts of research and its methodologies
- Identify appropriate research topics
- Prepare a formal research proposal
- Demonstrate a knowledge of disciplinary literature related to the area of educational research

**NATIONAL BOARD FOR PROFESSIONAL TEACHING PROPOSITIONS ADDRESSED IN THIS COURSE:**

**PROPOSITION 4:** Teachers think systematically about their practice and learn from experience.

**PROPOSITION 5:** Teachers are members of learning communities.
III. **TEXTS/MATERIALS FOR THE COURSE:**

**Required Textbooks:**

**Suggested Readings:**

**LINKS FOR ADDITIONAL MATERIALS:**
Collaborative Institutional Training Initiative (CITI) training module: [https://www.citiprogram.org/Default.asp](https://www.citiprogram.org/Default.asp)


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 (see Course Outline and Requirements section)
1. Reading and discussion of required materials. See related discussion guides
2. In-class writings
3. Any other readings or in-class activities that the instructor may assign
4. Group Projects: Groups will research assigned topics for presentation to the class.
5. Key Assignments: Each course includes two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.

Clinical Experience: Each student will be required to complete the clinical practice assignment. This assignment will be designed to support educators as they become more reflective practitioners, apply course work to practice, do research, develop new skills, and explore effective practices and trends at all levels of education.

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.

Attendance Policy: Cooperative and group learning strategies are the essence of the graduate program. When class absences occur, students can make up for knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students’ learning. Therefore, attendance at all class meetings is crucial to success.

Candidates are allowed one absence per course without grade reduction. Other absences are addressed as follows: 2 absences – minus, 3 absences reduction of letter grade. More than three absences may result in the candidate being required to retake the course.

Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic restrictions.

If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.

V. Methods of Instruction: Instructional methods will include lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, and written assignments.

VI. Information Literacy/Technological Resources:

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.
**Turn-it-in:** Turn-It-In, the computer program designed for checking literature duplication, is available for use. Submitting course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

**Live Text:** Each student will be required to establish or continue an account with the Live Text program. Live Text 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 SkyDrive.

**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. UNIVERSITY POLICIES:**

**Students With Disabilities Policy:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Jason Kishpaugh, with regard to required documentation and in order to make appropriate arrangements. Contact information: jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401). The office is located on the second floor of Duke, office 201.

**Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies** can be found in the student handbook: LMU’s website: [http://www.lmunet.edu/campuslife/handbooks.shtml](http://www.lmunet.edu/campuslife/handbooks.shtml).
**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.

**LMU’s Inclement Weather Policy** can be found at the following link to LMU’s website: [http://www.lmunet.edu/curstudents/weather.shtml](http://www.lmunet.edu/curstudents/weather.shtml).

**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.

**Unit Commitment to Diversity** – The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

**VIII. MISSION STATEMENTS:**

**Lincoln Memorial University Mission Statement** can be found at the following link to LMU’s website: [http://www.lmunet.edu/about/mission.shtml](http://www.lmunet.edu/about/mission.shtml).

**Department of Graduate Education Mission Statement**
The mission of the Lincoln Memorial University Department of Graduate Studies, as a student-sensitive entity, is to prepare professionals with knowledge, skills, competencies, and dispositions to meet the changing needs of society through relevant student-centered experiences.

**Curriculum and Instruction Mission Statement**
The mission of the Curriculum and Instruction program is to prepare professional teachers as leaders with the knowledge, skills, competencies, and dispositions essential to meet the needs of an ever-changing and increasingly global society through quality instructional and collaborative experiences.

**IX. COURSE OUTLINE/ASSIGNMENT:/**
KEY ASSIGNMENTS:
KA #1 Clinical Practice Assignment: Evaluation of Research-based Instructional Materials
Locate an educational resource or instructional material (such as a text book or reading program) in a local school that claims to be “research-based.” Examine the research cited by the publisher. Critique the study according to the following elements:
- Sample size
- Effect size
- Research base
- Limitations of study
- Parameters or special conditions
Is the research sufficient to back up the claims of the program? Is this a resource that would be appropriate for use with students?

