Course Syllabus - SUMMER 2017
Last Updated: February 2, 2017

Tentative: See final syllabus within the course on the first day of class.

General Course Information

Number: EMPA/MSAS 764
Name: Research Methods for Administrative Studies
Credit: Three (3) Credit Hours
Term Dates: May 15 – August 4, 2017
Course Prerequisites: None
Meeting Time/Location: On-Line
Instructor: Jacqueline Faulhaber, Doctorate of Strategic Leadership
Course Webpage: https://d2l.sdbor.edu/index.asp
Contact Information: Jacqueline.Faulhaber@usd.edu: Use this email address when you need to communicate with me outside (before or after) of course semester dates.

For communication during the semester please communicate with me via the course email system within Desire 2 Learn (D2L). Following this request helps me track your communication with your course. Thank you in advance for your cooperation.

I check my D2L and USD emails once a day Monday through Friday. I do not regularly check my email over the weekends. I will try to respond to email messages within 48 hours Monday through Friday.

If you need to speak with me, you can call me at 757-788-1775 between 11:00 am. and 1:00 pm CT Tuesdays and Thursdays. **Please try contacting me by email first, for this is the best way to contact me.**

Optional Collaborate Sessions:

Instructor Biography

Jackie Faulhaber
I have several years of experience helping organizations in non-profit, for profit, government, and church sectors become more effective in reaching their vision, mission, goals, and objectives. I served in the U.S.A.F. many years ago within an electronic technology-based field. My doctoral degree is in Strategic Leadership earned from Regent University’s School of Global Leadership and Entrepreneurship. I earned my Master’s in Public Administration from Troy State University, and earned a Bachelor’s of Art degree in Human Resource Management from Saint Leo University. I have experience teaching online using both WebCT and Desire 2 Learn (D2L) course management software. As well I have a tremendous amount of experience as an online student. My research interests include: public leadership, spiritual (to include servant and transformational) leadership; spiritual formation, character development, and ethics; strategic thinking; creating innovative/creative cultures; leadership in turbulent environments; and leading in multicultural and global environments. I have also had the opportunity to provide leadership training in Cameroon, Africa, within four different cities and regions of the country. Regarding my personal interests, I enjoy traveling and anything to do with the great outdoors.

Course Description

This course is a survey of various decision making techniques and their application to administrative practice; and serves as an introduction to the use of program evaluation, various research methods, and other analytical techniques in organizational settings.

This course employs a variety of methods to teach students basic research skills, including the framing of important program outcomes and program questions, the development of program logic models, compiling a literature review, selecting appropriate methods to determine effectiveness of program outcomes, as well as developing research writing skills.

Course Texts & Materials

Please ensure that you order books well in advance of the course start date. It will be expected that students read assigned course materials in advance of the period begin date.

Books:


Articles:

Daft, R. (n.d.). You can locate this PDF by placing “Daft's environmental context” into your Google search box. The search should result in numerous finds. Click on the second link down titled "The External Context".

APA Guidelines:

For very general and basic guidelines regarding APA citation guidelines you can visit a website such as: http://owl.english.purdue.edu/owl/resource/560/08/. There are also many other internet cites available for you to reference in assisting your compliance with these APA formatting and citation standards. As a note, please use page numbers in all of your in-text citations. This requirement will apply to assignments.

Technology

Jackie Faulhaber
Note: This course requires the use of Microsoft Word and PowerPoint; thus, you will want to be familiar with how to draw shapes, show process flows, etc. using this software.

This course has been designed to be an online interactive discussion course. It is not an independent study course. D2L will be the course management software for this course. Please review the new student’s guide for online learning valuable information to help you be successful as an online learner. The guide can be found at the following URL: http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf. This orientation also provides netiquette guidelines that are vital in maintaining a collaborative online learning environment. Please be sure to follow these guidelines. Thank you in advance for your cooperation.

