



Dr. Corley Dennison
HEPC, Vice Chancellor for Academic Affairs
1018 Kanawha Blvd. East
Charleston, WV 25301

November 5, 2019

Dear Dr. Dennison:

Fairmont State University is seeking approval from the Higher Education Policy Commission (HEPC) to add an Educational Leadership specialization to the current Master of Education (M.Ed.) degree program. The Post-Masters Certificate in Educational Leadership was approved in March 2019 by the HEPC and in July 2019 by the West Virginia Department of Education. The M.Ed. specialization in Educational Leadership will encompass the previously approved Post-Masters Certificate in Educational Leadership and two additional courses offered as part of the existing M.Ed. degree program (*EDUC 6301: Research in Education and EDUC 6395: Capstone Research Project in Education*).

The 24-credit hour Educational Leadership Certification program along with the two (3-credit hour) additional courses currently offered as part of the M.Ed. degree program will serve as the 30-credit hour M.Ed. in Educational Leadership. The intent to plan is included in Appendix A. The two courses and associated syllabi are included Appendix F and G.

This submission of the WV-HEPC Series 11 Intent to Plan for a Master's of Education (M.Ed.) in Educational Leadership at Fairmont State University is to be housed in the School of Education, Health and Human Performance. Upon internal and external approvals, this program is projected for full implementation beginning Fall 2020.

Thank you for your consideration of this request.



Amanda Metcalf, Ph.D.
Interim Associate Dean
School of Education, Health and Human Performance

Appendix A

Intent to Plan – M.Ed. in Educational Leadership at Fairmont State University

5.2a Educational Objectives

The educational objectives of the courses are intended to provide each candidate with the skills and dispositions to obtain a M.Ed. degree and certification as a school administrator, county office personnel and superintendent.

The **learning objectives** of the M.Ed. in Educational Leadership are to:

1. Examine the differences between a site-based manager, and an instructional leader and how those management-style roles relate to distributive leadership
2. Analyze and describe the use of technology as it relates to instruction, social media, and communication with parents, students, staff and the community at large.
3. Apply the skills necessary to understand state and local funding and how those skills relate to the successful operation of a school system.
4. Analyze the hiring process, the teacher evaluation instrument and the grievance procedure and how to these processes relate to maintaining a highly quality staff.
5. Create and participate in mock situational roles involving the principal/superintendent during hearings before the local Board of Education, and with students and parents.
6. Analyze the role of the principal/superintendent in a critical conversation and resolution involving a staff member(s).
7. Examine the role of the principal/superintendent regarding curriculum development and distinguish how this may impact the school culture and high expectations.
8. Examine laws, policies, and ethical challenges that have an impact on the educational setting. Upon reviewing the origins of the laws, policies and ethical standards, identify how the principal/superintendent must have a working knowledge of those items to effectively manage a school and staff.
9. Examine the role of the principal/superintendent in identifying community support, school board relations, and conflict resolution.
10. Demonstrate an understanding of skills as related to fiscal management to establish a yearly budget, management of federal funds and the passage of a school bond/levy.
11. Design innovative ideas to enhance communication between all stakeholders of the school community. Identify methods of communication that are innovative and immediate when responding to a crisis.

Relationship of Program Mission and Objectives to the Institutional Mission

The vision of Fairmont State University is to be renowned for its innovative pedagogical practices and programs and as the first-choice institution for students seeking a transformative educational experience. As a comprehensive, regional university, Fairmont State University is committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success and transformational impact.

Aligned with the **vision** of Fairmont State University, the Master's degree in Educational Leadership program seeks to prepare district and school leaders who are capable of optimizing student achievement and wellbeing through transformational educational experiences. The **mission** of the Master's degree in Educational Leadership is to prepare educational leaders that (a) optimize student achievement and wellbeing by creating safe, equitable and culturally responsive school environment and support systems; (b) support an intellectually rigorous academic curriculum; and (c) work collaboratively with staff, school community, political leaders, and the community at large to promote student success.

Conditions Making Fairmont State University a Desirable Fit for the Educational Leadership Program

Fairmont State University is in an opportune geographical location to serve the North Central West Virginia Educational Community. The School of Education, Health and Human Performance at Fairmont State University has a well-established and highly recognized Professional Development School (PDS) Partnership with 36 schools in five surrounding counties. Due to this reciprocal relationship, which has been ongoing for the past 10 years, these schools will serve as an initial avenue of information distribution in regards to program specifics and recruitment. This should only serve to enhance the visibility and presence of the new Master's degree program to other areas of the state.

5.2b Brief Program Description

The M.Ed. in Educational Leadership degree program will provide a student the opportunity to obtain certification for a principal licensure, supervisors of instruction, (18 credit hours) with two additional courses to obtain the superintendent endorsement (6 credit hours). The purpose of the Educational Leadership degree program is to increase the supply of effective and well-prepared school leaders in public schools in West Virginia. These school leaders will be ready to serve as instructional leaders in the state's diverse student population in meeting high standards for student achievement. The development of an M.Ed. in Educational Leadership at Fairmont State University will also meet the needs of students who currently hold a Master's Degree in the field of education. After completion of the courses, candidates will be eligible for West Virginia certification as Pre K-12 Principals, Supervisors of Instruction and

Superintendent. The certification program will be designed to give candidates the opportunity to practice all functions for effective school leadership. Fairmont State University believes this is a crucial step in preparing teacher leaders for administrative roles in our schools and counties.

Admission Requirements

- *Submit admissions application to the Office of Admissions.*
- *Pay \$50 application fee along with application.*
- *Submit official college transcripts to the Office of Admissions.*
- *Minimum 2.75 undergraduate GPA.*

Initial Administrative Certificate Endorsement Qualifications

The Fairmont State University M.Ed. in Educational Leadership will follow the mandates as set forth in West Virginia code:

In accordance with W. Va. Code R. 126-136-10, to qualify for an Initial Administrative Certificate endorsed as principal, a candidate must:

- *Hold a master's degree from an accredited institution of higher education with a minimum 3.0 GPA*
- *Complete state-approved educational leadership program and receive institutional recommendation*
- *Have three years of management level or teaching experience*
- *Complete the Educational Leadership Institute in evaluation skills or approved equivalent training*
- *Receive a passing score on the Praxis II: Educational Leadership assessment.*

The program will implement innovative strategies to provide the candidate with real school experiences. This program will involve practitioners in the field to enhance the clinical experience for the candidate. Maintaining real life experience seminars and their relationship to the coursework will uniquely enhance the student's understanding of the course content.

5.2c Institution High Quality Standards and Continuing Assessment

The M.Ed. in Educational Leadership degree program for principal/superintendent candidates is designed to address the current West Virginia Standards for School Leaders identified in West Virginia Department of Education Policy 5800 and the Professional Standards for Educational Leaders (PSEL), these standards were adopted in 2015 and were formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Interstate School Leaders Licensure Consortium (ISLLC) Standards adopted in 2008. The program will also address the Educational Leadership Constituent Council (ELCC) Standards which are nationally recognized educational leadership program standards. These standards were revised in 2018 and renamed The National Educational Leadership Preparation (NELP) Program Recognition Standards.