Assessment: Evaluation of Research-based Instructional Materials Rubric and Critical Thinking Rubric (AAC&U)

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 (AAC&U)

ADDITIONAL STUDENT ASSIGNMENTS FOR EDUC 511

1. Prepare a notebook with hard copies of all work as requested.
2. Five questions/topics
3. Draft of Research Proposal first seven items
4. Nine to Twelve Literature Reviews
5. Chapter Presentations
6. Research Proposal
7. Other assignments to be determined.
Week 1  A.  Introduction to course syllabus
May 16  B.  Overview of text books
C.  Assign Research Chapter for class presentations
D.  LiveText Key Assignments
E.  Chapter 1  The Nature of Research
F.  Assignment for Week 2:
   1.  Download the LiveText Assignment Template & Rubrics
       and bring to next weeks class
   2.  Read Chapter 3:  Locating and Reviewing the Literature

Week 2  A.  Discuss LiveText Assignments & Rubrics
May 30  B.  Chapter 3 and LMU’s resources, LMU Librarian
C.  Develop 5 Potential Research Topics/Questions Group Activity

Prepare a draft of the first seven items in a research proposals using APA format:
- Title Page
- Abstract
- Table of Contents
- Statement of problem
- Purpose of the study
- Justification of the study
- Research questions

Bring a hard copy to next week’s class and be prepared to discuss the major points

Week 3  A.  Chapter Presentations
June 6  Chapter 2  The Research Problem
         Chapter 4:  Ethics and Research
         Chapter 5:  Variables and Hypotheses
         Chapter 6:  Sampling
         Chapter 7:  Instrumentation
         Chapter 8:  Validity and Reliability
         Chapter 9:  Internal Validity

B.  Draft Research Proposal Discussion

Week 4  A.  Chapter Presentations
June 20  Chapter 10:  Descriptive Statistics
         Chapter 11:  Inferential Statistics
         Chapter 13:  Experimental Research
         Chapter 14:  Single-Subject Research
         Chapter 15:  Correlational Research
         Chapter 16:  Casual-Comparative Research
         Chapter 17:  Survey Research
Week 5  A. Chapter Presentations
July 18    Chapter 18: The Nature of Qualitative Research
           Chapter 19: Observation and Interviewing
           Chapter 20: Content Analysis
           Chapter 21: Ethnographic Research
           Chapter 22: Historical Research
           Chapter 23: Mixed-Methods Research
           Chapter 24: Action Research

Week 6  A. Student Proposal Presentations
July 25

X. 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.
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

1. Teachers are committed to students and their learning and believe all students can learn, adjusting practice based on student observation and need.

2. Teachers know the subject(s) they teach and how to teach the subject(s) to students. Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject(s) is created, organized, linked to other disciplines and applied to real-world settings.

3. Teachers are responsible for managing and monitoring student learning. Accomplished teachers create, implement and maintain disciplined learning environments that are learner appropriate and allow the schools’ goals for students to be met.

4. Teachers think systematically about their practice and learn from experience. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

8. Teachers are members of learning communities. Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

INSTITUTIONAL STANDARDS (PROFICIENCIES)

1. The candidate demonstrates the dispositions and knowledge of the profession by upholding the VALUES of Abraham Lincoln’s life: a dedication to individual liberty; responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

2. The candidate demonstrates an appreciation for the value of EDUCATION as a means to improve the quality of life for an individual and articulates an understanding of the importance of lifelong learning for themselves and others.

3. The candidate demonstrates an understanding of the purpose and value of SERVICE to others, especially in the educational arena. In addition, the candidate articulates the meaning of “servant leadership” as a component of service to individuals, home, and local and global communities.

4. The candidate demonstrates an understanding and application of the major concepts, theories, and processes of inquiry, which strengthen current knowledge bases, develops new ideas, and implements best practices from his/her field.

5. The candidate demonstrates the ability to make educational decisions based on the wisdom of practice, understanding of past, present, and emergent learning, developmental, neuroscience, personality, social, organizational, and leadership theories.

6. The candidate demonstrates the ability to reflect and make informed educational decisions based on the knowledge, skills, and dispositions outlined in professional, state, and institutional standards through coursework, field experiences, and clinical practice.
7. The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, school leaders, parents, community leaders, and professional associations in the larger community to support teaching and learning.

8. The candidate demonstrates the ability to reflect and make educational decisions supported by current research, wisdom of practice, and educational policies.

