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.
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?


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/LiveText and will be assessed electronically by the instructor using a rubric. In addition to the two Key Assignments, the instructor may require other coursework.

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 are essential components of the MEd program. When class absences occur, students can make up for knowledge and skills by completing required assignments, 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, even with successful completion of make-up assignments, excessive class absences will cause a reduction in the final course grade. **The first absence in a semester will not result in a reduction of final grade. The second absence will result in a reduction of one letter grade. Three absences will result in a grade of C or lower. More than three absences will result in a grade of F for the course(s) taken that semester. Faculty will determine when circumstances legitimately cause a student to be tardy or need to leave a class early; however, a pattern of excessive tardiness or leaving early may affect grade. Students may not**
make up for an absence at another class site. Refer to the Graduate Catalog for further academic information and 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.

**viaLiveText.com:** Each student will be required to establish or continue an account with the viaLiveText.com program. viaLiveText.com 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 [http://www.lmunet.edu/academics/schools/school-of-education](http://www.lmunet.edu/academics/schools/school-of-education).

**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:

**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/academics/academic-support](https://www.lmunet.edu/academics/academic-support) for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program.

**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).

**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 423.869.6401 (800-325-0900 ext. 6401).

**DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES** can be found in the student handbook: LMU’s website: [http://www.lmunet.edu/student-life/handbooks](http://www.lmunet.edu/student-life/handbooks).

**HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:** No person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or being denied benefits of, any educational opportunity.

LMU is committed to providing a campus environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are designated as Responsible Employees/Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to share the information with the University’s 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 Office of Mental Health Counseling, Duke Hall 202. For more information, contact Jason Kishpaugh, Director of Counseling, by email at jason.kishpaugh@lmunet.edu, by phone at (423) 869-6401, or schedule an appointment online at [https://www.lmunet.edu/student-life/counseling/schedule-an-appointment](https://www.lmunet.edu/student-life/counseling/schedule-an-appointment).

If you have experienced any form of discrimination or harassment and would like report information, please contact: Jeana Horton, J.D., Title IX Coordinator/Institutional Compliance Officer, by email at titleixcomplaints@lmunet.edu, or by phone at (423) 869-6618.

You may make a report online at [http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL](http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL). The Title IX Coordinator/Institutional Compliance Office’s office is located at D.A.R. 210 and the Duncan School of Law, Room 404. The Harassment, Discrimination, and Sexual Misconduct Policy is 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. In addition, LMU Campus Police is available to provide security escorts and/or additional security on campus.

**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).

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:
  - Essay Writing - greater than a rating of 2
  - ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

LMU’S INCLEMENT WEATHER POLICY can be found at the following link to LMU’s website: http://www.lmunet.edu/student-life/weather-cancellation-notification. 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 Important Dates section of the syllabus. Graduation forms and additional information can be found at www.lmunet.edu/education.

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.

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU’s website: http://www.lmunet.edu/about-lmu/heritage-mission.

CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT: http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (p. 11)

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

Hybrid Learning Model
This course is offered in a hybrid learning model. Hybrid 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 hybrid learning model is comprised of anchored instruction (seat time), professional learning communities (collaboration), web-enhanced learning strategies (technological learning), expository presentation (student engagement) 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 VIALIVE TEXT ASSIGNMENT #3 Demographic Form Completion
- EDUC 511 Assignment #4 Introduction to Diverse Clinical Experience

KA #1 – Evaluation of Research-based Instructional Resource
Locate an educational resource (such as a textbook, reading program, assessment, etc.) in a local school that claims to be “research-based.” This resource should be one that is currently used in your school, class, or discipline. 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

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

VIALIVE TEXT ASSIGNMENT #3 – Demographic Form Completion: Candidates are required to report the demographics of their institutions where they perform their clinical practice. To find this form, please go to www.lmunet.edu/education and find the tab in the upper left column named “Surveys and Forms.” Once clicked, look for the forms heading and the demographics form is at the top of the list. Submit documentation to your professor that this has been completed.
*Assignment #4 – Introduction to Diverse Clinical Experience:* Each student is required to spend 10 hours in a diverse clinical setting. Complete as many hours as possible this semester and the remainder will be completed next semester.

Candidates will complete the “Diversity Experience Log Sheet” found at: http://form.jotformpro.com/form/42224957161959 as documentation of clinical practice in diverse settings. The form may be completed as many times as needed and should be completed for each different educational setting. A total of 10 hours of clinical practice in a diverse setting is required by the end of the program.