A USD email account is required for all online courses. If you have an active account but unsure of your username or password, please contact the USD helpdesk at 605.677.5028. The University has established minimum hardware and software requirements to ensure the effective delivery of USD online courses; those requirements are listed in the student guide. Course materials will be provided as online documents that you can read or print off. You will submit your assignments to me through the D2L dropbox.

Please note that it is very important that you login into the D2L course within the first few days of class to show that you are engaged in the course. It is further necessary, due to the intensity of this course that you begin module one immediately.

Please keep in mind that you will also need a PDF reader (Acrobat Reader). Research using peer reviewed articles is necessary for Module posting discussions and research papers. Please make sure you know how to access and use USD’s on-line research gateway found at: http://www.usd.edu/library/. Keep in mind that USD provides some excellent reference librarians if you find that you are having difficulty locating resources.

## Learning Objectives

<table>
<thead>
<tr>
<th>Objective/Outcomes</th>
<th>Instructional and Assessment Methods</th>
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<tbody>
<tr>
<td>1. Build awareness toward the purpose of understanding the relationship among administrative theory- the philosophy and importance of conducting research in public organizations, organization design, and the organization’s mission.</td>
<td>Discussion thread, and Organization Mission/Vision Statement and Environmental Scan assignment</td>
</tr>
<tr>
<td>2. Understand how organizational environment can impact the organization’s vision and mission, thus obtaining better understanding of how the environment will inform the effectiveness of programs, organizational activities, and further prompt asking the right research/outcome questions.</td>
<td>Discussion thread, Organization Mission/Vision Statement and Environmental Scan and Program Logic Model Assignment</td>
</tr>
<tr>
<td>3. Understand how to develop a program logic model, translating program outcomes to a research question, and compiling a literature review that engages in a discussion with researchers on the program topic pertaining to student interest and experience.</td>
<td>Discussion thread, program logic model assignment, and literature review assignment</td>
</tr>
</tbody>
</table>
4. Build awareness of ethical human subjects research. | CITI Human Subjects Research Training
---|---
5. Develop a literature review over the topic at hand to gain a better perspective on what the research has found on the topic. | Literature review
6. Understand basic qualitative and quantitative methods. | Discussion thread, and testing/research plan assignment
7. Develop a research design to test program outcomes and impact. | Discussion thread, and testing/research plan assignment

**Student/Instructor Responsibilities**

<table>
<thead>
<tr>
<th>Responsible Party</th>
<th>Expectations</th>
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</table>
| 1. Students       | • Familiarize yourself with all course procedures, assignments and web etiquette to include respect in all communications with other students and instructor.  
• Participate in each assigned discussion thread.  
• Follow course syllabus and course calendar to remain current with the rest of class.  
• Check D2L e-mail at least a few times a week to remain current with rest of class.  
• Complete assignments on time and contact the instructor prior to scheduling conflicts to seek alternative approach if schedules cannot be kept. See grading section for more information. No assignments accepted beyond the last day of the course.  
• **PLEASE NOTE:** Provide only a Testing/Research Plan for this course. A problem that you are currently researching at another institution, to include your work organization, will not be accepted as a topic for this course. At no time should a student engage in the actual research (e.g. interviews, surveys, use of existing data from the one’s organization; this does not apply to published journal literature, websites, etc. that you were not involved in the research) within this course, as the intention behind this course is only to conduct a literature review and provide a preliminary research proposal outlining a research design you would use to conduct research if you were in the future to study/test the research question. Those who carry out human subjects research for this course may receive an “F” in the course or assignment. |
2. Instructor

- Be accessible to students through D2L e-mail, phone calls and discussion threads.
- Return phone calls and emails within 48 hours Monday-Friday with exception of holidays. I will notify you if there might be an exception to this. I do not check regularly emails over weekends and holidays, so if there is an emergency, please call me.
- Give feedback on assignments and module discussions within 10 days of the assignment due date or 1 week for past due assignments (except for final project due at end of semester).
- Post grades in D2L within 2 days of grading assignments.
- Help student identify topics for the preliminary research paper.
- Moderate all discussions but will not participate in per se. I will step in to guide the direction if it is felt the discussion is getting off on a tangent.
- Read and comment on drafts of research papers when asked to do so when requested at least a 5 days before the due date.