This program will conduct periodic programmatic assessment that measures student attainment of the educational objective/program outcomes. Education program faculty will use the results of student learning data to improve the program and students overall experience where appropriate. The assessment of students, the courses contained in the program of study, and the entire program will utilize procedures established by the faculty and administration at Fairmont State University.

Surveys will be collected as needed to assess overall satisfaction with the program. These data will be used for course and program improvement and to provide data to the University and outside accreditation groups. These surveys will consist of exit interviews employment status/satisfaction and student success with certification exams.

5.2d Similar Programs in West Virginia and Surrounding States

Marshall University (<http://www.marshall.edu/>)

- M.Ed. in Education Leadership (36 credit hours; online)
- Principal only

Salem International University (<http://www.salemu.edu/>)

- M.Ed. in Educational Leadership (36 credit hours; online)
- Principal only

West Virginia State University (<http://www.wvstateu.edu/>)

- M.Ed. in Instructional Leadership (36 credit hours; online)
- Principal only

Wheeling University (<http://www.wju.edu/>)

- M.A. in Education Leadership (33 credit hours; online)
- School and System Leadership track
- Principal and Superintendent

5.2e Societal, Occupational, Research, or Public Service Needs and Student Demand

Fairmont State University will be the only regional public institution in this area that will have the distinction of offering West Virginia licensure for an Administrative Leadership certification for principals and superintendents. With West Virginia University no longer offering the M.A. in Educational Leadership/Public School Administration, Fairmont State University has a prime opportunity to train future principals and superintendents for our schools. This unique program will be tailored to meet the needs of the candidate based on the needs of the schools and the needs of Pre-K through Adult students.

Based upon results from a survey distributed to 5 counties within our PDS partnership to gauge interest, it is anticipated there may be an enrollment of 50-75 students. There were 163 teacher responses received. Not all counties shared the survey (in part due to the

teacher work stoppage/March 2018). In addition to the needs assessment survey, an advisory council, which is composed of nine local educators who have or are serving in an administrative role, has met. They have provided overwhelming opinions affirming the need for the program and suggestions for rigorous assignments and the importance of connecting theory to practice.

It is anticipated that once Fairmont State University students have received their master's degree in education, they will want to matriculate into these courses to further increase their job opportunities in school leadership roles.

5.2f Additional Resources Needed to Offer the Program

The startup and implementation will need additional adjunct faculty to provide the instruction as listed below. These courses will offer online instruction and one face-to-face meeting per course/8 weeks on the Fairmont State University campus. An online option will also be made available to students who do not want to come to campus.

Equipment and Software

No additional expenses for equipment and software are anticipated beyond what is currently available for an existing graduate program.

Facilities

No additional facilities are required. Use of current online instruction materials and facilities would be needed. A classroom facility will need to be available for designated times throughout the semester for face-to-face classroom meetings (these are recommended, not required). An online video option will be made available for those students who do not want to come to campus.

Faculty

Adjunct professors will be hired to meet the needs of course delivery. These instructors will have a Doctorate degree or equivalent experience as defined by the Higher Learning Commission.

Based on stipends paid to instructors of graduate courses at other local higher education institutions, it is recommended that each instructor be paid a minimum of \$3,600.00 per 3-credit hour course.

Other

Visiting lecturers will be presenters/facilitators during the mandatory Saturday Leadership Labs. These experts in their fields will be compensated \$500.00 for preparation and presentation for a full day. Sessions will be held primarily on campus for convenience.

5.2g Instructional Delivery Methodologies

In order to meet the needs of the students, classes will be offered as 8-week courses. Courses will also be offered during the summer allowing the completion of the M.Ed. in Educational Leadership within a 21-month cycle. Clinical experiences will apply to each class that provides for engaged learning for each candidate as it relates to the course. Each course will be three credit hours. Courses are sequenced to allow candidates to take two 8-week courses per semester. Pre-requisite for the superintendent courses will be completion of all other courses (which lead to the principal certificate) or certification through the West Virginia State Department of Education.

During the Saturday sessions, participants are responsible for their own transportation, lodging and meals (online sessions will also be provided).

Online course work

Online course work will be delivered using Fairmont State University's Blackboard learning management system (LMS). This will allow distance learners to access and complete work on their own each week. One or more sessions of a course, may include live lecture through the LMS with the instructor available by chat room or telephonically/visually for interactive participation from a remote location. The majority of course delivery will be through learning modules, required readings and other materials accompanied by electronic communication boards, electronic submission of assignments and completing test/quizzes. Instructors will specify assignments, readings and other activities in a detailed syllabus. Professional standards for written assignments will be based upon APA style. The course syllabi will include learning outcomes and align to program goals/objectives. All participants will need access to high-speed internet and must purchase books assigned by the instructor. Each course will have a least one current relevant text required along with weekly readings.

Instructional Delivery Strategies

The program will implement innovative strategies to provide the candidate with real school experiences. This program will involve practitioners in the field to enhance the clinical experience for the candidate. Maintaining real life experience seminars (Leadership Labs) and their relationship to the coursework will uniquely enhance the student's understanding of the course content. Unique opportunities will be provided by examining evaluation instruments, providing role-playing discussions and role-playing critical conversation regarding real world experiences. Additional opportunities will provide each candidate with field experiences reviewing the grievance procedure and the role of the principal. This clinical experience will review the collection of data, levels of the grievance procedure, documentation of information, testifying and implementation of a legal ruling. Previous court cases, grievances and laws will be reviewed and how those decisions have made a direct impact in the classroom.

The seminars will coincide with the courses being taught and will be complimented by guest speakers of a school district such as personnel director, treasurer, superintendent, or board member. These sessions will provide first hand experiences to the student

regarding multiple facets of the school system. Items to be included in these sessions would be the budget process, board meetings, personnel, and the daily role and expectations of a principal/superintendent. The seminars will identify state and local funding issues and how a revenue stream impacts the classroom. The candidate will identify strategies utilized by a principal/superintendent to manage a school or district system.

Saturday sessions will examine communication methods and research effective ways to connect with the parents, students and the community. An examination of social media will be reviewed to identify multiple ways to communicate with the stakeholders. These firsthand accounts of communication techniques will be reviewed by the candidate to consider if a threat or actual crises occurs. The student, within a clinical experience, will work with an administrator at the school/district level to prepare a communique that will be disseminated to the school community.

A review of the research will be completed to consider strategies and techniques that would address a negative culture in a school or at the district level. Research will also address transformational leadership and design a process to address a negative environment.

A review of test scores, instructional strategies, and morale concerns, turnover rates, community expectations and poor student achievement will be discussed and how the role of the principal/superintendent is to address these needs of the school/district system.

