

Syllabus for  
**GPED 693—Thesis**  
3 Credit Hours  
Spring 2014

*The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

Provides the culminating experience for the master of arts in education candidate. The candidate conducts a special investigation of an approved problem using appropriate research methods, submits the written thesis, and orally defends it in the presence of the candidate's thesis committee. The thesis must be original in the field of education and original with the candidate. Prerequisites: Completion of a prospectus and arrangement with the chair of the student's thesis committee.

**II. COURSE GOALS**

The purpose of this course is to enable the candidate to do the following:

- A. Develop and defend a thesis.
- B. Conduct in-depth research in a self-designated area of scholarly interest.
- C. Learn to utilize proper research methodology in the research and drafting of the thesis.
- D. Prepare to write the thesis in an appropriate, objective, and consistent style.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

As a result of successfully completing this course, the candidate will be able to do the following:

- A. Conduct and complete an independent study of the selected topic.
- B. Follow proper research methodology in the research and drafting of the thesis.
- C. Write the thesis in a clear, concise, and scholarly manner using the approved style manual (APA).
- D. Interact with student colleagues and faculty members who are engaged in researching related areas of inquiry.
- E. Apply for and receive Institutional Review Board approval of the study.
- F. Demonstrate the will and tenacity to see a major research project through to completion.
- G. Defend his or her work in a knowledgeable, cogent, positive, and professional manner.

- H. Make an original and/or supportive contribution to the educational community.
- I. Write an essay describing the key requirements for developing and defending a research study.
- J. Present a speech describing and defending the student's thesis.
- K. Prepare a written summary of the primary concerns addressed by the Institutional Review Board.
- L. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education and be able to integrate this understanding through the thesis process.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks  
None
  - 2. Other  
None
- B. Optional Materials
  - 1. Textbooks  
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615
  - 2. Other  
None

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
  - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
  - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  - 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. College and/or Department Policies and Procedures
  - 1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio Process.
  - 2. Assessment Requirements  
Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
  - 3. Independent Study, Dissertations, or Internships
    - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
  - 4. In-Class Studies (or All Other Studies)
    - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
    - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
    - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained.

Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The thesis is read and evaluated by the candidate's thesis committee.
- b. The grade for the thesis is a composite of the candidate's performance on the master of arts thesis and the oral defense of the thesis.
- c. The thesis must be done in an acceptable manner using the approved APA style, including the use of proper grammar, structure, and neatness.
- d. The thesis must be original in education, original with the candidate, and based upon acceptable research methodologies.
- e. The oral defense of the thesis must demonstrate the candidate's familiarity with and knowledge of the thesis, including the research problem, literature review, design of the study, and results.

2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures

The student is expected to do the following:

- a. Conduct a thorough and complete research study (literature review) of the relevant data available on the thesis topic.
  - (1) a clear and concise statement of the problem being researched
  - (2) a delineation of the scope of the work
  - (3) a working hypothesis
  - (4) an explanation of the research methodology to be used
- b. Prepare a comprehensive bibliography.
- c. Analyze and evaluate the data collected.
- d. Report the results of the research including:
  - (1) a discussion of the background of the topic
  - (2) a discussion of major trends and interpretations regarding the topic
  - (3) the presentation of final conclusions of the research in precise, objective, and acceptable terms
  - (4) the identification and recommendation of areas for additional study
- e. After the initial class meeting, the candidate and supervising faculty advisor (thesis committee chair) establish a timeline or schedule with several deadlines to help ensure thesis completion (see VI, COURSE CALENDAR as an example).

There is some latitude as to length and format of the thesis. Clarity, style, organization, and a thorough treatment of the problem are important considerations. In general, the paper should be 45-80 pages in length, excluding reference and title pages. The abstract should be approximately 100-150 words. Matters of length, format, etc., should be dealt with in conference with the supervising faculty advisor (thesis committee chair).
- f. It is incumbent upon the candidate to work closely with the supervising faculty advisor (thesis committee chair) in all phases of thesis development, including attendance at any/all called thesis class meetings.

- The candidate must adhere to the agreed-upon schedule of deadlines and must make every effort possible to stay on track, on target, and on time.
- g. Additional thesis preparation information and requirements are made available to the candidate at the initial and subsequent thesis class meetings. The candidate is responsible for obtaining and following all such information and requests.
  - h. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

## VI. COURSE CALENDAR

<b>Week</b>	<b>Topic</b>
1	Initial meeting and selection of other two committee members
2	Written thesis prospectus
3	Revised prospectus (if necessary)
4	Initial bibliography, IRB application
5	Statement of the problem, scope of work, working hypothesis, and research method all finalized
6	Comprehensive bibliography, IRB approval
8	Midterm; detailed report/outline of thesis
10	Completed rough draft
12	Final draft and abstract
14	Oral defense of thesis

**Course Inventory for ORU's Student Learning Outcomes**  
**GPED 693—Thesis**  
**Spring 2014**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
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<b>1</b>	<b>Outcome #1—Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge				<b>X</b>
1B	Sensitivity to the Holy Spirit		<b>X</b>		
1C	Evangelistic capability				<b>X</b>
1D	Ethical behavior	<b>X</b>			

<b>2</b>	<b>Outcome #2—Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	<b>X</b>			
2B	Information literacy	<b>X</b>			
2C	Global & historical perspectives			<b>X</b>	
2D	Aesthetic appreciation				<b>X</b>
2E	Intellectual creativity	<b>X</b>			

<b>3</b>	<b>Outcome #3—Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle				<b>X</b>
3B	Physically disciplined lifestyle				<b>X</b>

<b>4</b>	<b>Outcome #4—Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills		<b>X</b>		
4B	Interpersonal skills		<b>X</b>		
4C	Appreciation of cultural & linguistic differences				<b>X</b>
4D	Responsible citizenship				
4E	Leadership capacity		<b>X</b>		

This course specifically addresses the ORU College of Education Institutional Standards: 8.