

## Program Review Form

**Date:** July 21, 2020

**Program Review Year:** 2020

**Name of Program Being Reviewed:** Master of Arts in Teaching

**Degrees Covered by Review:** MAT

**Name of Department:** School of Education

**Dean:** Greg Ketteman

**Program Coordinator:** Greg Ketteman

Note: Pages 1-4 are to be completed yearly by each program. Pages 1-5 are to be completed according to the Cycle of Curricular Review

**Mission of the College:** *The mission of Welch College is to educate leaders to serve Christ, His Church, and His world through Biblical thought and life.*

### STRATEGIC OBJECTIVE FROM STRATEGIC PLAN

#### STRATEGIC INITIATIVE ONE: INTEGRATING A CHRISTIAN WORLDVIEW

The College will develop policies, programs, and activities which will enable students to develop a worldview that integrates the Christian faith with the academic disciplines in the whole of life.

**Strategic Objective 1.1 – Develop curricula that integrates the Christian worldview throughout all programs of study.** (See “Program Objectives” below)

### STRATEGIC OBJECTIVE FROM STRATEGIC PLAN

#### STRATEGIC INITIATIVE TWO: QUALITY ACADEMIC PROGRAMS

The College will strengthen and enlarge current academic programs, eliminating programs or courses that do not align with the vision of the College and adding programs or courses that are suitable for the College’s purpose.

1. Implement graduate programs in theology and ministry as well as teacher education.

NOTE: The catalyst for research and development of the MAT Program was the College’s Strategic Plan.

### Program Objectives (from the MAT Graduate Catalog)

#### Program Outcomes

*Students who successfully complete the program should demonstrate:*

- A thorough understanding of proven principles and methods of successful teaching,
- Mastery and implementation of a biblical philosophy of education as applied to: (a) the teacher’s personal faith and ethics; (b) practical issues involved in teaching (c) individual students, parents, and the community; (d) professional excellence in teaching; and (e) organizational relationships.
- Application of rigorous educational critique informed by a Christian worldview toward the assessment of: (a) cultural trends, issues, and ethical concerns; (b) current movements and trajectories within education and (c) educational research and writing.
- A grasp of the role of the teacher in God’s kingdom-building work.

Program Objective	Courses
A thorough understanding of proven principles and methods of successful teaching,	EDU/PHL 5000 Educational Philosophy SED 4070/5070 Special Education Teaching Methodologies EDU 5100 Performance-based Instructional Assessment EDU 5300 Evidence-Based Instruction SED 4020/5020 Characteristics of Students with Intellectual and Multiple Disabilities SED 4040/5040 Collaboration and Co-Teaching SED 4060/5060 Oral and Written Language Needs in Exceptional Students SED 4050/5050 Autism, Applied Behavior Analysis and Other Evidence-Based Practices EDU/SED 4010/5010 The Exceptional Child EDU 5060 A Holistic Approach to Literacy Instruction
Mastery and implementation of a biblical philosophy of education as applied to: (a) the teacher's personal faith and ethics; (b) practical issues involved in teaching (c) individual students, parents, and the community; (d) professional excellence in teaching; and (e) organizational relationships.	EDU/PHL 5000 Educational Philosophy EDU 4500/6500 Student Teaching Seminar EDU 4700/6700 Student Teaching EDU 5300 Evidence-Based Instruction SED 4020/5020 Special Education Law and Ethics EDU 4907/5907 Advanced Research in Education EDU 5500 Graduate Research Project
Application of rigorous educational critique informed by a Christian worldview toward the assessment of: (a) cultural trends, issues, and ethical concerns; (b) current movements and trajectories within education and (c) educational research and writing.	EDU/PHL 5000 Educational Philosophy EDU 4907/5907 Advanced Research in Education EDU 5500 Graduate Research Project EDU/THE 5020 Faith & Ethics in Education EDU 5040 Contemporary Legal Issues in Teaching SED 4020/5020 Special Education Law and Ethics
A grasp of the role of the teacher in God's kingdom-building work.	EDU/THE 5020 Faith & Ethics in Education EDU/PHL 5000 Educational Philosophy EDU 4907/5907 Advanced Research in Education EDU 5500 Graduate Research Project

Notes:

1. No students have enrolled in the Higher Education Pedagogy track so we have not implemented that track. We will open the track when five students enroll.
2. Graduate faculty committees read and scored the culminating projects\* for the first cohort of graduates, including 3 students in the Teaching Track and 1 student in the SPED Track. Assessment results: all four students achieved or exceeded the required 85% score and passed their final project. (7-22 thru 8-7)  
 \*(Theses and Authentic Learning Experience Compendium) Final projects will be presented at the first *Welch School of Education Symposium* and students are urged to submit projects for publication.

## Program Review: Assessment

[Graduate research paper; end-of-course exams; Field Experience logs; Student Teaching Performance records]

Program Objective	Means of Assessment	Strategic Objective/Goal	Results
What we want to do (general)	How we will know if we did it	Specific Goals	What actually happened
A thorough understanding of proven principles and methods of successful teaching,	<ol style="list-style-type: none"> <li>1. Evaluation/Analysis of <b>Graduate Research paper</b></li> <li>2. Evaluation/Analysis of <b>end of course exams</b></li> <li>3. Evaluation/Analysis of <b>major paper for each course; of Field Experience Logs for Sp. Ed. Track</b></li> <li>4. Evaluation/Analysis of <b>Student Teaching performance records</b></li> </ol>	<p>Integration of Christian Worldview</p> <p>100% of students measured will receive a minimum score of 3 on this area of the MAT Assessment Rubric.</p>	The graduate faculty developed and approved two Assessment tools; one for the thesis and one for the authentic learning experiences. MAT faculty implemented the Thesis Content Guide and Scoring Rubric and the Authentic Learning Experience Compendium Guide and Scoring Rubric for the first time in the summer, 2020 term. (Included below)
Mastery and implementation of a biblical philosophy of education as applied to: (a) the teacher's personal faith and ethics; (b) practical issues involved in teaching (c) individual students, parents, and the community; (d) professional excellence in teaching; and (e) organizational relationships	<ol style="list-style-type: none"> <li>1. Evaluation/Analysis of Graduate Research paper</li> <li>2. Evaluation/Analysis of end of course exams</li> <li>3. Evaluation/Analysis of major paper for each course; of Field Experience Logs for Sp. Ed. Track</li> <li>4. Evaluation/Analysis of Student Teaching performance records</li> </ol>	<p>Integration of Christian Worldview</p> <p>100% of students measured will receive a minimum score of 3 on this area of the MAT Assessment Rubric.</p>	(See Above for 1, 3, and 4)  2. An analysis of end of course exams is underway for the first cohort that will graduate in August. Results will be shared with the MAT Graduate faculty during the fall, 2020 term.
Application of rigorous educational critique informed by a Christian worldview toward the assessment of: (a) cultural trends, issues, and ethical concerns; (b) current movements and trajectories within education and (c) educational research and writing.	<ol style="list-style-type: none"> <li>1. Evaluation/Analysis of Graduate Research paper</li> <li>2. Evaluation/Analysis of major paper for each course; of Field Experience Logs for Sp. Ed. Track</li> <li>3. Evaluation/Analysis of end of course exams</li> <li>4.</li> </ol>	<p>Integration of Christian Worldview</p> <p>100% of students measured will receive a minimum score of 3 on this area of the MAT Assessment Rubric.</p>	<b>(See Above)</b>

A grasp of the role of the teacher in God's kingdom-building work.	<ol style="list-style-type: none"> <li>1. Evaluation/Analysis of Graduate Research paper</li> <li>2. Evaluation/Analysis of major paper for each course; of Field Experience Logs for Sp. Ed. Track</li> <li>3. Evaluation/Analysis of end of course exams</li> </ol>	Integration of Christian Worldview  100% of students measured will receive a minimum score of 3 on this area of the MAT Assessment Rubric.	<b>(See Above)</b>
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**Program Outcome Evaluation Scoring Rubric**