Summary

Research shows school leadership is a pivotal factor in improving student achievement and retaining high quality teachers. In fact, among school-related factors, leadership is found to have one of the greatest impacts on student learning-second only to classroom instruction. Fairmont State University's M.Ed. in Educational Leadership will offer graduate students a certification to attain a principal position, a county office position, and the certification for a school superintendent. Online coursework will provide educators in the field, while working in their present assignments, the flexibility to complete coursework at their convenience. The Saturday sessions will provide an opportunity for the candidates to build collegiality among their colleagues as they move through their leadership courses. These sessions will be recommended but not required. An online option will be made available to those students who do not want to come to campus. Fairmont State University has a golden opportunity to provide leadership classes to train the future leaders in education.

Appendix B**5-Year Projection of Total Operating Resources**
(per WV State Department requirements via the WVEIS online portal)

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
A. FTE POSITIONS					
1. Administrators	0.00	0.00	0.00	0.00	0.00
2. Full-time Faculty	0.00	52500.00	54075.00	55697.25	57368.17
3. Adjunct Faculty	43200.00	3600.00	3600.00	3600.00	3600.00
4. Graduate Assistants	0.00	0.00	0.00	0.00	0.00
5. Other Personnel:					
a. Clerical Workers	0.00	0.00	0.00	0.00	0.00
b. Professionals	0.00	0.00	0.00	0.00	0.00
Note: Include Percentage of time of current personnel					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services					
a. Administrators	15000.00	15750.00	16222.50	16708.18	17210.46
b. Full-time Faculty	0.00	0.00	0.00	0.00	0.00
c. Adjunct Faculty	3600.00	3600.00	3600.00	3600.00	3600.00
d. Graduate Assistants	0.00	0.00	0.00	0.00	0.00
e. Non-Academic Personnel:					
Clerical Workers	7750.00	7982.50	8221.98	8468.64	8722.70
Professionals	7750.00	7982.50	8221.98	8468.64	8722.70
Total Salaries	34,100.00	35,315.00	36,226.46	37,245.46	38,255.86
2. Current Expenses	34500.00	35535.00	36601.05	37699.08	38830.05
3. Repairs and Alterations	0.00	0.00	0.00	0.00	0.00
4. Equipment:					
Educational Equipment	1500.00	500.00	500.00	500.00	500.00
Library Books	750.00	500.00	500.00	500.00	500.00
5. Instructional Technology	8000.00	8000.00	8000.00	8000.00	8000.00
6. Nonrecurring Expense (specify)	0.00	0.00	0.00	0.00	0.00
Total Costs	78,850.00	79,850.00	81,868.51	83,944.54	86,085.91

C. SOURCES

1. General Fund Appropriations
(Appropriated Funds Only)

Reallocation New Funds
(check one)

40000.00	40000.00	40000.00	40000.00	40000.00
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2. Federal Government
(Non-appropriated Funds
Only)

0.00	0.00	0.00	0.00	0.00
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3. Private and Other

116,150.00	131,265.00	135,769.97	140,487.25	145,309.94
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Total All Sources

156,150.00	171,265.00	175,769.97	180,487.25	185,309.94
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Appendix C

Course Descriptions

EDUC 5000: Principal as a Leader

The student will understand and appreciate the role of the principal. Viewing the different roles of a school manager and an instructional leader, the student will determine when each skill is best utilized in a school setting. Distributive leadership plays a significant role at the school level, the student will be able to establish a mission/vision for the school through the use of this skill. The student will work collaboratively with the faculty to strategically plan goals for the school. Through the review of data and assessment results, the student will understand the significance of their role as leader to establish a direction for continued improvement and student achievement. The student will be introduced to the importance of being visible within the school and community and the positive impact that plays. The evaluation/observation process will be demonstrated to the student for a greater understanding of teacher improvement.

EDUC 5005: Organizational Leadership

Organizational Leadership is a major factor in the principals' ability to effectively manage a school. Leadership at the school level manages personnel, the facility and the school as it relates to providing a safe environment. Students will focus on management of a school regarding finances, hiring personnel. The student will develop an understanding of the implications within and outside of the school from decisions made by the principal. Building a new school or reconfiguring an existing school will be developed by the student as it relates to school safety. Discussion of the components that should be considered into the building plan will be defined by the student.

EDUC 5010: Ethics and School Law

Legal issues and concerns are paramount for a principal/superintendent in the management of school faculty, staff, and students. Federal and state laws will be reviewed, by the student, when considering decisions made at the school level. The student will study how those laws have impacted the local schools. This class will research the role of the principal/superintendent when an accusation is made against a staff member or a student. The student will read and apply the techniques of investigations. Policies play a significant role in the operations of a school; this course will investigate how policies can help or hinder a principal/superintendent when resolving conflict. Through the review of recent court cases, grievances, and ethics rulings, the student will study the impact of those decisions and rulings in the school setting. Federal and state laws that protect the students identified with special needs will be studied by the student. A discussion of these laws will provide the student the opportunity to understand the complexity of these laws and how the laws relate to the needs of the child.

EDUC 5015: Community Relationships

Community partnerships address the role of a principal/superintendent's ability to understand a relationship between the school and the community. This course will focus on the use of social media and the role it plays regarding communicating between the community, parents, students and the school. The students will understand the value of appropriating funds from the community. Participants will gain insight into the development of community/business partnerships. Students will develop strategies when dealing with difficult situations which may occur with the school or with parents.

EDUC 5020: Transformational Leadership

Transformational Leadership is a difficult challenge as a principal/superintendent. Instructional programming and addressing student needs must be the focal point of the principal, superintendent faculty and the community. The literature suggests that many facets of a school setting must be considered to affect the needed change. Considerations must be given to improving the curriculum; school culture; and accountability for the teachers, students, and administrative staff. All stakeholders must also be a driving component for transforming the school. The principal must be the catalyst of this change and should take a leadership role with curriculum and instruction.

EDUC 5025: Current School Issues

Many issues face education daily. Policies and laws do not always stay abreast of issues that may arise. This course will review educational issues that will impact the classroom and the management of the school/district. Recent court case decisions, laws recently enacted, or recently adopted policies will be reviewed by the student to study the impact of the decision. Local issues that will impact the educational setting by a disgruntled employee, parent, student or community member will also be examined, to determine the impact on the school.

EDUC 5030: Superintendent Role Regarding Board, Community and Curriculum

The course will examine different ways a superintendent/principal and board of education can create a positive and productive working relationship. Understanding the importance of mission, vision and strategic planning will be examined to establish a county wide direction for the school/district. Student growth and achievement will be reviewed as a role of the superintendent/principal to enhance a seamless transition throughout each grade level. This course will explore strategies on how to report data to the community that will build trust and respect. After reviewing testing data this course will explore strategies on how to set high expectations with the superintendent/principal and staff.