Complete a summary of your diverse clinical experience in the template provided in VIA/LiveText. Summary should include a description of your diverse clinical experience, a tally of the hours logged, and a deep and thoughtful reflection on the experience.

**Assessment:** Evidence of diverse clinical experiences.

**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.

**X. DEMOGRAPHIC FORM:** The demographic form needs to be completed and submitted online by the end of your Fall semester. Follow the link below to access/complete this. https://form.jotform.com/71694815867170

**XI. PLAGIARISM**

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s for and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.

**CERTIFICATION OF AUTHORSHIP.** I certify that I am the author of this paper titled __________________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature __________________________ Date ______________

(This statement must be included with all written assignments.)
XII. **STUDENT COMMUNITY ENGAGEMENT:** A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, 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: [http://www.lmunet.edu/student-life/student-service-initiative](http://www.lmunet.edu/student-life/student-service-initiative) or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMUnet.edu.

XIII. 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.
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<th>Capstone (3)</th>
<th>Milestone (2)</th>
<th>Milestone (1)</th>
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<tr>
<td><strong>Selection of Materials</strong></td>
<td>Candidate selected an appropriate Commercially produced instructional material which claims to be “research-based”.</td>
<td>N/A</td>
<td>Candidate did not select an appropriate commercially produced instructional material which claims to be “research-based”.</td>
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<td><strong>Analysis of Effect Size</strong></td>
<td>Thoroughly analyzed the effect size or other statistical analysis provided by publisher. Provided thoughtful insights related to effect size.</td>
<td>Thoroughly analyzed the effect size or other statistical analysis provided by publisher. Provided some insights related to effect size.</td>
<td>Analyzed the effect size or other statistical analysis provided by publisher.</td>
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<td><strong>Analysis of Research Base</strong></td>
<td>Addressed key questions about the study such as funding source, appropriateness of design, thoroughness of analysis, and trustworthiness of study.</td>
<td>Addressed some key questions about the study such as funding source, appropriateness of design, thoroughness of analysis, and trustworthiness of study.</td>
<td>Addressed few questions about the study such as funding source, appropriateness of design, thoroughness of analysis, trustworthiness of study.</td>
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<td><strong>Analysis of Limitations of Study</strong></td>
<td>Discussed and thoroughly analyzed limitations of the study. Made informed judgments regarding limitations of study.</td>
<td>Discussed and analyzed limitations of the study. Make adjustments regarding limitations of study.</td>
<td>Discussed limitations of the study. Made some judgments regarding limitations of study.</td>
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<td><strong>Parameters or Special Conditions of Study</strong></td>
<td>Discussed and thoroughly analyzed the parameters or any special conditions of the study if appropriate.</td>
<td>Discussed and analyzed the parameters or any special conditions of the study if appropriate.</td>
<td>Discussed and analyzed some of the parameters or any special conditions of the study if appropriate.</td>
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<td><strong>Final Analysis of Materials</strong></td>
<td>Provides a thorough and thoughtful analysis of the study including recommendations to consumers regarding whether or not they should purchase this material based on the research.</td>
<td>Provides an analysis of the study including recommendations to consumers regarding whether or not they should purchase this material based on the research.</td>
<td>Provides little analysis of the study includes few recommendations to consumers regarding whether or not they should purchase this material based on the research.</td>
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<td>Define Statement of Problem and Purpose and Justification of Study</td>
<td>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.</td>
<td>Defines the scope of a research question or thesis completely. Can determine key concepts. Sources selected relate to concepts or answer research question/s.</td>
<td>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.</td>
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<td>Accesses Information to Develop Research Questions</td>
<td>Assesses information using effective, well-designed search strategies and most appropriate information sources.</td>
<td>Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.</td>
<td>Accesses information using simple search strategies, retrieves information from limited and similar sources.</td>
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<td>Gathers Information to Produce Review of Literature</td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents information from relevant sources representing limited points of view/approaches.</td>
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<td>Evaluate Information and Sources for Proposal Methodology</td>
<td>Systematically analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</td>
<td>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).</td>
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<td>Organizes Information to Produce Research Proposal</td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.</td>
<td>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</td>
<td>Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</td>
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<td>Uses Information Ethically and Legally</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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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.

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.
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:

- 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:
  http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html
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
XIV. 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.

XV. Standards and Goals

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

XVI. Research Proposal Rubric with CACREP Standards

NAMES:__________________________________________________________

TITLE:__________________________________________________________