3. University of South Dakota

- Provide technical, academic and student support services, as well as information on how to take advantages of these services.

**Tips for Success**

Here are a few tips that may help your learning this semester, and your comfort as you make you way through the course:

**Don’t fall behind.** It may be tempting to procrastinate, but you don’t want to be cramming an entire chapter into one or two nights. Procrastinating also allows less time before exams to ask me questions.

**Contact me immediately if you need help.** Concepts in this class build on previously learned concepts. It is very important to let me know if you feel as though you are lost in the forest so I can help you find your way out.

**Use your textbook.** And not just for homework problems. Read the examples in the book. Try to follow the thought process of the author.

**“Chat” with other students in class.** Read questions and responses posted by other students. Many times if you are having difficulties, it probably means that someone else in the class is too
**Course Topics, Assignments, Grading, and Due Dates**

The final grade for the course is based upon the scores you earn on discussion posts and assignments given throughout the term. In completing assignments, you should incorporate material from the texts, any supplementary material presented, and your personal study (to include academic journals), experiences, and observations. Please see directions in the Schedule of Assignment (SOA) section in the syllabus, along with content link directions for the discussions and assignments.

The following is an outline of the relative weight given to each assignment:

<table>
<thead>
<tr>
<th>Modules, Topics, Assignments</th>
<th>Min # Posts Req.</th>
<th>Points</th>
<th>Initial Post DUE DATE</th>
<th>Final Post &amp; Assignment DUE DATE (for posts ensure, posts are spread out during the period)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Instructor Introduction</td>
<td>1</td>
<td></td>
<td></td>
<td>May 18th</td>
</tr>
<tr>
<td><strong>Theme: Aligning Organizational Strategy, Design, &amp; Research</strong> <em>(May 15 – June 2)</em></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Module 1- Administrative theory, importance of research, and organizational design considerations</td>
<td>3</td>
<td>5</td>
<td>May 22</td>
<td>Jun 2</td>
</tr>
<tr>
<td><strong>Theme: Considering Organizational Vision/Mission &amp; External Environment</strong> <em>(June 3 – June 14)</em></td>
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<tr>
<td>Module 2- Importance of organizational environment</td>
<td>3</td>
<td>5</td>
<td>June 8</td>
<td>June 14</td>
</tr>
<tr>
<td>Assignment Due: Organization Mission/Vision Statement and Environment Scan Matrix Due</td>
<td>8</td>
<td></td>
<td></td>
<td>DUE: June 14</td>
</tr>
<tr>
<td><strong>Theme: Framework’s for Leading Change using Program Logic Models</strong> <em>(June 15 – July 6)</em></td>
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<td></td>
</tr>
<tr>
<td>Module 3- Developing a logic model &amp; identifying outcomes and impact of program</td>
<td>3</td>
<td>5</td>
<td>June 21</td>
<td>July 6</td>
</tr>
</tbody>
</table>
**Assignment Due: CITI Training on human subjects research.** Please see [http://www.usd.edu/research/irb-faq](http://www.usd.edu/research/irb-faq) for facts on CITI testing.

Go to [https://www.citiprogram.org/](https://www.citiprogram.org/) for entrance into modules. Please create an account under “Register”, and you will be prompted to look up your institution, “University of South Dakota”.

***Please take one of the following courses: “Social and Behavioral Responsible Conduct of Research, Basic Course”, or, “Group 3 Exempt Project Training for Students”. Keep in mind this course takes 3-6 hours to complete.

Place the certificate of completion in the course dropbox to obtain credit for this assignment.

