

Course: ED690A Master's Thesis in Education  
Semester: Spring 2021 (Cycles 4 & 5)  
Credit: 1 Credit Hour  
Day and Time: By arrangement  
Location: By arrangement  
Director: Dr. Mary F. Briggs  
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## I. DESCRIPTION:

This course involves extensive planning, reading, research, and writing designed cooperatively by the student and the student's major advisor. Students will develop a thesis proposal, learn the thesis process, select their thesis topic, research the related literature, write and defend the thesis before a faculty committee. Prerequisites for admission to candidacy include: regular admission status in good standing; successful completion of at least 27 graduate hours in the program; and timely registration for this course. Depending upon research needs and on approval, the thesis may be extended beyond the semester. The Master's Thesis in Education requires a total of six [6] credit hours of independent coursework to be completed in three [3] consecutive semester hours or less. Students may enroll in 1-hour, 2-hour, or 3-hour increments toward completion of a total of six hours (Fee: \$30 per semester). (Prerequisite: ED610)

## II. OBJECTIVES:

A. General Competencies to be achieved. The student will:

1. Learn about and understand the role, significance, and general importance of educational research and writing relative to schools and schooling.
  - a. PLO-1, 2, 3, 4, 5
  - b. Assignment: B, C, D, E
2. Develop personal and professional skills in conducting research, thinking critically, discussing constructively, and writing synthetically regarding a variety of related questions and issues.
  - a. PLO-1, 2, 4, 5
  - b. Assignment: A, B, C, D, E, F, G, H, I

**B. Specific Competencies to be achieved. You will:**

1. Synthesize the history, philosophy, theories, major divisions, themes, values, practical implications, and broader contents of some of the most influential sources for education.
  - a. PLO-1, 2, 4, 5
  - b. Assignment: B, C, E, G, H, I
2. Utilize educational theory and approach educational practice with professional, graduate-level awareness, insight, and understanding.
  - a. PLO-1, 2, 4, 5
  - b. Assignment: B, C, D, E, F, G, H, I
3. Identify, explain, and apply plausible solutions for the major problems, issues, questions, and principles that relate to an understanding of public and private education.
  - a. PLO-1, 2, 4, 5
  - b. Assignment: B, C, E, F, G, H, I
4. Clarify and defend the positions and concepts that relate to graduate studies in education.
  - a. PLO-1, 2, 4
  - b. Assignment: B, F, G, H, I
5. Write a synthetic and original work.
  - a. PLO-1, 2, 4
  - b. Assignments: G & H
6. Present and defend the Master's thesis.
  - a. PLO-1, 2, 4
  - b. Assignment: I

**III. MATERIALS:** The following textbooks are required:

- A. The Bible (Please refer to Course Policies.)
- B. American Psychological Association. (2009). *Publication manual of the American psychological association, 6<sup>th</sup> Ed.*, by American Psychological Association: Washington, DC. ISBN-13: 978-1-4338-0561-5 Price — \$29.95

- IV. REQUIREMENTS:** Under the guidance of the thesis director, the student is required to
- A. Establish a thesis committee of advisors.
  - B. Meet regularly with that committee.
  - C. Formulate and develop an approved original research topic.
  - D. Obtain Institutional Review Board (IRB) approval prior to conducting any research with human subjects.
  - E. Conduct graduate-level research.
  - F. Submit periodic progress reports and research data.
  - G. Write an extended, graduate-level thesis.
  - H. Produce an acceptable, graduate-level thesis.
  - I. Defend his or her thesis successfully before the thesis committee.

**\*\*All thesis documents must be uploaded to CANVAS.\*\*** Any other form of submission requires prior approval by the thesis director.

**V. METHODS**

- A. Teaching and Learning  
Research, Reading, Writing, Presentation, and Defense
- B. Grading
  1. On-going Evaluation: Thesis-level assessment is conducted initially and orally through regular meetings with advisors, directors, or committee members. Faculty members may request progress reports, information, or data narratives at any time, and they may evaluate formally or informally student materials, notes, discussion information, presentations, surveys, and research readings as a basis and background for regular meeting assessment.
  2. Final Evaluation: The student's thesis committee will evaluate the student and his or her final product upon the student's oral defense of the thesis. The Final evaluation is a reflection of individual student performance and/or competency as demonstrated through the completion of all course requirements as outlined in this syllabus. Final course grades are arrived at by consensus of the student's thesis committee.

## VI. POLICIES

### A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

### B. Academic Honesty

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

### C. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

### D. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

### E. The Clark Academic Center

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

## VII. COURSE SCHEDULE: In consultation with and by approval of the advisor, director, or committee, thesis students should submit a proposal for scheduling the completion of their work from start to finish.