EDUC 5035: Superintendent as a Leader/Manager

This course will examine the role of the superintendent to build and foster collaboration within the community. How the superintendent addresses conflict to ensure they can clearly articulate with the community will be reviewed. This course will examine the role of the superintendent/principal as they monitor the fiscal accounting and management systems. The use of technology to enhance the operations of the system will be reviewed. How a superintendent/principal utilizes the demographics of the district/school to make informed decisions as they establish county wide goals will be examined. Collaborations between community agencies and post-secondary institutions will be examined to promote better programming and services with all parties involved.

EDUC 6301: Research in Education

Provides candidates with the knowledge, skills, and techniques necessary to understand and design research as applied to teaching and learning and other applied contexts with an emphasis on methodology; including quantitative, qualitative, and action research methods.

EDUC 6395: Capstone Research Project (separate section will be offered for Educational Leadership program students)

This course will present simulation activities throughout the program providing the candidate an opportunity to problem solve educational issues. The course will be designed as a culmination of the Master's program relying on the course work throughout the program to address current issues. These simulation activities will encompass areas in education that are addressed by the principal and superintendent throughout a school year. The candidate will write a position paper after each simulation activity with their ideas on how to best resolve the concern. Within the paper the candidate will identify the problem, what strategies were used to resolve the conflict, the implications of the decision and identify other ideas that addressed the problem toward a resolution (EDUC 6301 Prerequisite).

Appendix D
Program Outline

Current Program

Post-Master's Educational Leadership Certification (Principal and Superintendent)

Course Title	Credit Hours	Offered	Delivery Method
EDUC 5000: Principal as a Leader	3	1 st 8-weeks	Online
EDUC 5005: Organizational Leadership	3	2 nd 8-weeks	Online
EDUC 5010: Ethics and School Law	3	1 st 8-weeks	Online
EDUC 5015: Community Relationships	3	2 nd 8-weeks	Online
EDUC 5020: Transformational Leadership	3	1 st 8-weeks	Online
EDUC 5025: Current School Issues	3	2 nd 8-weeks	Online
EDUC 5030: Superintendents Role Board & Community	3	1 st 8-weeks	Online
EDUC 5035: Superintendent as a Leader/Manager	3	2 nd 8-weeks	Online
Total Program Credit Hours	24		

Color Key and Notation: *The different colors in the table above denotes courses required for the 18-credit hour **Principal Certification** and the 6-credit hour **Superintendent Licensure**.*

Proposed Program**Masters of Education (M.Ed.) in Educational Leadership**

Course Title	Credit Hours	Offered	Delivery Method
EDUC 5000: Principal as a Leader	3	1 st 8-weeks	Online
EDUC 5005: Organizational Leadership	3	2 nd 8-weeks	Online
EDUC 5010: Ethics and School Law	3	1 st 8-weeks	Online
EDUC 5015: Community Relationships	3	2 nd 8-weeks	Online
EDUC 5020: Transformational Leadership	3	1 st 8-weeks	Online
EDUC 5025: Current School Issues	3	2 nd 8-weeks	Online
EDUC 5030: Superintendents Role Board & Community	3	1 st 8-weeks	Online
EDUC 5035: Superintendent as a Leader/Manager	3	2 nd 8-weeks	Online
EDUC 6301: Research in Education	3	1 st 8-weeks	Online
EDUC 6395: Capstone Research Project	3	2 nd 8-weeks	Online
Total Program Credit Hours	30		

Color Key and Notation: *The different colors in the table above denotes courses required for the 18-credit hour Principal Certification, the 6-credit hour Superintendent Licensure, and additional 2-credit hour courses offered for the Master's Degree in Educational Leadership.*

Appendix E
Course Inventory

Required Major Courses

	Course	Credit Hours	Schedule	Format
Fall Semester 1	Principal as a Leader	3	8-week course	online
	Organizational Leadership	3	8-week course	online
Spring Semester 1	Ethics and School Law	3	8-week course	online
	Community Relationships	3	8-week course	online
Summer Semester 1	Transformational Leadership	3	8-week course	online
	Current School Issues	3	8-week course	online
Fall Semester 2	Superintendents Role Board and Community	3	8-week course	online
	Superintendent as a Leader/Manager	3	8-week course	online
Spring Semester 2	Research in Education	3	8-week course	online
	Capstone Research Project	3	8-week course	online

Appendix F

Course Syllabus – *EDUC 6301: Research in Education*

Instructor Information

Instructor:

Email:

Office Phone:

Office Location:

Office Hours:

Course Information

Course Credits: 3-Credit Hours

Course Description: *Research in Education* provides an overview of the knowledge, skills and techniques necessary to understand and design research as applied to teaching, with an emphasis on both quantitative and qualitative methodologies, including descriptive statistical analysis and action research.

Course Outcomes:

- Outcome 1 *Understanding Purposes & Applications* - Understanding of the purposes and applications of primary methods used in educational research.
- Outcome 2 *Use of Databases* - Develop and apply knowledge of online databases and other resources to support the research process.
- Outcome 3 *Using Research Base to Inform Practice* - Use high-quality research in the related field as part of an evidence-based, data-based approach to the improvement of educational practice.
- Outcome 4 *Professional Writing* - Demonstrate ability to apply APA Style Guidelines and writing conventions to write for academic and professional audiences.
- Outcome 5 *Critical Consumer of Research* - Apply knowledge of the standards for quantitative and qualitative research to critique the research design and findings presented in research reports and other publications.
- Outcome 6 *Designing Action Research* - Apply knowledge of and skills related to teaching, learning, and research to design an action research project to support student learning.

- Outcome 7 *Engaging in PLC* - Engage in an online Professional Learning Community to collaboratively critique research and to inform the development of an action research project proposal.
- Outcome 8 *Dissemination* - Disseminate action research proposal in electronic formats to professional colleagues.

Fairmont State University's Core Values (SOAR):

Scholarship: To celebrate the joy and wonder of discovery.

Opportunity: To grow, learn, engage, and contribute.

Achievement: To reach personal and community goals.

Responsibility: To fulfill obligations to ourselves, the learning community, our society, and the future.

Policies

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- the obtaining of information during an examination;
- the unauthorized use of books, notes, or other sources of information prior to or during an examination;
- the removal of faculty examination materials;
- the alteration of documents or records; or
- actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Accessibility Services

Accessibility services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for disability services and to provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class.

The Office of Accessibility Services is located in the Turley Student Services Center, suite 316. For additional information, please visit the Office of Accessibility Services webpage at www.fairmontstate.edu/access or call 304-333-3661.

Copyright

Materials presented in this course may be protected by copyright law. Therefore, materials should not be posted, duplicated, etc. without the written permission of the course instructor.