9. The candidate is able to make assessments, reflects and can articulate how coursework, field experiences, and clinical practices have improved their knowledge, skills, and professional dispositions to help all students from all populations to learn.

10. The candidate demonstrates an understanding of classroom management, individual and group motivation and behavior, and instructional methods and technology to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

11. The candidate demonstrates competencies in conducting research and uses research findings to foster active inquiry, collaboration, and supportive interaction in the school and educational environments, including computer based and online instruction and learning.

12. The candidate demonstrates and implements effective verbal and nonverbal communication skills and uses technology to foster constructivist learning, active inquiry, collaboration, and supportive interaction with and among all students.

13. The candidate demonstrates an understanding of how to appropriately use emerging technologies as a tool for communication, research, planning and implementing instruction, and maintaining an assessment system.

14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal, informal, formative and summative assessments to evaluate learning and instructional practices in order to make informed decisions for instruction and program improvements.

15. The candidate clearly articulates proficiencies for understanding differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas. The candidate demonstrates this understanding in instructional planning, the classroom environment, and interactions with students and other community stakeholders.

16. The candidate demonstrates an understanding of the legal aspects of education, including the rights and responsibilities of students, faculty, staff, and schools, to make informed decisions to assure fairness, privacy, social justice, well-being, and safety of all stakeholders. The candidate reflects on his/her professional decision making to insure wisdom of practice and education policies.

17. The candidate actively seeks out opportunities for professional development, personal growth and is supportive of continuous lifelong learning.
Tennessee Instructional Leadership Standards (TILS)

Standard A: Continuous Improvement
An effective instructional leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.

Indicators:
1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and are consistent with that of the school district.
2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school’s attention.
3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.
4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.
5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.
6. Communicates and operates from a strong belief that all students can achieve academic success.

Standard B: Culture for Teaching and Learning
An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.

Indicators:
1. Develops and sustains a school culture based on ethics, diversity, equity and collaboration.
2. Advocates, nurtures, and leads a culture conducive to student learning.
3. Develops and sustains a safe, secure and disciplined learning environment.
4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.
5. Facilitates and sustains a culture that protects and maximizes learning time.
6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.
7. Demonstrates an understanding of chance processes and the ability to lead the implementation of productive changes in the school.
8. Leads the school community in building relationships that result in a productive learning environment.
9. Encourages and leads challenging, research based changes.
10. Establishes and cultivates strong, supportive family connections.
11. Recognizes and celebrates school accomplishments and addresses failures.
12. Establishes effective lines of communication with teachers, parents, students, and stakeholders.
13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school’s mission.

Standard C: Instructional Leadership and Assessment
An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve student learning.

Indicators:
1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.
2. Leads the professional learning community in analyzing and improving curriculum and instruction.
3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.
4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.
5. Uses research based best practices in the development, design, monitoring and implementation of curriculum, instruction, and assessment.
6. Monitors and evaluates the school’s curricular program for rigor.
7. Provides teachers and parents with assessment results on a regular basis.
8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.

Standard D: Professional Growth
An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.

Indicators:
1. Systematically supervises and evaluates faculty and staff.
2. Promotes, facilitates and evaluates professional development.
3. Models continuous learning and engages in personal professional development.
4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.
5. Works in collaboration with the school community to align high quality professional development with the school’s improvement plan to impact student learning.
6. Provides faculty and staff with the resources necessary for the successful execution of jobs.

Standard E: Management of the School
An effective instructional leader facilitates learning and teaching through the effective use of resources.

Indicators:
1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.
2. Focusses daily operation on the academic achievement of all students.
3. Garners and employs resources to achieve the school’s mission.
4. Prepares and regularly monitors and annual operational budget that aligns with the school’s improvement plan.
5. Mobilizes community resources to support the school’s mission.
6. Identifies potential problems and is strategic in planning proactive responses.
7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.
8. Develops a comprehensive strategy for positive community and media relations.