Core Course Philosophy of Education Date July, 2020

Outcome	1 – Deficient	2 – Below Avg.	3 - Average	4 – Above Avg.	5 – Exemplary
Understanding of proven principles and methods of successful teaching	Little or no evidence Comment:	Some evidence and/or weak evidence Comment:	Expected evidence Comment:	Significant, strong evidence Comment: Evident in Review of SECT, Thesis and ALEC, Student GPAs, Professor	Unusual, outstanding evidence Comment:
Implementation of biblical philosophy of education (a) the teacher's personal faith & ethics; (b) practical issues involved in teaching (c) individual students, parents, & the community; (d) professional excellence in teaching; and (e) organizational relationships	Little or no evidence Comment: (a) (b) (c) (d) (e)	Some evidence and/or weak evidence Comment: (a) (b) (c) (d) (e)	Expected evidence Comment: (a) (b) (c) (d) (e)	Significant, strong evidence Comment: (a)Evident in Thesis and ALEC (b) Evident in Thesis, ALEC, Student discussion (c) Evident in Thesis, ALECs, Student discussions (d) Evident in Thesis, ALECs, Student reflections (e) Evident in Thesis, ALECs, Student discussion	Unusual, outstanding evidence Comment: (a) (b) (c) (d) (e)
Application of rigorous educational critique informed by Christian worldview: (a) cultural trends, issues,	Little or no evidence Comment: (a) (b)	Some evidence and/or weak evidence Comment: (a) (b)	Expected Evidence Comment: (a) (b)	Significant, strong evidence Comment: (a)Evident in Thesis, ALECs, Student discussion	Unusual, outstanding evidence Comment: (a) (b)

and ethical concerns; (b) current movements and trajectories within education (c) educational research and writing.	(c)	(c)	(c)	(b)Evident in Thesis, ALECs, Student discussion  (c) Evident in Thesis, ALECs, Student discussions	(c)
A grasp of the role of the teacher in God’s kingdom-building work.	Little or no evidence Comment:	Some evidence and/or weak evidence Comment:	Expected Evidence Comment:	Significant, strong evidence Comment: Evident in class comments, student reflections, Thesis, ALECs	Unusual, outstanding evidence Comment:
<b>NOTE: MAT Program will conduct annual evaluation of one core course, and one course from each track using this rubric.</b>					

### Program Outcome Evaluation

Teaching Track Course Contemporary Legal Issues in Teaching Date July, 2020

Outcome	1 – Deficient	2 – Below Avg.	3 - Average	4 – Above Avg.	5 – Exemplary
Understanding of proven principles and methods of successful teaching	Little or no evidence Comment:	Some evidence and/or weak evidence Comment:	Expected evidence Comment:	Significant, strong evidence Comment: Evident in Review of SECT, Thesis and ALEC, Student GPAs, Professor	Unusual, outstanding evidence Comment:
Implementation of biblical philosophy of education (a) the teacher’s personal faith & ethics; (b) practical issues involved in teaching (c) individual students, parents, & the community; (d) professional excellence in teaching; and (e) organizational relationships	Little or no evidence Comment: (a)  (b) (c) (d) (e)	Some evidence and/or weak evidence Comment: (a)  (b) (c) (d) (e)	Expected evidence Comment: (a)  (b) (c) (d) (e)	Significant, strong evidence Comment: (a) Evident in Thesis and ALEC  (b) Evident in Thesis, ALEC, Student discussion (c) Evident in Thesis, ALECs, Student discussions (d) Evident in Thesis, ALECs, Student discussions (e) Evident in Thesis, ALECs, Student discussions	Unusual, outstanding evidence Comment: (a)  (b) (c) (d) (e)
Application of rigorous educational critique informed by Christian worldview:	Little or no evidence  Comment: (a)	Some evidence and/or weak evidence  Comment: (a)	Expected Evidence  Comment: (a)	Significant, strong evidence  Comment: (a) Evident in Thesis, ALECs, Student discussions	Unusual, outstanding evidence Comment: (a)

(a) cultural trends, issues, and ethical concerns; (b) current movements and trajectories within education (c) educational research and writing.	(b)  (c)	(b)  (c)	(b)  (c)	(b) Evident in Thesis, ALECs, Student discussions  (c) Evident in Thesis, ALECs, Student discussions	(b)  (c)
A grasp of the role of the teacher in God's kingdom-building work.	Little or no evidence  Comment:	Some evidence and/or weak evidence  Comment:	Expected Evidence  Comment:	Significant, strong evidence  Comment: Evident in class comments, student reflections, Thesis, ALECs	Unusual, outstanding evidence  Comment:
<b>NOTE: MAT Program will conduct annual evaluation of one core course, and one course from each track using this rubric.</b>					

### Program Outcome Evaluation

#### Special Education Track Course Oral & Written Language Needs in Exceptional Students Date July 2020

<b>Outcome</b>	<b>1 – Deficient</b>	<b>2 – Below Avg.</b>	<b>3 - Average</b>	<b>4 – Above Avg.</b>	<b>5 – Exemplary</b>
Understanding of proven principles and methods of successful teaching	Little or no evidence  Comment:	Some evidence and/or weak evidence  Comment:	Expected evidence  Comment:	Significant, strong evidence  Comment: Evident in Review of SECT, Thesis and ALEC, Student GPAs, Professor	Unusual, outstanding evidence  Comment:
Implementation of biblical philosophy of education  (a) the teacher's personal faith & ethics; (b) practical issues involved in teaching (c) individual students, parents, & the community; (d) professional excellence in teaching; and (e) organizational relationships	Little or no evidence  Comment: (a) (b) (c) (d) (e)	Some evidence and/or weak evidence  Comment: (a) (b) (c) (d) (e)	Expected evidence  Comment: (a) (b) (c) (d) (e)	Significant, strong evidence  Comment: (a) Evident in Thesis, ALECs, Student discussions (b) Evident in Thesis, ALECs, Student discussions (c) Evident in Thesis, ALECs, Student discussions (d) Evident in Thesis, ALECs, Student discussions (e) Evident in Thesis, ALECs, Student discussions	Unusual, outstanding evidence  Comment: (a) (b) (c) (d) (e)
Application of rigorous educational critique informed	Little or no evidence  Comment:	Some evidence and/or weak evidence  Comment:	Expected Evidence  Comment:	Significant, strong evidence  Comment:	Unusual, outstanding evidence  Comment:

by Christian worldview: (a) cultural trends, issues, and ethical concerns; (b) current movements and trajectories within education (c) educational research and writing.	(a) (b) (c)	(a) (b) (c)	(a) (b) (c)	(a) Evident in Thesis, ALECs, Student discussions (b) Evident in Thesis, ALECs, Student discussions (c) Evident in Thesis, ALECs, Student discussions	(a) (b) (c)
A grasp of the role of the teacher in God's kingdom-building work.	Little or no evidence Comment:	Some evidence and/or weak evidence Comment:	Expected Evidence Comment:	Significant, strong evidence Comment: Evident in class comments, student reflections, Thesis, ALECs	Unusual, outstanding evidence Comment:
<b>NOTE: MAT Program will conduct annual evaluation of one core course, and one course from each track using this rubric.</b>					

