

The University of Tennessee at Martin
Department of Educational Studies
ELED/SEDU 792 Master's Research Project
Fall 2003

Instructor: Dr. Bonnie Daniel

Office: 240K Gooch Hall

Phone: 587.7128

E-mail: bdaniel@utm.edu

Office Hours: M-F 8:00 A.M. – 5:00 P.M. (*other times by appointment*)

I. Course Number and Title

ELED/SEDU 792 Master's Research Project

II. Semester Credit Hours

2 Semester credit hours

III. Catalog Description/Purpose

The culminating professional research project for the Master of Science in Education with a major in Teaching Program. Seminar topics to include but not limited to educational reform, curriculum design, student achievement, parent involvement, cultural diversity, educational technology, assessments, and educators as collaborative leaders and mentors.

IV. Rationale

This course represents the culminating experience for Master of Science in Education students who major in teaching or who choose the subject area option. Students should approach this course as an opportunity to apply what they have learned in their graduate program. While this course has traditionally been a research paper that included a literature review, hypothesis, data collection, and findings, students will now have two options from which to choose.

V. Conceptual Framework

Advanced Programs: (Masters of Science in Education with a major in Teaching, Counseling, and Educational Administration and Supervision)

The Graduate Faculty has adopted the theme “Professional Educators as Leaders and Enhancers of Human Development” to represent its goal in continuing an educator’s professional development. The advanced program goals are depicted as four keys that the graduate faculty feels will unlock each candidate’s potential. They are:

Key 1 Knowledge, Skills and Application

Key 2 Human Relations

Key 3 Inquiry

Key 4 Professional and Ethical Behavior

Inherent within each key component are outcomes that the candidate is expected to master upon completion of their individual program. These keys are linked together by a solid ring representing the faculty’s commitment to diversity, technology, and assessment.

VI. Objectives

- A. The student will perform in depth research on a selected educational topic.
- B. The student will prepare a written research document fully explaining the selected topic, or prepare and defend a project.
- C. The student will design and give an oral presentation of the research topic.

VII. Course Content

A. Research Paper/Thesis

i. Research Paper

1. 15-20 pages in length
2. Approved topic (sample topics are provided)
3. American Psychological Association (APA) format – most current
4. Due date – December 6, 2003

ii. Thesis Option

Students may choose the traditional approach to this class, which involves the design of a Master’s Research Project. Students design and implement a research project and defend their work before a committee of faculty members.

If this option is chosen, the students will work through their major professor. Seminars and class meetings are still required as is the oral presentation of their thesis topic (this is ***NOT*** the defense). Due dates will be the same as the research paper option.

B. Oral Presentation

- i. 15-20 minutes in length
- ii. Visual aids required (PowerPoint is acceptable)
- iii. Provide handouts to audience
- iv. Presentation date – December 6, 2003 (Saturday)

C. Seminars/Class Meetings

VIII. Attendance required at all class meetings and seminars. Seminars/Class Meetings & On-line Discussions. Total Points: 30.

- i. Two class meetings
- ii. Discussion boards
- iii. Professional development. Students should choose from the following: (a) attend one school board meeting in a district other than your own and one school board meeting in your district. Share observations in on-line discussion; or (b) go to the Professional Development Center for Teachers in Dyersburg and report on the resources relevant to your research topic available at the Center. Share findings in on-line discussion; or (c) attend a professional development workshop or meeting (not a faculty in-service required meeting) and report in on-line discussion. On-line discussions will be posted week of October 20.

IX. Evaluation

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|-----------------------------|-----------|
| 1. Research Paper/Thesis | 60 points |
| 2. Oral Presentation | 50 points |
| 3. Attendance/Participation | 30 points |

Based on percentage of 140 points:

A = 95-100

B = 88-94

C = 80-87

D = 77-79

F = Below 77

(Any grade except D or F qualifies as a PASS)

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or the Student Academic Support Center within the first two weeks of class.

X. Timeline

August 18	Class Meets 5:00 – 7:00 p.m., Gooch 237
September 1	New Discussion Board
September 29	Topics of Interest Posted On-line in discussion board
October 20	Draft of Work to Dr. Daniel. If necessary, students may schedule appointments to meet individually about final projects.
November 3	New Discussion Board
December 6	Oral presentations, 8:00 a.m.-6:00 p.m. Gooch 228. Note that this is a Saturday.

XI. Textbook(s)

None required.

XII. Other Resources

The Learning Resource Center; the Paul Meek Library; local, community, and school libraries; various internet sites and services.

XIII. Prerequisites

ELED/SEDU 791

XIV. Faculty Frequently Teaching Course

Dr. Brenda Gullede

XV. Program(s) in Which Course is Required

Master of Science in Education with a major in Teaching:

1. Advanced Elementary
2. Advanced Secondary
3. Subject Area – Elementary
4. Subject Area – Secondary