Course Expectations

Technology Access

You **MUST** have adequate access to the technology that will support your use of Blackboard. Make sure you locate/perform a trial run of all the features we will use this semester (email, discussion board, learning modules, grades, etc.). You should do this during the first week of class to allow time for trouble-shooting, if needed. If you need assistance with Blackboard or your browser, contact the Teaching and Learning Commons by calling 304-367-4810 or by emailing a request for support to help@fairmontstate.edu. The TLC website is: <http://www.fairmontstate.edu/it/tech-commons/supported-technology>

You must also have access to Microsoft Word – all documents must be submitted as Microsoft Word documents (.doc or .docx) to complete the assignments for this course. If you use a Mac computer, you will need to save your documents as Rich Text documents [.rtf] in order for them to be viewed on non-Mac computers. Finally, you should also check your Blackboard email (i.e., course messages) regularly for broadcast class communications. Access to required technology is available on campus in a number of locations, at local libraries, and many restaurants around the area - **lack of access will not serve as an excuse for lack of participation or late submission of assignments in an online Master's program.**

TaskStream

All Fairmont State University students are provided a TaskStream account. Major course assignments will be submitted in TaskStream for assessment and scoring – **you will not receive credit for these assignments if you do not submit them in TaskStream by the due date. The total assignment points will be dropped by 25% per day for submissions after the due date. After one-week assignments will not be accepted.** If you have questions or need support with your account or TaskStream tools, contact TaskStream directly at 1-800-311-5656, then press “1” for support.

APA Style

In the field of education, academic and scholarly work is usually formatted according to the American Psychological Association (APA) guidelines for publication. APA style guidelines dictate how pages in a report should be formatted, how publications (such as journal articles, chapters in books, etc.) should be cited and referenced, and how graphic organizers should be included. The purpose of requiring you to become familiar with the APA Manual and basic APA style guidelines is to prepare you for the writing

requirements in all of your graduate courses and to prepare you to disseminate your own scholarly work in the professional community of educators. An APA “template” is provided for your use (formatted with major sections, running head, page numbers, etc.); however, you are required to cite all sources by following the guidelines for in-text and reference citations. The references and in-text citations for your EBSCOhost assignment, Critique papers and Action Research Proposal will be assessed for adherence to APA style guidelines. The 6th edition of the APA Manual is available through the Fairmont State University Library, or you may want to purchase your own copy (although it is not required for this course). Links to excellent web-based resources for APA style guidelines are available within our Blackboard course site.

Fairmont State University Expectations

Students are expected to be:

- Present and attentive in class; aware of official university and course communications via email
- Prepared for university life
- Prepared for class
- Participating in class and in extra- and co-curricular activities
- Polite and respectful to everyone in our academic community

These are the expectations for all Fairmont State University students, whether in a face-to-face or online course. In the online course environment, it is particularly important to check your Blackboard course messages regularly and adhere to acceptable “netiquette” in your communications and participation in class discussions, emails, and collaborative work with your colleagues.

Required Texts/Readings/Resources

Required Text

Jones, W. & Kottler, J. (2006). *Understanding research: Becoming a competent and critical consumer*. Upper Sadler River, NJ: Pearson [ISBN 9780131198449]. The textbook is available in new, used, and rentable formats through the Fairmont State University bookstore. Below is a link to the Fairmont State University Bookstore:

<http://www.bkstr.com/fairmontstatestore/home>

Readings

You are responsible for completing assigned readings prior to posting to the discussion board as indicated in the course schedule. Additional supplemental readings may be assigned as needed for course assignments and will be posted within the course learning modules.

Learning Activities

**This section offers an overview of each assignment. More information can be found in the learning modules posted within our Blackboard course home page.*

Orientation Assignment

Online courses require a clear understanding of the procedures and requirements for successful completion. To complete this assignment, visit the *Course Introduction* module,

locate and follow the instructions, then submit your completed assignment via the Course Orientation Quiz Assignment dropbox.

EBSCOhost/APA Assignment

This assignment requires you to use EBSCOhost – the online portal to databases containing published reports of educational research available through the Fairmont State University online library – and apply APA style guidelines. You should use EBSCOhost to locate one credible published research report related to your research interest and prepare a brief “paper” that includes 3 pages:

- A title page formatted according to APA style guidelines (see APA Manual or Owl at Purdue link in Blackboard),
- A page containing the “body” of your paper - one or two paragraphs explaining your interest in the article and summarizing the major points of the research, a quote from the article, and the appropriate in-text citations for the quotation and for the information from the report that you summarize in your discussion of the major points,
- A references page with the appropriate APA style citation for the article.

Discussion Board Entry & Response Postings

Eight (8) times throughout the semester you will be required to post a discussion entry in response to a prompt provided in one of the course learning modules and post a response to one of your peers' entries (two responses are required for the final discussion where you will share your Action Research Proposal). The due dates for postings and responses are noted in the *Course Schedule*. The course Discussion Board is a central feature of our online class and is the vehicle for developing and participating in our Professional Learning Community (an exchange of information and ideas around the concepts and information provided). The Discussion Board assignments are linked within each learning module. Discussion Board entries and responses should be posted by 11:59 p.m. on the due date. For full credit make sure your postings are timely, relevant, substantive, and refer directly to information or ideas from your text. Entries should clearly address the prompt provided to guide the discussion and integrate your personal perspectives and ideas with your understandings of the information and concepts provided in the readings and other course material.

Discussion Board Scoring Rubric

The scoring rubric that will be used to assess Discussion Board postings is included on the course Blackboard site within the *Course Introduction* learning module. In addition to substantive content, your **posting entries should be between 300 & 400 words**. You are also required to respond to peers' postings; again, make sure your responses are relevant, substantive, and refer directly to information or ideas from the posting (for example, you should not respond with something like "good point", but rather with something like, “You make a good point about the need to include opposing views in your review of related research. I am finding in my review that there are clearly two camps in the field of reading about which approach to take in reading instruction: whole language and phonics.”). In general, **responses should be between 200 & 300 words**. Entries and responses should be appropriate and respectful - remember, these are public discussions and course instructor will be a participant.

Collaborative Research Critiques

You are required to complete three (3) critiques of reports on research studies. You will work with a small group of your peers in this course to complete these critiques (groups of **at least four 4-5** students are required, depending upon the number of students enrolled in the course). **Each group member is required to submit a copy of the group's completed assignment in TaskStream** in order to receive feedback and a score for the assignment. Critique 1 focuses on a quantitative study in the text. Critique 2 focuses on a qualitative study linked in the Critique 2 module. Critique 3 focuses on one of the reports of action research projects linked in the Critique 3 module and how it compares to the first two reports. To form your group, it is suggested that you look at the *Course Introduction Discussion Board* postings to find colleagues you may want to invite to work with you on these assignments. You will work with the same group for all three critiques. Students who have not joined a group by the date listed in the course schedule will be assigned to groups. **One person from each group should email the course instructor to let her know your group members** so she can form your group's area. Let the course instructor know if you do not have a group by the designated date posted in Blackboard. Once groups are established, each group will have its own private chat area (your group's own discussion board). In your group's discussion board, only your group and the course instructor will be able to view the conversations that occur. You are required to use this chat area to discuss your collaborative work on each critique. The chats will serve as partial documentation of your collaborative process. ***Please inform the course instructor if at any time you are having difficulty with a group member not responding or participating.***

You should refer to the rubrics for assessing the critiques as you complete these assignments. It is recommended that you review the Critique 1 and 2 modules, read the reports, and begin to work on these two critiques as you complete the readings and discussions related to each section of the basic critique assignment. For example, Chapter 2 introduces the standards we use to evaluate the research question and the introduction of a research report; the critique assignment asks you to evaluate these features of each of the reports you read for each critique. If your group has read the reports for Critiques 1 and 2, you should begin answering the guiding questions related to the research question and the introduction. Critique 3 requires you to compare across three different kinds of research reports, so your group should wait until you have completed the first two critiques to complete this assignment. Each critique should be 3 to 4 pages in length and address the requirements of that particular critique assignment (see the Critique Assignments in each critique module). Critiques will be due in TaskStream as indicated in the course schedule.