### Program Outcome Evaluation

#### Instructional Leadership Track Course Curriculum and School Improvement Date July 2020 \_\_\_\_\_

<b>Outcome</b>	<b>1 – Deficient</b>	<b>2 – Below Avg.</b>	<b>3 - Average</b>	<b>4 – Above Avg.</b>	<b>5 - Exemplary</b>
Understanding of proven principles and methods of successful teaching	Little or no evidence Comment:	Some evidence and/or weak evidence Comment:	Expected evidence Comment:	Significant, strong evidence Comment: Evident in Review of SECT, Thesis and ALEC, Student GPAs, Professor	Unusual, outstanding evidence Comment:
Implementation of biblical philosophy of education (a) the teacher's personal faith & ethics; (b) practical issues involved in teaching (c) individual students, parents, & the community; (d) professional excellence in teaching; and (e) organizational relationships	Little or no evidence Comment: (a) (b) (c) (d) (e)	Some evidence and/or weak evidence Comment: (a) (b) (c) (d) (e)	Expected evidence Comment: (a) (b) (c) (d) (e)	Significant, strong evidence Comment: (a) Evident in Thesis, ALECs, Student discussions (b) Evident in Thesis, ALECs, Student discussions (c) Evident in Thesis, ALECs, Student discussions (d) Evident in Thesis, ALECs, Student discussions (e) Evident in Thesis, ALECs, Student discussions	Unusual, outstanding evidence Comment: (a) (b) (c) (d) (e)
Application of rigorous educational critique informed	Little or no evidence Comment: (a)	Some evidence and/or weak evidence Comment: (a)	Expected Evidence Comment: (a)	Significant, strong evidence Comment:	Unusual, outstanding evidence Comment: (a)

by Christian worldview: (a) cultural trends, issues, and ethical concerns; (b) current movements and trajectories within education (c) educational research and writing.	(b)  (c)	(b)  (c)	(b)  (c)	(a) Evident in Thesis, ALECs, Student discussions (b) Evident in Thesis, ALECs, Student discussions (c) Evident in Thesis, ALECs, Student discussions	(b)  (c)
A grasp of the role of the teacher in God's kingdom-building work.	Little or no evidence Comment:	Some evidence and/or weak evidence Comment:	Expected Evidence Comment:	Significant, strong evidence Comment: Evident in class comments, student reflections, Thesis, ALECs	Unusual, outstanding evidence Comment:
<b>NOTE: MAT Program will conduct annual evaluation of one core course, and one course from each track using this rubric.</b>					

Note: This page is to be completed only in years of a complete program review according to the Cycle of Curricular Assessment.

**Additional Program Review Goal (added July, 2020)**

We determined course designations/nomenclature for the Master of Arts in Teaching program during and after initial course and program development by the graduate faculty and appointed subject matter experts. In response to developing needs in our community and constituency, rapid addition of subsequent tracks (SPED and Instructional Leadership) via the same process, necessitated modification of some existing course designations/nomenclature as several of the courses are shared among program tracks or could be shared with planned, future programs such as, for example, Organizational Leadership. Work to ensure clear presentation and inclusion of all courses in the catalog, Populi, schedules, and student degree audits is ongoing.

Goal: Carefully review, update, and “tighten up” all course designations and nomenclature, ensuring that all variables are appropriately addressed (i.e. cross-listed courses, course numeration).

Action Step: Appoint a graduate faculty committee to review all documents and repositories (noted above) and report their findings to the graduate dean and graduate faculty.

Action Step: The office of the Graduate Dean will implement updates/corrections in documents and repositories as noted above.

Assessment: Ask the Provost, Vice Provost, and Undergraduate Dean of Education to review all updated documents and repositories and report their findings.

## Welch College MA Teaching Master's Thesis Content Guide and Scoring Rubric

### Overview

A master's thesis is a piece of original scholarship in which the student has the opportunity to probe into research for great depth of learning in his/her particular field of interest. The master's thesis provides the student the chance to showcase his/her ability to create, research, write, and evaluate a particular topic. The design of the master's thesis is to support the student's academic and professional credential through research.

The master's student writes the thesis across the span of two semesters. The thesis is the culminating activity within the master's degree.

### Contents

The thesis is four inter-related chapters:

- Chapter 1: **Theoretical Framework** provides the foundations proposed research.
- Chapter 2: **Literature Review** reports on the scholarly work within the field.
- Chapter 3: **Methodology** proposes what would take place in the study.
- Chapter 4: **Conclusions & Recommendations** draws conclusions pertaining to the proposed study, takes a stance regarding the study's viability, and makes recommendations for research in this area.

### Chapter 1: Theoretical Framework

- *Introduction*

The introduction provides the reader with a general overview of the topic and some background. The introduction draws the reader into the topic. When writing the introduction remember the following: know who the reader is, have a hook to grab the readers' attention, provide meaningful background, and a thesis statement.

When identifying the reader, consider that readers could or could not be experts in the chosen topic and write accordingly. The introduction should be clear, understandable, yet scholarly.

The first sentence of the introduction is critical. It should grab the reader's attention very early for the reader to continue reading. Due to past overuse of a question or a quote, these types of hooks are not recommended. The introduction should begin with a general, broad sentence that is interesting and evidence-based.

The introduction should contain enough cited information to inform the reader of not only the topic in general, but the specifics areas of the overall topic of study. For example, if the topic is the high school preparation of students who become successful first-generation college students, then the introduction should include a paragraph on

each of the following: the need of a college education, the preparation required for first generation students, and the reinforcement and support for these students need to be successful in college.

The introduction concludes with a thesis paragraph. The thesis statement is a roadmap to the remainder of the document. The characteristics of a thesis paragraph include the following: a rationale to the reader for the study and the development of the arguments (pro/con) for the study. The introduction should be a minimum of one page and no more than two pages.

- *Statement of the Problem*

The primary objective of the problem statement is to convince the reader that the thesis is feasible and worthwhile. Articulate the statement of the problem exactly and tangibly and put the problem into context. Things to consider include; when and where does the problem arise, who does the problem impact, and other attempts to solve the problem. In addition, the statement of the problem shows the relevance of the research and its important to solve this problem. Use evidence-based citations to support the statement of the problem. The statement of the problem section should not be more than two pages in length.

- *Research Questions*

The research questions are the foundational undergirding for the thesis. Research questions determine precisely what the researcher wants to find out and provides clear direction to the topic. Good research questions **focus** on a single problem or issue. Research questions are **researchable** with both primary and secondary sources. They need to be **feasible** to answer within the given timeframe of the study. They must be **specific** enough to answer thoroughly. The research questions should be **multifaceted** to the point that the answer can be developed over a period of time. The research questions must be **relevant** to the topic.

The document may contain an overarching question that is the crux of the thesis of the study with 3-4 specific questions. For example, a guiding question may be the following: What is the relationship between teachers' social-emotional competence and performance?

The specific questions could be: What is the relationship between teachers' social-emotional competence and teacher efficacy? What is the relationship between teachers' social-emotional competence and student performance? What is the relationship between teachers' social-emotional competence and teacher performance?

Overarching question:

Research Questions:

- 1.
- 2.
- 3.

- *Theoretical Model*

The goal of the theoretical model is to determine the theories and ideas other researchers have developed. Most topics will have a variety of possible approaches; therefore, it is necessary to select and find the most useful ideas. The theoretical model “frames” the research and justifies the approach taken. The goals of a theoretical model are as follows:

- Define key concepts
- Evaluate, select, and/or combine relevant theories
- Explain your assumptions and expectations

The theoretical framework is a graphic representation of the concepts, variables, and relationships involved in a scientific study with a clearly identified purpose to be explored, examined, measure, or described. The overarching question should guide the development of the framework. The concepts identified are driven by the specific research questions. The next level of the framework provides the key ideas/theories for the above level. The next level provides the terms that are indicative of that particular concept. The theoretical model’s final level provides the ultimate goal the student wants to accomplish with the research. (See attached model)

Chapter 1 should be no less than 10 pages.

## **Chapter 2: Literature Review**

The literature review provides the student the opportunity to create a critical summary of the previous research on the topic. In the literature review, the student will review, analyze, and synthesize the scholarly knowledge of the chosen topic. Throughout the literature review, the student should utilize primary sources when citing the evidence to support the ideas and concepts. Primary sources include books, peer-reviewed journal articles, research reports, and such. Secondary sources should only be included after due diligence to locate the primary source is not productive.