Standard F: Ethics
An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

Indicators:
1. Performs all professional responsibilities with integrity and fairness.
2. Models and adheres to a professional code of ethics and values.
3. Makes decisions within an ethical context while respecting the dignity of all.
4. Advocates to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for students.
5. Makes decisions that are in the best interests of students and aligned with the vision of the school.
6. Considers legal, moral and ethical implications when making decisions.
7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.
Standard G: Diversity
An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

Indicators:
1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.
2. Recruits, hires and retains a diverse staff.
3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
4. Recognizes and addresses culture, learning and personal differences as a basis for academic decision-making.
5. Leads the faculty in engaging families/parents in the education of their children.

Standard H: Research
An effective instructional leader possesses the knowledge and skills to conduct, interpret and utilize research.

Indicators:
1. Learns how to conduct research.
2. Leans how to read and understand research.
3. Learns how to collect, analyze and utilize data.

Standard I: Leadership
An effective instructional leader leads others to innovate, reform and improve the performance of schools, teachers and students.

Indicators:
1. Demonstrates an understanding that effective leadership is characterized by specific behaviors that enhance interpersonal relationships.
2. Demonstrates knowledge of a continuum of leadership styles and how to apply the style appropriate to the situation.
3. Demonstrates an understanding of the change process.
4. Exhibits skills and traits that foster empowerment in them and others.

Standard J: Comparative Education
An effective instructional leader promotes the success of all students by understanding, responding to, and influencing political, economic and cultural contexts.

INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students.

Dr. Stephen Wright
865-603-3280
Stephen.wright@lmunet.edu
## Performance Assessment for use with Candidate Research Proposal

