

Course: ED689 Master's Project in Education  
Credit: 3 credit hours  
Semester: Summer 2025 (Sessions 1 & 2)  
Day and Time: By arrangement  
Instructor: Dr. Mary F. Briggs  
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## I. DESCRIPTION

This course involves substantial reading, research, and writing designed cooperatively by the student and the student's major advisor. Students select a project topic, develop a project proposal, engage in independent research, and submit their final project. Prerequisites for admission to candidacy include: regular admission in good standing; successful completion of at least 30 graduate hours in the program; and timely registration for this course. Depending upon research needs and on approval, the project may be extended beyond one semester, but it must be completed by the end of the following semester.

## 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. Assignments: A, B, C, D, E, F
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. Assignments: A, B, C, D, E, F

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. Assignments: A, B, D, E, F
2. Utilize educational theory and approach educational practice with professional, graduate-level awareness, insight, and understanding.
  - a. PLO-1, 2, 4, 5
  - b. Assignments: A, B, C, D, E, F
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: A, B, D, E, F
4. Clarify and defend the positions and concepts that relate to graduate studies in education.
  - a. PLO-1, 2, 4
  - b. Assignment: A, B, D, E
5. Produce an original final product(s) that addresses a real-world educational need.
  - a. PLO-1, 2, 4
  - b. Assignments: F

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

- A. The Bible (Please refer to Course Policies.)
- B. The Master's Project Manual will be available in Files in CANVAS.
- C. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN-13: 978-1433832161 \$27.00

**IV. REQUIREMENTS:** Under the guidance of the project director, the student is required to:

- A. Meet regularly with the project director.
- B. Propose and receive approval for an original project idea.
- C. Obtain Institutional Review Board (IRB) approval prior to conducting any research with human subjects.
- D. Submit periodic progress reports.
- E. Write a graduate-level Master's Project paper.
- F. Produce an original final product(s) that addresses a real-world educational need.

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

**V. METHODS**

A. Teaching and Learning  
 Research, Reading, Writing, and Presentation

B. Grading

1. On-going Evaluation: Project-level assessment is conducted initially and orally through regular meetings with the project director. The project director may request progress reports, information, or data narratives at any time, and 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:

	Points
Title Page, Abstract, Table of Contents	4
Chapter 1 Introduction	5
Chapter 1 Statement of Educational Need	5
Chapter 1 Objectives and Significance	5
Chapter 1 Definition of Terms	1
Chapter 2 Literature Review	20
Chapter 3 Methods	10
Chapter 4 Description of Final Product(s)	10
Chapter 4 Final Product(s)	30
Conclusion	5
Bibliography	5
Total	100

## 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 content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

*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 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 project director, students should submit a proposal for scheduling the completion of their work from start to finish.