The literature review should include both theoretical and empirical research. Theoretical research is predicted by theory but has not been tested with either observation or experimentation. Theoretical research is someone else’s thoughts and ideas. The writing of theoretical research can be in either the present or past tense. This research can be synthesized. Empirical research is based on either direct observations or experimentation. Empirical research is written in the past tense. Each empirical study is reported as a separate paragraph answering the following questions:

- What was the purpose of the study?
- Who and how many participated in the study?
- How long did the study last?
- What were the procedures?
- What were the results?
- What were the conclusions?

Given the premise of the literature review is for the writer to show the reader his/her ability to analyze, synthesize, and evaluate information, verbatim quotations should be minimized. Direct quotations should be saved for those points that are of import. Ideas and information gleaned from other sources should be properly cited and referenced in text and on the reference list.

The literature review should include a “chain of references” to ensure a complete review has taken place. Read the reference list of the items cited. Particular authors and items appear frequently. Make certain to read and include those items that are apropos to the literature review. Proceed from reference to reference until the law of diminishing return takes over. In other words, when you have read everything on a reference list, the literature review is complete.

The components of the literature review chapter are as follows:

- *Introduction*  
The Introduction in the literature review should provide the reader with a general idea of the topic. The introduction should provide a general overview of the topic and a context for the reader. In the introduction, highlight known trends that about the topic, the gaps in research, and the primary theories associated with area or issue being studied. Referral to the theoretical framework will provide a good overview of what should be included in the introduction.
- *Historical Background*  
The historical background provides the reader with an overview of where the topic originated and what is known about the topic from past research. This is where the writer will include research from past decades. This provides the reader with background knowledge of the topic and the research conducted to support the current endeavors in the field. For example, if the topic is data-driven instruction, begin the section with early education reforms to include ESEA, Nation at Risk, the history of high stakes testing, and NCLB.
- *Topical Subheadings*  
The topical subheadings are derived from the specific research questions. The content of these sections should represent both theoretical and empirical evidence along with both sides of the topic. Using the same example from above, the topical subheadings would include: Passage of Every Student Succeeds Act (ESSA), High Stakes Testing, Data Driven Instruction, Data-Driven Instructional System, and Data Walls.
- *Conclusion*  
The conclusion summarizes and synthesizes the main points in the literature review. A summation of each of the areas cover in the literature review should be a paragraph. The conclusion should contain insight of what has been found in the literature as to what is being studied.

Chapter 2 should be no less than 25 pages.

### **Chapter 3: Methodology**

In this section, the writer envisions what the research project would entail.

- *Introduction*  
Using the introductions from chapters 1 and 2, restate the same concepts and ideas. The introduction is not a copy and paste from those two chapters. In other words, say the same thing but in a different way. To reacquaint the reader to the research, restate the RQs from chapter 1 at the end of the introduction. Do not tell the reader what they will find in this chapter (i.e, research design, participants, instruments, data collection, data analysis). To do so is redundant. The subheadings provide the necessary information.
- *Research Design*  
The reasoning for including the research design to allow the reader the opportunity to know what type of research will be employed to conduct the study. The research design section begin with a restatement of the purpose of the study. The type of research is identified, defined, and supported with citations. The research design is a theoretical underpinning for the research. The design section tells why the researcher is doing the research not what he/she did. The proposed study may have more than one design depending upon the RQs. The study should be formulated in such a way that triangulation can take place. NOTE: Research design and data collection are easily confused.
- *Participants*  
The participants are those participating in the study. This section begins with an overview of the research site(s). This provides the reader a “picture” of the location used in the research. After the site(s) is/are described, the writer should describe the population used in the study. The participants are considered as the sample used in the study. The demographics are highlight and graphically displayed to provide the reader comprehensive details for those in the study. For example, in doing a study on restorative practices, the participants could be students and teachers. The student demographics would include gender, ethnicity, grade level, SWD, just to name a few. Teacher demographics would include gender, ethnicity, years of experience, degree, etc. The demographics are specific to the study sample.
- *Instruments*  
Each instrument that used in the study is described in this section. These measures would include surveys, interviews, focus groups, observations forms, exit tickets, teacher-created assessments, etc. Include a thorough description of each. For example, on a survey the following should be included: the purpose of the measure, the categories of the items (if included), the number of items, the type of scale (Likert or open-ended), and permission to use the instrument. All instruments should be denoted in text as an appendix. Blank copies of the instruments should be included in the appendices.

Standardized test data are not included in this section.

- *Data Collection*

List step-by-step procedures for conducting the study. The procedures should be specific and detailed. Another researcher should be able to replicate the study without making contact with the thesis researcher. This section begins with how the research went about obtaining informed consent from participants. A blank copy of the informed consent form is included in an appendix.

- *Data Analysis*

Depending on the type of data to be collected, the researcher would analyze the data either quantitatively or qualitatively. Quantitative measures would include averages, means, frequency counts, and such. Qualitative analyses would be conducting content analyses to determine the patterns, trends, and categories that emerge from the data.

- *Deliverables*

The proposed research endeavor must have a set of “deliverables” created by the researcher. Deliverables are objects or products the researcher develops to provide an enhancement to proposed research. Research instruments, charts, and graphs are not deliverables. Deliverables can include multi-media presentations, handbooks, brochures, professional publications, etc. Each deliverable is given a title. Each deliverable is written as a paragraph providing explicit detail of the product or artifact being created. In this description the student is expected to provide the process used to achieve the deliverable. The formatting for the deliverables should follow APA 7<sup>th</sup> edition.

Chapter 3 should be no less than 5 pages.

#### **Chapter 4: Conclusions and Recommendations**

- *Introduction*

The introduction for this chapter is written as the researcher reviews the introductions for Chapters 1-3. Introduce the reader to the topic globally. Do not tell the reader what they will find in this chapter (i.e., conclusions, stance, implications and contributions to the field, and recommendations). To do so is redundant. The subheadings provide the necessary information.

- *Conclusions*

This section contains the overall conclusions of the proposed research. After completing the first three chapters, the writer is able to determine overall thoughts on this particular topic with substantiation from literature. Through analysis and synthesis of information leading to logical prediction, the researcher expresses study findings as though actual implementation took place.

- *Stance*

Using the information assembled from the theoretical model, the literature review, and the methodology, the writer takes a stance as to whether the guiding question has been answered. In other words, has the author been able to accomplish the ultimate goal set forth for the research. This is where the student can share whether or not he/she is in agreement with the findings from the literature.

- *Implications and Contributions to the Field*  
The implications refer to the impact the research has on the field. One question to answer is why this study is important. This section looks at the research from broader, more global perspective.
- *Recommendations*  
This section provides specific suggestions or actions for future researchers to take or consider.

Chapter 4 should be no less than 5 pages.

### **References**

A reference list is not a bibliography. The reference list should include all items cited in the text. All items cited in the text should be included on the reference list. The writer must do a cross-reference to ensure that this takes place. References should be formatted using APA 7<sup>th</sup> edition.

### **Appendices**

These are supplementary materials used in the thesis. Make certain that all personal information, phone numbers, email addresses, signatures, etc. are redacted from the document. Appendices are in alpha order by mention in the text. For example, once Appendix A always Appendix A.