Action Research Proposal

For the final course assignment, you will develop a brief proposal for an Action Research project that could be implemented in your classroom, informal educational setting, or in your workplace. ***You will not implement your project during this course*** – you will simply design a proposal for a project. The purpose of the Action Research Proposal is to familiarize you with Action Research, a research methodology commonly used by educators to improve teaching and learning, and to prepare you to complete the requirements for *EDUC 6395: Action Research* (for those who will need to take this course for their degree program), where students design, implement, and disseminate the findings from their own classroom-based

Action Research projects. All resource materials and the assignment information are located in the Action Research Proposal learning module. The body of your proposal should be 3-4 pages in length and you should use the APA template and make sure citations follow APA style guidelines (see Action Research Proposal learning module). The proposal is submitted in TaskStream in lieu of a final exam and will be due as indicated in the course schedule. You should refer to the Action Research Proposal scoring rubric as you develop your proposal.

Evaluation/Grading

Learning Activities Grading Summary	
Course Orientation Quiz	2 pts.
APA Quiz	2 pts.
Discussion Board Entry Postings	24 pts. (8 x 3 pts. each)
Discussion Board Peer Responses	18 pts. (9 x 2 pts. each)
EBSCOhost Assignment	6 pts.
Research Critiques	30 pts. (3 x 10 pts. each)
Action Research Proposal	20 pts.
Total	102 pts.

Grading Scale	
90-100 pts.	A
80-89.9 pts.	B
70-79.9 pts.	C
60-69.9 pts.	D
0-59.9 pts.	F

Late or Missing Work

Assignments will be lowered by 25% for each day past the due date. You will not receive credit for missed assignments. However, if you have an emergency and are unable to meet the due date for submitting an assignment you should contact the course instructor ASAP to discuss your circumstances. This must be done **prior** to the assignment due date.

Appendix G

Course Syllabus – *EDUC 6395: Capstone Research Project*

Instructor Information

Instructor:
Office:
Phone:
Email:
Office hours:

Shared Values and Beliefs for Educator Preparation

The mission of the Fairmont State University School of Education (Educator Preparation Provider or EPP) is to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn. The EPP integrates the mission across the curriculum, field experiences, clinical practice, and assessments of candidates. The mission provides the structure and guiding principles that are necessary to prepare reflective and responsive educators. The West Virginia Professional Teaching Standards (WVPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and the Council for the Accreditation of Educator Preparation (CAEP) Standards establish and represent the knowledge, skills, and dispositions that candidates must possess in order to facilitate learning for all students. The mission includes the cross-cutting themes of diversity and technology.

Demonstrated competencies within the standards empower candidates to develop and function as reflective and responsive educators who help all students learn. The EPP's research-based mission incorporates educator best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The mission and the respective standards are also central guiding elements of the FSU Professional Development School (PDS) Partnership. The PDS Partnership provides for an exemplary collaboration with P-12 schools that allow candidates multiple, quality field experiences/internships as well as professional development opportunities for all stakeholders. The EPP's shared values and beliefs include reflective habits of practice; culturally responsive teaching stance; content knowledge; pedagogical knowledge and skills; commitment to and dispositions for renewal of self, curriculum, school, profession; broad definition of diversity; and, technology as an opportunity for learning.

The EPP outcomes relate to the shared values and beliefs and incorporate the WVPTS and InTASC Standards. The EPP assesses the outcomes in a systematic and coherent manner throughout the program. Additionally, the EPP reports, analyzes, and shares the results of these outcomes with the purpose of continuous improvement.

The EPP Program Outcomes are:

- (1) **Curriculum and Planning** based on current knowledge of content, pedagogy, assessment, instructional design, and the integration of 21st century tools to help all students learn,

- (2) **The Learner and the Learning Environment** with a focus on how to create a culture and learning environment that meets the learning needs of all students,
- (3) **Teaching** based on the best teaching practices for the integration of knowledge of content, pedagogy, the learner, and the learning environment to involve all students in relevant, engaging, and effective learning opportunities while engaging in a reflective instructional cycle of planning, instructing, assessing, and adjusting based on data,
- (4) **Professional Responsibilities for Self-Renewal** through individual and collaborative processes in the teaching profession to improve learning for all students,
- (5) **Professional Responsibilities for School and Community** through strategies for engagement of the larger community of parents and stakeholders to maintain an environment that fosters learning for all students,
- (6) **Professional Responsibilities for Technology in Education** by transforming teaching and learning to engage all students through the meaningful integration of technology,
- (7) **Culturally Responsive Teaching Practice** that create ideal learning conditions for all students under a broad definition of diversity,
- (8) **Effective Communication** through face-to-face and media techniques in interactions with all students, colleagues, parents, and community, and
- (9) **Professional Dispositions** that demonstrate a commitment to help all students learn.

Course Information

Course ID: EDUC 6395 Capstone Research Project in Education

Course Description: *Capstone Research* focuses on the development and implementation of a research project using an action research design. Through this activity, students develop artifacts that support competence in teaching and research. Students design and implement a project to address a student learning need or to address a problem in another setting such as work, and then they share their final results and interpretations with classmates and the course instructor.

Course Learning Outcomes: Upon successful completion of all course readings and activities students will be able to:

- Apply essential knowledge and skills in action research needed to design and implement a classroom-based research project to support student learning or to support change initiatives in another work environment (4A,4D, 5H)
- Analyze a variety of data to identify a focus for action research, including information about student or population diversity (2A, 3F)

- Conduct a rigorous review of research to identify a research-based teaching strategy for implementation or to evaluate programs and initiatives in a work setting (4A)
- Formulate a guiding action research question or questions (4A)
- Design an action research project to answer a guiding action research question or questions (4D)
- Design an action research project to support data-based decision-making and improvement of practice. In the classroom, the improvement of practice should influence student learning outcomes (1E, 3E)
- Collect and analyze a variety of data to examine effects on student learning and teaching practice or on a program's viability and/or effectiveness (1E)
- Use the results of data analysis to inform teaching practice or to inform program effectiveness (3F,4C)
- Engage in an online Professional Learning Community to inform the development and implementation of an action research project (4B)
- Disseminate results to colleagues in electronic formats (4B)
- Critically reflect on the action research process and identify possible future professional growth areas and opportunities (4D, 5H)

Policies

Use the link to access current University policies:

<https://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp>

Academic Integrity: Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as: the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense. Plagiarism is defined here as: the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Accessibility Services: Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services and to provide any necessary documentation to verify a disability or the need for accommodations. Faculty, students and the Office of Accessibility Services can be reached at (304) 367-4686 or (800) 641-5678 Ext. 8.