<table>
<thead>
<tr>
<th>Assignment Due: Program Logic Model Assign</th>
<th>DUE: June 28</th>
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<tbody>
<tr>
<td></td>
<td>8</td>
</tr>
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<td></td>
<td>25</td>
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</table>
**POINTS**

<table>
<thead>
<tr>
<th>GRADING SCALE:</th>
<th></th>
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<tbody>
<tr>
<td>100% to 90% (90-100 Points)</td>
<td>A</td>
</tr>
<tr>
<td>80% to 89% (80 – 90 Points)</td>
<td>B</td>
</tr>
<tr>
<td>70% to 79% (70- 79 Points)</td>
<td>C</td>
</tr>
<tr>
<td>60% to 69% (60- 69 Points)</td>
<td>D</td>
</tr>
<tr>
<td>59% and below (0-59 Points)</td>
<td>F</td>
</tr>
</tbody>
</table>

**Overdue Assignment Policy**

Assignments are expected to be turned in on time. Only in the case of an approved extension (due to emergency reasons only) requested before the due date, will the assignment be accepted. An assignment (papers only) turned in one day late will be deducted 10 points and up to 5 points for each additional day late. If you cannot hand the assignment in on time, contact me before the due date and I will consider an alternative due date; however, late points may still be assessed depending upon the reason for the late assignment. For the last paper due within the last two weeks of the semester, consideration will be given only in extreme circumstances. Even with an extension, the latest that a paper will be accepted is the last day of the semester. In the rare case that an offer to re-write the assignment was extended to the student, the assignment will not be accepted unless it is prior to the re-write due date; in this case, the student would maintain their original grade. Keep in mind the necessity of planning ahead. Work related travel and long work hours will not preclude you from turning an assignment in on time. If advance permission is not granted for assignments with an extension due date, you may receive a “zero” for that assignment depending upon the reason.

All discussion posts are expected to be turned in by the final due date. Extensions of due dates are not given for module discussions, as these discussions are part of your participation and learning in the course and thus must occur during the designated time. Late quizzes and tests will not be allowed extensions unless it is an extreme emergency situation.

**On-Line Discussion Participation for Each Module Period**

Your participation in discussing the readings, assignments, and cases will be one important way in which your progress in achieving the learning outcomes will be assessed. You will be asked to post one (1) initial post of at least 200 words by the due date noted in the due date section of this syllabus, and construct (2) two response posts to other students’ posts with a word count of more than 100 words. For the last discussion thread of the semester, only one (1) initial post is required.

You can post beyond the minimum number of posts, but will be required to have at least 3 posts within the stated requirements. You can use the toolbar word count option in your word processor to easily count the number of words you have typed. As well, I would recommend using the grammar and spell check function to ensure grammatical and spelling accuracy. You can further expect at least an hour outside of the readings to research and construct each post. Please see the Schedule of Assessment (SOA) for the minimum number of posting required for each topic.

**Post Grading for Each Module:**

Your discussion posts will be graded for each Module on the above noted requirements and the grading rubric below. Please note that each element of the grading rubric is not mutually exclusive, but interdependent. Grades in one element can affect scores in other elements. For example, if: a) an initial post is late, it will impact the group dynamic score depending upon the degree to which it is late; b) the expressed views are not supported, it can affect the comprehension scores; c) there are not 3 full posts that meet the word count, it can impact other element areas; d) the information is not cited, inappropriately cited, etc., it
can affect the requirement for supported views in the comprehension section; e) the initial post and response posts are submitted on the final day posts are due, a few hours, or one hour before the final due date hour, it can be expected that they will not get a good group dynamic score because most students have already submitted their discussion posts prior to the closing of the Module at 11:59 pm…nor can it be expected they will earn a good grade even if the other elements are met; and, f) a student does not use course and/or external resources to support their views because they did not cite the sources, it can impact the extra resources element of the rubric. These are just a listing of potential adverse effects insufficient performance on one element can affect another element.