## **Order of Manuscript**

### *Preliminary Pages*

Title Page  
Signature Page  
Acknowledgements  
Dedication  
Copyright Page  
Abstract  
Table of Contents  
List of Tables  
List of Figures

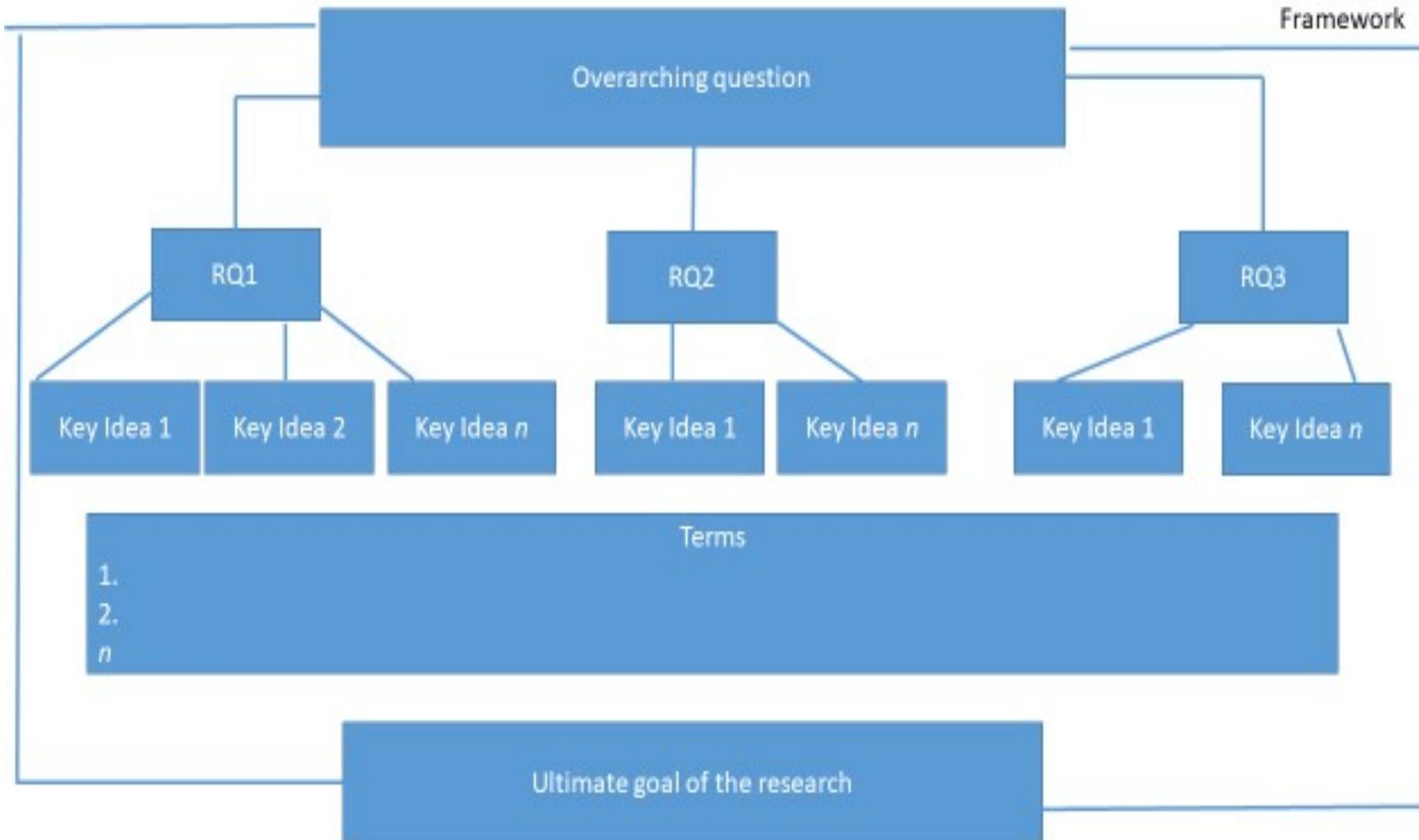
### *Chapters*

Chapter 1: Theoretical Framework  
Chapter 2: Literature Review  
Chapter 3: Methodology  
Chapter 4: Conclusions & Recommendations

### *References*

### *Appendices*

Theoretical Framework



**Welch College**  
**MAT Thesis Rubric**

**Student Name:** \_\_\_\_\_

**Chapter 1: Theoretical Framework**

<b>Introduction</b>	<b>Maximum Points Possible: 20</b>
<ul style="list-style-type: none"> <li>• A general overview of the topic is presented</li> <li>• A hook is evident to draw the reader into the work</li> <li>• Introduction is clear, understandable, &amp; scholarly</li> </ul>	Points Awarded:
<b>Statement of the Purpose</b>	<b>Maximum Points Possible: 25</b>
<ul style="list-style-type: none"> <li>• Convincing argument is evident of thesis' feasibility and worthwhileness.</li> <li>• Topic must have sufficient scope to be considered scholarly research.</li> <li>• Advances current knowledge/practice of the topic.</li> </ul>	Points Awarded:
<b>Research Questions</b>	<b>Maximum Points Possible: 25</b>
<ul style="list-style-type: none"> <li>• Overarching question is evident</li> <li>• Specific research questions are delineated</li> <li>• Focused and relevant on a single problem</li> <li>• Researchable with both primary and secondary sources</li> <li>• Can be answered in the designated time allotted</li> </ul>	Points Awarded:
<b>Theoretical Framework</b>	<b>Maximum Points Possible: 30</b>
<ul style="list-style-type: none"> <li>• Overarching question identified</li> <li>• Research questions delineated</li> <li>• Key ideas associated with RQs discussed</li> <li>• Pertinent terms for use in proposed study evident</li> <li>• Ultimate goal of research outlined</li> <li>• Graphic representation of TF apparent</li> </ul>	Points Awarded:
Total number of points for Chapter 1	____/100

**Chapter 2: Literature Review**

<b>Introduction</b>	<b>Maximum Points Possible: 20</b>
<ul style="list-style-type: none"> <li>• Reiteration of topic overview</li> <li>• Research Questions are restated</li> </ul>	Points Awarded:
<b>Historical Background</b>	<b>Maximum Points Possible: 15</b>
<ul style="list-style-type: none"> <li>• Origin of topic identified</li> <li>• Seminal research included</li> </ul>	Points Awarded:
<b>Topical Subheadings</b>	<b>Maximum Points Possible: 50</b>
<ul style="list-style-type: none"> <li>• Derived from specific research questions</li> <li>• Evidence of theoretical and empirical research</li> <li>• Majority of literature originated from primary sources</li> </ul>	Points Awarded:
<b>Conclusion</b>	<b>Maximum Points Possible: 15</b>
<ul style="list-style-type: none"> <li>• Key points in literature review summarized</li> <li>• Insight into information discovered in literature review</li> </ul>	Points Awarded:
<b>Total number of points for Chapter 2</b>	<b>____/100</b>

**Chapter 3: Methodology**

<b>Introduction</b>	<b>Maximum Points Possible: 10</b>
<ul style="list-style-type: none"> <li>• Reiteration of topic overview</li> <li>• Research Questions are restated</li> </ul>	Points Awarded:
<b>Research Design</b>	<b>Maximum Points Possible: 10</b>
<ul style="list-style-type: none"> <li>• Theoretical underpinning for why particular design chosen</li> <li>• Each design described (i.e., quasi-experimental; casual-comparative; one group, pre-post-test; correlational)</li> <li>• All research types discussed (i.e., survey, focus group, interview, observation)</li> <li>• Multiple measures identified and cited</li> <li>• Citations evident to support the theory</li> <li>• How data were collected NOT evident</li> <li>• Why data were collected evident</li> </ul>	Points Awarded:

<b>Participants</b>	<b>Maximum Points Possible: 5</b>
<ul style="list-style-type: none"> <li>• Overview of research site described</li> <li>• Population of study described</li> <li>• Number of participants projected</li> <li>• Demographics of participants highlighted</li> <li>• Demographics graphically displayed</li> </ul>	Points Awarded:
<b>Instruments</b>	<b>Maximum Points Possible: 5</b>
<ul style="list-style-type: none"> <li>• Each instrument identified</li> <li>• Each instrument thoroughly described in detail</li> <li>• Each instrument denoted in an appendix</li> </ul>	Points Awarded:
<b>Data Collection</b>	<b>Maximum Points Possible: 20</b>
<ul style="list-style-type: none"> <li>• Process to secure informed consent delineated</li> <li>• Informed consent included in an appendix</li> <li>• Procedures to collect data described in detail</li> <li>• Connects data collection to research questions</li> </ul>	Points Awarded:
<b>Data Analysis</b>	<b>Maximum Points Possible: 25</b>
<ul style="list-style-type: none"> <li>• Presents qualitative &amp; quantitative findings of action research project.</li> <li>• Displays findings graphically w/ appropriate tables &amp; figures</li> </ul>	Points Awarded:
<b>Deliverables</b>	<b>Maximum Points Possible: 25</b>
<ul style="list-style-type: none"> <li>• Developed by researcher</li> <li>• Described in detail</li> </ul>	Points Awarded:

<ul style="list-style-type: none"> <li>• Process to accomplish deliverable is delineated</li> </ul>	
<b>Total number of points for Chapter 3</b>	____/100

*Chapter 4: Conclusions and Recommendations*

<b>Introduction</b>	<b>Maximum Points Possible: 10</b>
<ul style="list-style-type: none"> <li>• Reiteration of topic overview</li> <li>• Research Questions are restated</li> </ul>	Points Awarded:
<b>Conclusions</b>	<b>Maximum Points Possible: 25</b>
<ul style="list-style-type: none"> <li>• Overall conclusions of proposed research described</li> <li>• Forecasting of proposed findings delineated</li> </ul>	Points Awarded:
<b>Stance</b>	<b>Maximum Points Possible: 25</b>
<ul style="list-style-type: none"> <li>• <b>Evidence of writer’s belief as to whether guiding question answered</b></li> <li>• <b>Agree or disagree with findings from the literature</b></li> </ul>	Points Awarded:
<b>Implications and Contributions to the Field</b>	<b>Maximum Points Possible: 25</b>
<ul style="list-style-type: none"> <li>• Impact the research has on field</li> <li>• Extends the purpose of the dissertation to suggest impact on study populations.</li> <li>• May generalize for use with other populations.</li> <li>• Must not just restate the purpose.</li> <li>• Purports to answer the “so what” question.</li> <li>•</li> </ul>	Points Awarded:
<b>Recommendations</b>	<b>Maximum Points Possible: 15</b>
<ul style="list-style-type: none"> <li>• May provide scalability to apply to other populations.</li> <li>• May address replication issues.</li> <li>• Provides specific suggestions for future research</li> </ul>	Points Awarded:
<b>Total number of points for Chapter 4</b>	____/100

*Ancillary Items*

References	Maximum Points Possible: 25
<ul style="list-style-type: none"> <li>• Follows APA guidelines</li> <li>• Organized in alphabetical order</li> <li>• Citations in text appear in references</li> <li>• Items in references documented in text</li> </ul>	Points Awarded:

Appendices	Maximum Points Possible: 15
<ul style="list-style-type: none"> <li>• Items denoted in text are evident</li> <li>• Each appendix has half-page title page</li> <li>• Each appendix is in the order by which it is mentioned in text</li> <li>• Each item included as an appendix is a clean copy or a legible scanned image</li> </ul>	Points Awarded:

Writing	Maximum Points Possible: 40
<ul style="list-style-type: none"> <li>• Writing is strong and exhibits qualities for publication</li> <li>• Document is free of syntactical errors</li> <li>• Document is well organized</li> <li>• Follows proper APA style</li> </ul>	Points Awarded:

Overall Assessment	Maximum Points Possible: 20
<ul style="list-style-type: none"> <li>• Content expectations of each chapter met</li> <li>• Overall impression of document</li> </ul>	Points Awarded:
Total number of points for Ancillary Items	____/100

Comments:

## Welch College

### Authentic Learning Experience Compendium

#### Overview

The Authentic Learning Experience Compendium is the culminating endeavor for those students completing the master's degree in Instructional Leadership and Special Education. This collection draws from the student field experiences during the master's program.

Student documentation and preparation of the Authentic Learning Experience Compendium spans four of the five MAT terms.

#### Contents

The Authentic Learning Experience Compendium contains four chapters:

Chapter 1: **Overview of the Researcher** provides the reader with an introduction to the researcher.

Chapter 2: **Methodology** identifies the participants and outlines the processes used to gather the artifacts.

Chapter 3: **Results of Artifacts** is a synthesized compilation of the artifacts as each pertains to specific discipline (i.e., ISLLC, TILS, Tennessee Special Education, etc.) standards.

Chapter 4: **Conclusions, Implications, and Recommendations** draws conclusions from the results of the authentic learning experience, ties the findings back to the literature, and proffers recommendations for future research.

#### Chapter 1: Overview of the Researcher

- *Introduction*

The introduction provides the reader with an overview of the authentic learning experience to include the length of the experience, the types of artifacts collected, the number of sites, and a general description of the participants. The introduction should provide the reader with a preview of the researcher, the field experience event(s), evidence-based research regarding the educational philosophy of the researcher, and the significance of the authentic learning experience.

- *Course Description*

The specific wording of the course, as stated in the catalog, should be included in this section.

- *Resume of the Researcher*

Prior to introducing the resume, the researcher should give the reader a brief synopsis his/her background. The researcher should provide a one-page resume as an appendix to the compendium for this purpose.

- *Personal Mission Statement of the Researcher*

The personal mission statement assists individuals in the attainment of long-term goals. The personal mission statement defines who the researcher is. One goal is to identify and explain the reason for one's purpose in life and to provide an explanation of the intended means to accomplish the identified purpose.

Answering the following personal questions will aid in the development of the mission statement.

- What is significant?
- What do I want to accomplish?
- What does "the best" look like for me?
- How do I want to perform?
- What is my intended legacy?

The scripture that you envision for your life should be the conclusion of this section.

- *Philosophy of Education*

The philosophy of education is a thoughtful, organized, and well-written essay of the student's core educational principles. The educational philosophy should depict what makes the student unique as an educator. **This section should contain three sections: introduction, body, and conclusion.**

**The introduction** should contain a brief outline of the student's teaching, learning, and/or leading in a general sense. This section should contain a thesis statement followed by a discussion of ideals. The student should consider aspects of education unique to him/her and incorporate these into the introduction. Use citations where applicable.

**The body** elaborates on the introduction. In this section, a description of the ideal classroom/school environment, how the needs of students and stakeholders, how to coordinate family/school relationships should be summarized. The aim of this section is to focus on what the student most values as an educator and to cite examples of how he/she has put these educational ideals into practice. Use citations where applicable.

**The conclusion** should include the student's goals as a teacher or leader, including what he/she has done previously to meet these goals, and means for continued development of these goals to face future challenges.

This section should be no less than three pages. List the citations referred to in this section on the Reference page following the last chapter.

- *Significance of the Authentic Learning Experience*

This section of the authentic learning experience allows the researcher to articulate his/her thoughts and ideas as to the value of the experience, share why the experience was an important component of the student's learning, and to showcase the accomplishments of the researcher through this experience. This section provides the reader with the contribution the field experience makes to the field in general. Use citations where applicable.

## **Chapter 2: Methodology**

- *Introduction*

In this section, the researcher provide a synopsis of the components of the authentic learning experience, referring back to the introduction in Chapter 1 as appropriate. While the introduction from chapter 1 contains a synopsis but not specific content for the introduction to this chapter.

- *Settings*

Write this section from general to specific. The setting gives the reader an opportunity to “picture” where the authentic learning experiences occurred. For confidentiality, do not refer to specific sites by name. Instead, use general, non-identifying terms such as “a large metropolitan area in Tennessee.”