Assessments, Surveys, and Course Evaluations: Fairmont State University values students' opinions. Your participation in special assessments, surveys and course evaluations assists us in improving the services of the institution and the effectiveness of classroom instruction. These are to be viewed as course requirements and completed to the best of your ability and with full attention.

Attendance: Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Copyright Notice: Material presented in this course may be protected by copyright law.

Tobacco and Vaping Policy: FSU is a tobacco and vapor-free campus.

Title IX: Title IX makes it clear that violence and harassment based on sex, gender and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.fairmontstate.edu/adminfiscalaffairs/human-resources/title-ix...>; by calling (304) 367-4386; or by emailing HR@fairmontstate.edu. Students may also contact the Office of Counseling & Disability Services located in 316 Turley Center for help at (304) 367-4792.

Additional information about all policies can be found online at: </publications/CampusHandbooks/studenthandbook/default.asp>

Additional student resources can be found online at: </studentresources/default.asp>

University Expectations:

Students are expected to be:

Present and attentive in class; aware of official university communication via email

Prepared for university life; prepared for class

Participating in class and in extra- and co-curricular activities

Polite and respectful to everyone in our academic community

Fairmont State's Core Values: SOAR with Fairmont State

Scholarship

Oppportunity

Achievement

Responsibility

Course Expectations

Required Text: All chapter reading assignments referred to in the course modules are from Johnson, A.P. (2012). *A short guide to action research*. Boston, MA: Pearson Education, Inc., **4th Edition** [ISBN- 0-13-268586-8)]. The textbook is available in new, used, rentable, and digital formats through the Fairmont State University bookstore.

Supplemental Readings: Course modules will require you to read articles, research reports, PowerPoint presentations, or other web-based materials. These supplemental readings are linked in the modules.

Course Policies:

- All students enrolled in this course should have successfully completed the majority of their Master's Program (be within six hours of graduation and have successfully completed EDUC 6301 Research in Education). This course requires you to design and conduct original research based on a question you generate about your teaching practice or about program effectiveness in other settings outside of education. You must have the prerequisite research design and writing skills to undertake this project. You must also have access to an educational setting or a work setting in which to implement your research project.
- You must have regular access to the technology required to participate fully in this **online** course and to submit all major assignments in Taskstream. Both Microsoft Word and PowerPoint are required in order to complete the major assignments for this course. If you have questions about any of the web-based platforms, please contact me within the first week of the semester so that we can get you the support you need to succeed in this class.
- Major course assignments must be submitted in TaskStream for credit. If you are not familiar with Taskstream, please see TaskStream information under Required Texts/Readings/Resources below for additional information about your TaskStream Subscription.
- All major assignments must be formatted following APA Style Guidelines. You should refer to the most recent APA Manual or the web-based information linked in the course when formatting papers, citations, and references.
- Regular substantive participation in the discussion postings is mandatory. Twenty percent of your final grade is based on the work you do in the class discussions.

Technology Access

As a Fairmont State student, you are provided with a TaskStream account. For account issues or other technical issues with TaskStream, contact TaskStream support at 1-800-311-5656, select "1" for support.

You must have adequate access to the technology that will support your use of Blackboard. If you have problems with Blackboard, contact FSU's IT Services for assistance. Email: help@fairmontstate.edu, Phone: (304) 367-4810.

Course Requirements

Capstone Research Project: The Capstone Research Project is the major assignment for EDUC 6395. Throughout the course modules you will complete assignments related to developing, designing, implementing, and disseminating the results of a Capstone Research Project. The criteria for scoring these products are described in the rubrics in TaskStream for each component of the project (Introduction & Method, Literature Review, Capstone Research Project Report, and the Capstone Research Project Presentation.)

To successfully complete each assignment, you should carefully review the instructions, the scoring rubrics, the supportive materials provided in the modules, and make use of the resources provided in the course (sample projects and links to web-based writing support, data analysis support, support for conducting a literature review, etc.). The component assignments include:

- The *Orientation & Planning Form* requires you to review the information in the syllabus related to course requirements and to articulate your preliminary ideas about your action research project. This provides documentation of your understanding of course requirements and an opportunity for early formative feedback for action research project development from the course instructor.
- An *Introduction & Methods* providing the rationale for your project, your guiding research question(s), the context for your project (including an analysis of student diversity), and your plan for data collection and analysis. [Note: When you submit your final report, you will reorder these sections – Introduction, Literature Review, and Methods. They are organized out of the typical order to facilitate approval of your Methods plan prior to implementation of your project.]
- A *Literature Review* synthesizing key points related to the topic or focus of your project from five (5) quality, scholarly research articles. You should make suggested improvements to your Introduction & Methods, add your Literature Review, and submit all three sections as one document.

- A *Draft Report* integrating your Introduction, Literature Review, Methods, and Data Analysis submitted prior to the *Final Report*.
- A *Final Report* integrating your revised Introduction, Literature Review, and Methods with a description of the implementation of your Capstone Research Project and a discussion of your results and implications for future practice.
- A *PowerPoint* presentation summarizing your project design and results to share your work with colleagues in the class.

Discussions: You are expected to be a regular participant in the Discussions. Each module will have one Discussion Forum. You are required to post an entry in response to each forum prompt and respond to a minimum of two (2) other students' posting to each topic. The prompts for these postings are intended to assess your understanding of key concepts from the readings and supplemental materials and relate them to your developing project. Your participation will be assessed on

- the *frequency* of postings (at least 1 entry and 2 responses approximately every 2 weeks)
- the *quality, relevance, and substance* of your postings (how relevant the posting is to either the prompt or your colleague's posting)
- how well the posting reflects a growing understanding of action research based on the readings and other module materials
- and how deeply you are reflecting on your own research process.

This is our "virtual" classroom, and the discussions are the equivalent of classroom participation and serve as reflective writing assignments -- counting as twenty percent of your final grade. Incomplete discussion participation (missing the post and/or response for a discussion forum) or postings that are not substantive or relevant to the prompt or colleague's posting will result in loss of points. Due dates for the discussion activities for this course are not posted; the discussion is designed as an ongoing conversation between professionals, and everyone is expected to maintain an ongoing presence in our class discussion. This is our online Professional Learning Community. Discussions will be assessed at the end of each Module, as indicated in the course schedule in your syllabus.