### DISCUSSION PARTICIPATION RUBRIC

#### for Module:

<table>
<thead>
<tr>
<th>Grade in %</th>
<th>A+ (96-100)</th>
<th>A (90-95)</th>
<th>B (80-89)</th>
<th>C (70-79)</th>
<th>D (60-69)</th>
<th>F (below 60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPREHENSION &amp; CRITICAL THINKING (e.g. probes deeper thinking, questioning of assumptions, critical evaluation of other’s posts)</td>
<td>Comments advance the level and depth of the dialogue (consistently)</td>
<td>Comments occasionally advance the level and depth of the dialogue</td>
<td>Makes relevant comments based on the assigned material (ongoing)</td>
<td>When prepared, makes relevant comments based on the assigned material</td>
<td>Demonstrates a noticeable lack of interest in the material (on occasion)</td>
<td>Demonstrates a noticeable lack of interest in the material (ongo-going)</td>
</tr>
<tr>
<td>GROUP DYNAMIC</td>
<td>Group dynamic and level of discussion are consistently better because of the student’s presence</td>
<td>Group dynamic and level of discussion are often better because of the student’s presence</td>
<td>Group dynamic and level of discussion are occasionally better (never worse) because of the student’s presence</td>
<td>Group dynamic and level of discussion are not affected by the student’s presence</td>
<td>Group dynamic and level of discussion are harmed by the student’s presence</td>
<td>Group dynamic and level of discussion are significantly harmed by the student’s presence</td>
</tr>
<tr>
<td>EXTRA RESOURCES USED: (helps facilitate understanding, critical evaluation of materials, assertions, biases, assumptions, etc., and aids in the support of opinion)</td>
<td>Overall for period: comments rely on course materials and at least 2 peer reviewed sources outside of course material.</td>
<td>Overall for period: comments rely on course materials and at least 1 peer reviewed source outside of course material.</td>
<td>Overall for period: comments rely on course materials.</td>
<td>Overall for period: comments demonstrate lack of integration of course materials to support assertions, opinions, etc.</td>
<td>Grade in %</td>
<td></td>
</tr>
</tbody>
</table>
Please note: you will not receive a grading rubric attachment for grades >90% and if your grade is <70% (the latter would be due to not having enough posts or insufficient number of words in post).

Follows module discussion post directions.

Consistent proper grammar and spelling; netiquette is followed; posts include APA citation (in-text) and full reference at the end of the posting, similar to citing a reference in a research paper. Please use page numbers in all in-text citations.

Comprehension and critical thinking [see description above] & [posts are supported by readings/ outside research, thought provoking, are relevant to posed question, assignment, case, etc.; they do not include fluff comments, such as those that belong in outside communication]. This grade also includes meeting the minimum number of adequate posts for period, e.g. >200 words for initial posts and >100 words for response posts due according to noted dates in the syllabus. (Note: Posts before 12 am of the period start date and after 11:59 pm period stop date do not count.) The initial post is due no later than the due date listed in the due date section of the syllabus.

Group dynamic [see description above].

Extra resources [see description above].

Student’s Final Grade for Posting:

The following rubric will be used to guide grading of the assignments:

**Assignment Grading Rubric**

<table>
<thead>
<tr>
<th>Requirements:</th>
<th>Weight of Requirement:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module meets the requirements set forth in the module guidelines regarding necessary components for the module. This includes not only following the content module directions closely, but also if applicable, contains the minimum number of pages and scholarly/peer reviewed references as noted in the content modules.</td>
<td>.60</td>
<td>90-100 points: Excellent to Outstanding</td>
</tr>
<tr>
<td>If applicable for assignment, content is well organized in structure (e.g. use of introduction, well-constructed body, and concluding remarks, of which are all connected by paragraphs and sentences that flow well together through the use of linking sentences and brings forth a logical and well thought out piece of work.)</td>
<td>.10</td>
<td>80-89 points: Good to Excellent</td>
</tr>
<tr>
<td>If applicable for assignment, research, idea, conclusions, suggestions, recommendations, etc. is supported by sound research. Again, this is a researched project that exhibits reliance on scholarly and peer reviewed work.</td>
<td>.20</td>
<td>70-79 points: Below Average to Good</td>
</tr>
<tr>
<td>Module exhibits proper use grammar, spelling, and APA style for citations and all areas of paper structure and presentation to include page numbers for direct quotes. Only sources used in paper are included in references section; AND, there should be corresponding in-text citation(s) for all references listed along with a reference list.</td>
<td>.10</td>
<td>60-69 points: Poor to Below Average</td>
</tr>
<tr>
<td>Module is handed in by 11:59 pm of due date. See overdue assignment policy.</td>
<td>See policy.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Policies

Unfortunately, human nature requires that we take provisions for when individuals are driven not by their desire to learn, but by other motives. Sometimes this is a good thing – some things, people and relationships are more important than others – choose wisely. As such, the following policies apply to this course.