Begin with a description of the county where the authentic learning experience took place. Refer to information from county or state website, census information, etc. After describing the geographic location, describe the school district where the research took place. Articulate the school district demographics as well. The final part of this section is delineation of the statistics for each particular site in which the authentic learning experience took place. The profile of the school is a good place to locate these data. Use graphic depiction of data with tables and figures wherever possible.

- *Participants*

In this section, describe individuals who participated in the authentic learning experience. Denote the number of students who participated, grade level(s), gender, ethnicity, LEP, SWD, FRL, etc. Indicate the number of faculty and administrators, including years of experience, educational levels, gender, and ethnicity. Use the school improvement plan, the school's website, or observational notes as sources for these data.

Utilize tables and figures to depict the data graphically, following APA guidelines.

**Note:** For the protection and privacy of those being described in the Authentic Learning Experience, remove all names of participants and site locations.

- *Data Collection*

Artifacts are an important aspect of the authentic learning experience. Artifacts provide evidence to the authentic learning experience. The data collection for the authentic learning experiences consists of a description of each of the artifacts identified by the researcher. Kinnard (2006) advises about artifact selection as follows: “The relevance of an artifact to a standard is determined by the narrative of the candidate’s reflection of the artifact...A great artifact is one that speaks to your ability, sincerity, and passion...”

Examples of possible artifacts include:

- Lesson plans
- Rubrics
- Students’ work
- Professional learning records/plans
- Photographs
- Case studies
- Video of classroom teaching, professional learning presentations
- Classroom observation logs
- Teaching materials developed by researcher
- Minutes of school board meetings
- Analysis of School Improvement Plans
- Staff Meeting agendas
- School newsletters
- Mission/vision statement
- Walk through
- Attend S-Team and IEP meetings
- Develop a crisis plan
- Develop a plan for the first 100 days of school
- Lead a Parent Advisory Meeting
- PLC minutes
- Positive Behavior Plan
- Adaptive Devices
- Family Resource folder

Each of the standards for the particular discipline should include a minimum of two artifacts. **The standard should be explicitly stated.**

Delineate each artifact description as follows:

- Standard
- Title of the Artifact

- Description of the artifact in explicit detail
- Artifact denoted in an appendix

### **Chapter 3: Findings:**

- *Introduction*

The introduction to this chapter provides the reader with an overview of authentic learning experience. The gist of the introductions from chapters 1 and 2 can be included in the introduction to this chapter; however, the specific content for the introduction to this chapter is not included.

- *Findings*

The Authentic Learning Experience findings divide into two components: quantitative and qualitative. The quantitative findings are a cumulative compilation of the data.

Quantitative data are expressly numerical. The quantitative data for the Authentic Learning Experience should include test scores, Likert scale survey scores, rubric scores, etc. In other words, anything counted, such as how many, how much, how often, etc. Names, numbers, symbols, or codes express quantitative data. Examples of quantitative data include means, averages, percentages, frequency counts, and +/- growth.

Qualitative data, on the other hand, is not numerical in nature. Recordings of observations, interviews, focus groups, and exit tickets are examples of qualitative data. Qualitative data analysis seeks to establish or document categories, patterns, and trends.

Include a researcher-developed matrix in the findings section. In the matrix, note the Standard on the top, horizontal axis (across the top). Also, identify the number of the artifact at the top. The title of the artifact goes under the standard. The measures used to assess the artifact are noted on the left, vertical axis (the down the side). Within the matrix, the type of data (i.e., quantitative, qualitative), the method of analysis, and a written description of the results are recorded under and/or next to the appropriate column/row.

Use tables and figures to provide graphic representation of the written description. Denote tables and figures in appendices. Tables and figures should follow APA guidelines.

## Chapter 4: Discussion and Suggestions for Future Research

- *Introduction*

The introduction to this chapter continues to provide the reader with an overview of authentic learning experience. The gist of the introductions from chapters 1, 2, and 3 can be included into the introduction to this chapter; however, the exact content for the introduction to this chapter cannot.

- *Discussion of the Findings*

In this section, the researcher has the opportunity to express his/her thoughts and ideas on the results of the analyses. For example, the second ISLLC standard deals with the promotion of the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive student learning and staff professional growth. One of the schools where the authentic learning experience occurred participates in restorative practices. From the findings, look for the “themes” that emerged from each measure. The researcher will discuss what he/she thinks the themes mean to the overall performance success to school, the stakeholders, and/or the community.

The discussion should be evidence-based. Use citations where appropriate to support these findings with similar work in the field.

The discussion of the findings is cumulative; therefore, they will more than likely come from data from more than one setting where the Authentic Learning Experiences took place.

- *Suggestions for Future Research*

Based on all data, results, and discussion, the researcher develops a list of research-based suggestions for future research. These suggestions are means to improve upon practice based on the settings and findings involved in the Authentic Learning Experience.

<b>Artifact #</b>	<b>Standard: Name of Standard</b>		
<b>Title of the Artifact:</b>			
<b>Indicator(s) (if applicable)</b>			
<b>Measure/Instrument</b>	<b>Type of Data</b>	<b>Method of Analysis</b>	<b>Written Description of the Results</b>
	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative		
	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative		
	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative		

## Order of Document

### *Preliminary Pages*

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Chapter 2: Methodology

Chapter 3: Results

Chapter 4: Discussion and Suggestions for Future Research

### *References*

### *Appendices*

## REFERENCES

## **APPENDICES**

Resume

Standards

Artifacts

Tables and Figures

FIRST NAME  
LAST NAME

Address   
Phone   
Email   
LinkedIn Profile   
Twitter/Blog/Portfolio 



## OBJECTIVE

To replace this text with you own, just click it and start typing. Briefly state your career objective, or summarize what makes you stand out. Use language from the job description as keywords.



## EDUCATION

**Degree Title | School**

DATES FROM – TO

It's okay to brag about your GPA, awards, and honors. Feel free to summarize your coursework too.

**Degree Title | School**

DATES FROM – TO

It's okay to brag about your GPA, awards, and honors. Feel free to summarize your coursework too.



## EXPERIENCE

**Job Title | Company**

DATES FROM – TO

Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep in short.

**Job Title | Company**

DATES FROM – TO

Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep in short.



## SKILLS

- List your strengths relevant for the role you're applying for
- List one of your strengths
- List one of your strengths
- List one of your strengths



## ACTIVITIES

Use this section to highlight your relevant passions, activities, and how you like to give back. It's good to include Leadership and volunteer experience here. Or show off important extras like publications, certifications, languages and more.

### **Standards**

**BSEC-SPED**

**BSCDL – SPED**

**CAEP – 2019 K-6 EPP**

**NAEYC-Initial-Professional-Preparation-Standards-Summary**

**TILS**

**ISLLC**

Welch College

**MAT Authentic Learning Experience Rubric**

**Student Name:** \_\_\_\_\_

*Chapter 1: Overview of the Researcher*

<b>Introduction</b>	<b>Maximum Points Possible: 15</b>
<ul style="list-style-type: none"> <li>Overview of the authentic learning experience to include the length of the experience, the types of artifacts collected, the number of sites, and a general description of the participants</li> </ul>	Points Awarded:
<b>Course Description</b>	<b>Maximum Points Possible: 10</b>
<ul style="list-style-type: none"> <li>Convincing argument is evident of thesis' feasibility and worthwhileness.</li> <li>Topic has sufficient scope to be considered scholarly research.</li> <li>Advances current knowledge/practice of the topic.</li> </ul>	Points Awarded:
<b>Resume of the Researcher</b>	<b>Maximum Points Possible: 10</b>
<ul style="list-style-type: none"> <li>Synopsis of researcher's background</li> <li>Follows the one-page format as provided</li> </ul>	Points Awarded:
<b>Personal Mission Statement</b>	<b>Maximum Points Possible: 15</b>
<ul style="list-style-type: none"> <li>Identification of one's life purpose</li> <li>Explanation of how the identified purpose is to be accomplished</li> <li>Describes why the purpose is important to you.</li> </ul>	Points Awarded:
<b>Philosophy of Education</b>	<b>Maximum Points Possible: 25</b>
<ul style="list-style-type: none"> <li>Delineates an introduction, body, and conclusion</li> <li>Introduction contains an outline of teaching, learning, and/or leading. Includes a thesis statement</li> <li>Discusses ideals and incorporates unique aspects of education.</li> <li>Describes ideal classroom/school environment, needs of students &amp; stakeholders, coordination of family/school relationships.</li> <li>Uses examples of putting educational ideals into practice.</li> <li>Uses citations where appropriate</li> <li>Includes goals as a teacher or leader, steps taken to accomplish these goals, and how to continue to develop these goals.</li> </ul>	
<b>Significance of the Authentic Learning Experience</b>	<b>Maximum Points Possible: 25</b>
<ul style="list-style-type: none"> <li>Articulates the value of the experience</li> <li>Shares why the experience was an important component of researcher's learning</li> <li>Describes contribution of the experience to field</li> </ul>	