Evaluation

Grading Weights

- Orientation & Project Planning Form = 10 points
- Capstone Research Project Introduction and Methods = 15 points
- Capstone Research Project Literature Review = 25 points

- Capstone Research Project Draft Report = 50 points
 - Capstone Research Project Final Report = 100 points
 - Capstone Research Project PowerPoint = 50 points
 - Discussions (4 discussions) = 25 points each
- Total = 350 points

Grading Scale:

- 93 - 100% = A
- 85 - 92% = B
- 77 - 84% = C
- 70 - 76% = D
- 69% and below = F

NOTE: Assignments submitted one week after the due date and Discussion entries posted after the Module is completed (according to the Course Schedule) will automatically have 10% of the possible full credit points deducted prior to grading. Repeated late submissions can have a negative cumulative effect on your final grade. If you have special circumstances that prohibit you from meeting the due dates, contact the instructor at least one week before the due date to discuss options.

Course Schedule

Note: All readings refer to the 4th edition of the Johnson text. Readings & Assignments notes are organized to provide a suggested distribution of readings and work on assignments to ensure timely completion and submission of major assignments by Due Dates.

	Readings & Assignments	Due Dates
Module 1		
8/19 – 8/25	Begin work on Project Planning Form Read Chapter 2 Begin Module One Discussion	First post in Discussion One by 8/25
8/26 – 9/1	Read Text Chapters 3 & 4 Continue Module 1 Discussion Complete work on Project Planning Form Begin work on Introduction & Method	Complete Project Planning Form and submit to TaskStream by 9/1
9/2 – 9/8	Complete all text readings Complete Module 1 Discussion Continue work on Introduction & Method	Complete second Module 1 Discussion

Module 2		
9/9 – 9/15	Read Chapters 6 & 7 Begin Module 2 Discussions Continue work on Introduction & Method	
9/16 – 9/22	Read Chapters 8 & 9 Read Appendix (Sample Projects) Continue Module 2 Discussions Complete and submit Introduction & Methods Assignment	Introduction & Methods due in TaskStream by 9/22
9/23 – 9/29	Complete all assigned text readings Complete Module 2 Discussions Begin work on Literature Review	Complete Module 2 Discussion
Module 3		
9/30 – 10/6	Read Chapter 5 Begin Module 3 Discussions Continue work on Literature Review	
10/7 – 10/13	Read Chapters 10 & 11 Review Appendix (Sample Projects) Continue Module 3 Discussions Continue work on Literature Review Begin Project implementation (with instructor approval)	
10/14 – 10/20	Complete Chapter readings Complete Module 3 Discussion Begin Project implementation	Literature Review due in TaskStream by 10/20
	Complete and submit Literature Review	Complete Module 3 Discussion
Module 4		
10/21 – 10/27	Read Chapter 12 Continue Project implementation Begin Final Discussion Revise Lit Review if needed	

	Read Chapter 13	
10/28 – 11/3	Continue Module 4 Discussions Continue Project implementation	
	Work on Data Analysis and Final Report	
11/4 – 11/10	Continue Module 4 Discussions Begin Project analysis and Final Report writing	
	Begin work on Power Point	
11/11 – 11/17	Continue Module 4 Discussions Continue Project analysis and Final Report writing	Draft Report due in Taskstream by 11/17
	Continue work on Power Point	
11/18 – 11/24	Continue Module 4 Discussions Continue work on PowerPoint	
11/25 – 12/1	Thanksgiving Break	
12/2 – 12/8	Continue work on PowerPoint and submit link of your project in VoiceThread when complete Continue to work on revisions to final report and re-submit final version of Action Research Report when complete	Share your project in VoiceThread and comment on 2 classmates' projects
	Submit final AR report to Taskstream	Final PPTs due 12/10
12/9 – 12/13	Submit PPT in VoiceThread Respond to 2 colleague's PPTs with constructive feedback	Final Report submission to Taskstream by 12/12

Professional Standards: The Fairmont State University Teacher Education Programs are framed around the West Virginia Professional Teaching Standards (WVPTS) [see <http://wvde.state.wv.us/teachwv/profstandards.html>]. Throughout the programs, particular courses emphasize each of these standards. For teachers, the Capstone Research project involves the application and integration of the majority of the WVPTS in the context of a particular classroom setting.

The project involves:

- reflection on the strengths and weaknesses of pedagogy and learner outcomes
- ongoing consideration of the contexts of the learning environment and the needs of learners
- the identification and implementation of a research-based strategy to address weaknesses
- development of a plan for teaching and for research
- negotiation of the project with professional colleagues

- formative and summative assessment of learner outcomes, and
- dissemination of the results of the project to a professional audience

The following WVPTS standards, in particular, are central to this course, the process of action research, and the capstone research project.

- Function 1E: The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.
- Function 2A: Understanding intellectual/cognitive, social, and emotional development -- The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.
- Function 3E: The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.
Function 3F: The teacher adjusts instruction based on the needs of the students and in response to "teachable moments."
- Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global and digital society.
- Function 4B: The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice, addressing questions and issues related to the school and student achievement.
- Function 4C: The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.
- Function 4D: The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practices and learning for students.
- Function 5H: The teacher demonstrates leadership by implementing classroom and school initiatives that improve education, as well as by making positive changes in policy and practice that affect student learning.
- Function 5I: The teacher models the ethical standards expected for the profession in the learning environment and in the community.

InTASC Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world.

I. The Learner and Learning

Standard 1: Learner Development

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

Standard 3: Learning Environments

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

II. Content Knowledge

Standard 4: Content Knowledge

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

Standard 5: Application of Content

The teacher 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.

III. Instructional Practice

Standard 6: Assessment

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

Standard 7: Planning for Instruction

The teacher 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 teacher 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.

IV. Professional Responsibility

Standard 9: Professional Learning and Ethical Practice

The teacher 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 teacher 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.

Diversity: The Center for Research on Education, Diversity & Excellence Standards for Effective Pedagogy & Learning (CREDE) Standards represent a set of research-based culturally responsive teaching practices that help all students learn; regardless of socio-economic status, language, race, gender, or special needs [see <http://crede.berkeley.edu/research/crede/standards.html>]. While this course does not directly address these standards, the design and implementation of an individual action research project – depending on context, student learning needs, and teaching strategies – may involve demonstration of CREDE Standards. Students are encouraged to consider the CREDE Standards as they design their action research project to identify opportunities to use these research-based pedagogical approaches.

Technology: The International Society for Technology in Education's (ISTE) Standards (2017) describe the skills and knowledge educators need to change the way they teach, the way they work, and the way they learn in an increasingly connected global and digital society [see <https://www.iste.org/standards/for-educators>]. This course supports these ISTE Standards:

- 1B: Pursue professional interests by creating and actively participating in local and global learning networks.
- 1C: Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
- 4D: Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.
- 6D: Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
- 7C: Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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