Overdue Assignments

Please see page 7 of the syllabus for details.

Human Subjects Research

Course Policy: Provide only a literature review and research prospectus for this course. A problem that you are currently researching at another institution, to include your work organization, will not be accepted as a topic for this course. At no time should a student engage in human subjects research (e.g. interviews, surveys, use of existing data from the one’s organization; this does not apply to published journal literature, websites, etc. that you were not involved in the research) within this course, as the intention behind this course is only to conduct a literature review and provide a preliminary research proposal outlining a research design you would use to conduct research if you were in the future to study the research question and hypothesis. Those who conduct human subjects research for this course are subject to receiving an “F” in the course.

Guidelines for Completing and Submitting Assignments

Assignment directions for the literature review and research prospectus are found in the course content link under the appropriate module. Read all module content links and assignments. Please place assignments in the course drop-box within D2L by the due dates listed in the following schedule.

Disabilities Services

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu
Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Cheating and Plagiarism

In this course we will follow the College of Arts and Sciences Cheating/Plagiarism Policy, which states: The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

My Expectations on Discussion Posts, Academic Freedom, and Privacy

The classroom environment, whether face-to-face or online, provides an opportunity for each of us to share our views, thoughts, and even critique of events, contexts, policies, programs, and organizations. This is what makes learning in the United States very unique from other countries who do not share this opportunity and right. Freedom in learning and expression of our views are values most of us share. In a sense this value creates a bond among students and faculty. While this common bond provides excitement for what we are learning, at times it creates tension and potential conflict as worldviews and views in general collide. As a result, it can be easy for students to disregard another’s right to academic freedom. Given this paradoxical tension between sharing the value of freedom in learning and each having their own views and opinions very much informed by one’s own context and values, it is important to remember in this course that we need to uphold one’s right to express their views…keeping in mind that parameters such as proper etiquette, pertinence to course content, and academic rigor are still boundaries within which to dialogue in this course. And this expression of views in an academic setting should not be bound by the walls, virtual or otherwise, of the classroom. Students in this course should take care to ensure confidentiality and privacy of group discussion posts along with a respecting diversity of viewpoints. In other words, we are here to learn content within our chosen academic fields and programs, and we ought to respect these particulars if we wish others respect our own viewpoints. By no means does this mean that we must agree with the views of others; it
instead means that confidentiality and privacy is to be respected. Not respecting these noted aspects limits freedom of thought and expression in the classroom. In the end, it is hoped that we can all be creators of a collegial learning environment that will not only benefit classroom learning, but will prove useful as leaders of our organizations and workplaces.

Other Information and Policies

Please see the Student Handbook, MSA Graduate Handbook and following USD website link for more information regarding plagiarism and ways to avoid plagiarism: http://libguides.usd.edu/content.php?pid=55102&sid=403442. In addition to the information presented within the above sources, it is important to cite all information provided by another source using APA. For content that is word for word (whether a paragraph, sentence, or phrase), quotation marks must be used alongside in-text citation(s). If the borrowed content is paraphrased or the ideas come from another source and it is not word for word, then it must still be accompanied by an in-text citation. There should always be at least one in-text citation per paragraph if any of the information in the paragraph comes from another source.

Use of Turnitin: Please note that the use of Turnitin will be used for this course. Turnitin will automatically evaluate papers submitted to the dropbox.

Please note that when you submit your assignments, you will want to strive for less than a 20% originality score. If the score is high, the paper may be subjected to a deduction in points. The key is to utilize your own words and appropriately cite using APA standards for sources you used whether it is a direct quote or not.