**CI 511 Research and Statistics**

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4 (8-10) (4 pts)</th>
<th>Milestones 3 (5-7) (3 pts)</th>
<th>Milestones 2 (3-4) (2 pts)</th>
<th>Benchmark (1-2) (1 pt)</th>
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</thead>
<tbody>
<tr>
<td><strong>APA Format, Typing, Spacing, Margins, Punctuation, Spelling, Headings, and Pagination, includes Preliminary Pages-Title page, Abstract, Table of Contents, Appendices, and Tables or Figures (if appropriate) (1, 10%) (10, 10%) TN-LMU-IS.11</strong></td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices. The paper contains no spelling errors. APA format is followed throughout.</td>
<td>Demonstrates consistent use of important particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices. The paper contains minimal spelling errors. APA format is followed with few exceptions.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. The paper contains spelling errors. Numerous APA format errors are present.</td>
<td>Attempts to use a consistent system for basic organization and presentation. The paper contains spelling errors. APA format is not followed.</td>
</tr>
<tr>
<td><strong>Statement of the Problem (1, 10%) (10, 10%) NBPTS.4 NBPTS.5 TN-LMU-TILS.H</strong></td>
<td>Specific and clearly stated, interesting, relevant. Based on previous work through a review of the literature and current issues. Demonstrates an understanding of how theory can be used to explain practical phenomenon.</td>
<td>Specific, interesting, and relevant. Based on previous work. Describes how theory can be used to explain practical phenomenon.</td>
<td>Interesting, and relevant. Based on previous work.</td>
<td>Interesting problem identified. Lacks basis in the literature and previous research.</td>
</tr>
<tr>
<td><strong>Purpose of the Study (1, 10%) (10, 10%) NBPTS.4 NBPTS.5 TN-LMU-IS.11 TN-LMU-TILS.H</strong></td>
<td>Demonstrates thorough understanding of context, audience, and purpose that is</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and to the assigned</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to</td>
</tr>
<tr>
<td><strong>Justification of the Study (1, 10%)</strong> (10, 10%)</td>
<td><strong>NBPTS.4</strong></td>
<td><strong>NBPTS.5</strong></td>
<td><strong>TN-LMU-IS.11</strong></td>
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<td><strong>Responsive to the assigned task(s) and focuses all elements of the work.</strong></td>
<td><strong>Clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</strong></td>
<td><strong>Tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</strong></td>
<td><strong>The assigned tasks(s) (e.g., expectation of instructor or self as audience).</strong></td>
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<tr>
<td><strong>Research Question(s) (1, 10%)</strong> (10, 10%)</td>
<td><strong>NBPTS.4</strong></td>
<td><strong>NBPTS.5</strong></td>
<td><strong>TN-LMU-IS.11</strong></td>
<td><strong>TN-LMU-TILS.H</strong></td>
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<tr>
<td><strong>Identifiable question that is built on a theoretical foundation. Marginally linked to a practical phenomenon. Question is of limited importance to the discipline.</strong></td>
<td><strong>Identifiable question that is built on a theoretical foundation. Marginally linked to a practical phenomenon. Question is of limited importance to the discipline.</strong></td>
<td><strong>Identifiable question that is built on a theoretical foundation. Marginally linked to a practical phenomenon. Question is of limited importance to the discipline.</strong></td>
<td><strong>Question is not identifiable. There is a noticeable lack of theory to substantiate the research question. Failure to link the research question to a practical phenomenon. Question is not interesting to the discipline.</strong></td>
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<tr>
<td><strong>Review of Literature (1, 10%)</strong> (10, 10%)</td>
<td><strong>NBPTS.4</strong></td>
<td><strong>TN-LMU-IS.11</strong></td>
<td><strong>TN-LMU-TILS.H</strong></td>
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<td><strong>Utilized a variety of appropriate sources that clearly and convincingly link theory to practice. Able to synthesize material drawn from a multidisciplinary perspective presenting a logical and creative.</strong></td>
<td><strong>Limited number of academic sources. Demonstrating a satisfactory comprehension of the theory providing a marginal justification for a testable hypothesis. Information drawn from a multidisciplinary perspective is</strong></td>
<td><strong>Limited number of academic sources. Demonstrating an adequate comprehension of the theory providing a marginal justification for a testable hypothesis. Information drawn from a limited</strong></td>
<td><strong>Review is not drawn from a multidisciplinary perspective. A minimal number of sources some or all of which are inappropriate. A testable hypothesis is not apparent from the review. Demonstrated an unsatisfactory comprehension</strong></td>
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<td>Example</td>
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<tr>
<td>Definitions of Terms (1, 10%)</td>
<td>Terms are clearly defined and relate to the research question and the purpose of the study. Definitions are written in complete sentences.</td>
<td>Terms are defined and relate to the research question. Definitions are written in complete sentences.</td>
<td>Terms are listed. Definitions are either missing or incomplete.</td>
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<td>Methodology (1, 10%)</td>
<td>Explains and justifies the approach used to examine the research question. Research procedures are clearly identified. Specific databases used are included.</td>
<td>Cursory explanation of the research methodology. Research procedures are discussed.</td>
<td>Brief description of research methodology. Research procedures are clearly identified. Specific databases used are included.</td>
<td>The research methodology is either not explained or is inappropriate given the research design.</td>
</tr>
<tr>
<td>References (1, 10%)</td>
<td>Demonstrates skilful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. APA format is followed.</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. APA format is followed.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. Some APA issues.</td>
<td>Demonstrates an attempt to use sources to support ideas in the writing. APA format is not evident.</td>
</tr>
<tr>
<td>Human Subjects (CITI Certificate) (1, 10%)</td>
<td>Completed requisite CITI Training Modules and</td>
<td>Incomplete</td>
<td>Incomplete</td>
<td>Missing Evidence</td>
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<td>submitted the Certificate of Completion with the proposal</td>
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EDUC 511 - Research and Statistics

Supplement for Counseling Students

Course Section: K0, A0
Meeting Time and Place: Cedar Bluff, Harrogate
Course Credit Hours: 3 Credit Hours
Clinical Experience in this Course: Evaluation of Research-based Instructional Materials

FACULTY CONTACT INFORMATION: See Faculty Contact information attached

Graduate Education Office Skydive: http://sdry.ms/11mi4Sc
School of Education Webpage: Lmunet.edu/education (see Program Documents)

I. Supplement Description

Counseling degree candidates are required to fulfill all assignments and requirements as outlined in syllabus handed out by instructor in EDUC 511. Additionally, Counseling Degree Candidates must complete the Research Proposal with a current topic and body of literature from the counseling profession, and follow additional specifications for completing Research Proposal as outlined in this Supplement for Counseling Students to the course syllabus for EDUC 511.

II. Standards and Goals

ADDITIONAL CACREP STANDARDS
a. The importance of research in advancing the counseling profession,
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research,
c. statistical methods used in conducting research and program evaluation,
d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications,
e. use of research to inform evidence-based practice, and
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
III. Research Proposal Rubric with CACREP Standards

NAMES:                                                                                         

TITLE:                                                                                         