<b>Total number of points for Chapter 1</b>	____/100
---------------------------------------------	----------

**Chapter 2: Methodology**

<b>Introduction</b>	<b>Maximum Points Possible: 5</b>
<ul style="list-style-type: none"> <li>• Synopsis of the components of field experience</li> <li>• Refers back to introduction in Chapter 1</li> </ul>	Points Awarded:
<b>Settings</b>	<b>Maximum Points Possible: 15</b>
<ul style="list-style-type: none"> <li>• Confidentiality is held for each research site</li> <li>• Includes a thorough description of the county, the school district, and the school</li> </ul>	Points Awarded:
<b>Participants</b>	<b>Maximum Points Possible: 40</b>
<ul style="list-style-type: none"> <li>• Describes the number of participants at each site</li> <li>• Describes the demographics (grade level, gender, ethnicity, SWD, ED, LEP, FRL, etc.) of the participants at each site.</li> <li>• Includes the number of faculty and administrators at the site including their years of experience, educational levels, gender, ethnicity, etc.</li> </ul>	Points Awarded:
<b>Data Collection</b>	<b>Maximum Points Possible: 40</b>
<ul style="list-style-type: none"> <li>• Describes each artifact as directed in ALE manual</li> <li>• Explicit states each standard</li> <li>• Includes a minimum of two artifact per standard</li> <li>• Denotes artifacts in appendices</li> </ul>	Points Awarded:
<b>Total number of points for Chapter 2</b>	____/100

**Chapter 3: Findings**

<b>Introduction</b>	<b>Maximum Points Possible: 10</b>
<ul style="list-style-type: none"> <li>• Reiteration of topic overview</li> </ul>	Points Awarded:
<b>Findings</b>	<b>Maximum Points Possible: 90</b>
<ul style="list-style-type: none"> <li>• Includes quantitative data for each artifact as applicable</li> <li>• Analyzes quantitative data as appropriate</li> <li>• Describes qualitative data for each artifact as applicable</li> <li>• Analyzes qualitative data as appropriate using content analysis to determine trends, patterns, and themes</li> <li>• Develops a matrix to display the findings</li> <li>• Uses tables and figures to graphically represent data</li> <li>• Denotes tables and figures in appendices</li> <li>• Follows APA guidelines for tables and figures</li> </ul>	Points Awarded:
<b>Total number of points for Chapter 3</b>	____/100

**Chapter 4: Conclusions and Recommendations**

<b>Introduction</b>	<b>Maximum Points Possible: 20</b>
<ul style="list-style-type: none"> <li>• Reiteration of topic overview</li> <li>• Research Questions are restated</li> </ul>	Points Awarded:
<b>Discussion of the Findings</b>	<b>Maximum Points Possible: 50</b>
<ul style="list-style-type: none"> <li>• Describes the themes that emerged from the data</li> <li>• Interpretation of the researcher’s findings</li> <li>• Uses evidence-based to support the findings using citations where appropriate</li> <li>• Creates a cumulative approach to the findings from multiple settings</li> </ul>	Points Awarded:
<b>Suggestions for future research</b>	<b>Maximum Points Possible: 30</b>
<ul style="list-style-type: none"> <li>• Includes a list of research-based suggestions for future research</li> <li>• Suggestions align with the settings used for ALE</li> </ul>	Points Awarded:
<b>Total number of points for Chapter 4</b>	____/100



## **Program Review: Comparison with Other Similar Programs**

This section should compare our program with other similar programs at like-minded institutions. Attention should be given to total credit hours in a degree program, courses in a program, course content, and program objectives. The chair should list the number of programs reviewed and the colleges/universities that house these programs. The chair should note similarities and differences and provide some explanation (personnel, mission, or fiscal) to explain significant differences. The department may wish to make adjustments to the program based on such an analysis. Adjustments will usually be subject to faculty approval, Board approval, and approval by accrediting agencies before they can be implemented.

## **Peer TICUA Institutions**

**Appendix 1: Lipscomb University – MEd Ed. Leadership, 36 or 33 hours; MEd Instructional Practice, 30 hours**

**Appendix 2: Trevecca University MEd. Leadership 30 hours; MA Teaching w/ licensure (hours not listed)**

**Appendix 3: Cumberland University – MA Teaching – 30 hours; MAEd – 30 hours**

**Appendix 4: Union University - • [Master of Arts in Education \(M.A.Ed.\)](#) hours not listed (may result in licensure)**

• [Master of Education \(M.Ed.\)](#) 30 hours

**Appendix 5: Johnson University MA Teaching (hours not specified); MA Holistic (not stand-alone – 5<sup>th</sup> year degree program)**

**Appendix 6: Carson-Newman University – MA Teaching (hours not specified; on-campus)**

**Appendix 7: Martin-Methodist College – no graduate degrees in education**

**Appendix 8: Maryville College – no graduate degrees**

**Other institutions that feature a Master of Arts in Teaching degree (“MA Teaching”)**

1. Boston University – 32 hour program (Instructional Leadership EdM)
2. University of Maryland – 30 hours
3. USC Rossier School of Education – 33 hours (online program)
4. Mary Baldwin University – MAT w/ licensure; team-taught courses; hybrid (in person and online)
5. Monmouth University – 36 hours
6. Liberty – 36 hours
7. Grand Canyon University – completely online

### **Program Review: Analysis of Graduate School/Vocational Requirements**

This section should review entrance requirements and expected competencies for graduate schools that a graduate of your program might be expected to pursue or vocational competencies a graduate in the field would be expected to have according to industry norms. The chair should list the number of programs reviewed and the colleges/universities that house these programs or the industry standard guides used to determine competencies. Attention should be directed toward schools and employment sectors common to the College's graduates. The chair should note strengths and any significant omissions and provide some explanation (personnel, mission, or fiscal) to explain significant differences. The department may wish to make adjustments to the program based on such an analysis. Any adjustments should be explained and forwarded to the Curriculum and Catalog Committee. Adjustments will usually be subject to faculty approval, Board approval, and approval by accrediting agencies before they can be implemented.

Tennessee Department of Education (TDOE) Standards Embedded in MAT: applicable in licensure programs in the following Greater Nashville school districts served by the Welch College MAT:

- Metropolitan Nashville Public Schools \*
- Sumner County Schools \*
- Dickson County Schools
- Wilson County Schools

MAT Program Standards also applicable to the following private/Christian Schools within the Greater Nashville Area served by Welch College:

- Pleasant View Christian School
- Hendersonville Christian Academy
- Lighthouse Christian School \*

MAT Program Standards also applicable to the following private/Christian Schools:

- Bethel Christian Academy, Kinston, NC \*
- Free Will Baptist Christian School, Virgin Islands \*
- Richmond Christian Academy, Richmond, VA \*

\*Current MAT student(s) employed as educator