**Please note:** All work must be original for this course and its assignments, and thus it is not acceptable to submit work in whole or in part from another course outside of this one. Submitting non-original work can result in a zero for the assignment grade.

Please make yourself familiar with the other policies of the University, including policies dealing with such things as adding and dropping classes, class cancellations/school closings, etc.

Course Schedule of Assignments (SOA)
The following SOA is an important guide to help understand each period’s learning objectives, specific module discussion directions and written assignments.

Guidelines for submitting assignments: Please place assignments in the course dropbox within D2L by the due dates listed in the following schedule. As a reminder, any correspondence regarding the course, assignments, comments, concerns, etc. will need to be sent to me within the D2L course e-mail system.

**Also, do not wait a few days early to begin working on assignments. Instead, I find that most students who give themselves more time to work on an assignment do much better on their assignments than those who give themselves little time to do so.**

Directions for module discussion posts: Please follow closely the “On-Line Discussion Participation Rubric” provided earlier in this syllabus, for the rubric will be the basis of your participation grade. Additional notes regarding module discussions: 1) each module should assist you in preparing your assignments; and 2) ensure that you post early in the week so that ongoing dialogue can take place.

Introduction Module
Within four (4) days of the course begin date please introduce yourself. In your posting please include your name, occupation, experience in on-line learning, interest in taking this course, other information you wish to share with others, and a question about leadership that you would like to explore with others in this course.
Theme: *Aligning Organizational Strategy, Design, & Research*

**Module Topic 1:** Administrative theory, importance of research, and organizational design considerations

(3 posts required: please note that for all modules except the last module there is one initial post and two responses to other student’s posts required. Please note for this course that you may post more than the minimum number of posts required. Keep in mind, however, at least 3 of the posts need to meet posting requirements. In fact, I would encourage you to post more to enhance learning and dialogue.)

Reading Assignment:

Module 1 Content in D2L
Daft, R. (n.d.). Chapter 4: The external environment. Retrieved from [http://www.swlearning.com/management/daft/Pepperdine/ch04_032402097x.pdf](http://www.swlearning.com/management/daft/Pepperdine/ch04_032402097x.pdf) You can locate this PDF by placing "Daft's environmental context" into your Google search box. The search should result in numerous finds. Click on the second link down titled “The External Context". This will pull up a PDF file on the topic.

Frankfurt, H.G. *On bullshit.*
Knowlton, L.W., & Phillips, Chapter 1.
Salkind, Chapter 1.

**Learning Objectives for Topic 1:**

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<tr>
<th>Objective</th>
<th>Evaluation Assessment Method</th>
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<tbody>
<tr>
<td>Build awareness toward the purpose of understanding the relationship among administrative theory- the philosophy and importance of conducting research in public organizations, organization design, and the organization’s mission.</td>
<td>Discussion thread, environmental scan assignment</td>
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</table>

**Module 1 Discussion Directions:**

Having read the module 1 content links and the assigned readings for Galbraith, Daft, and Knowlton & Phillips, discuss the variables, facets, and elements that you feel stood out the most in terms of needed areas that an administrator would want to focus on to achieve its mission or vision. Please be very specific, and support your posts with multiple assigned readings with at the minimum Knowlton & Philips, Galbraith, and Daft’s book using APA. Please see the grading rubric for the discussion posts before compiling your posts. Be sure to pose reflective and supported comments along with probing questions when responding to one another.

**Preparing for Upcoming Module:**

Be sure for this module that you have begun thinking and writing about each of the facets mentioned in the assigned readings and content link for the module as it pertains to your organization. This will assist you in compiling an initial post for the module 1 discussion.
Theme: *Considering Organizational Vision/Mission & External Environment*

**Module Topic 2:** Importance of organizational environment

Reading Assignment:

**Learning Objectives for Topic 2:**

<table>
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<tr>
<th>Objective</th>
<th>Evaluation Assessment Method</th>
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<tr>
<td>Understand how organizational environment can impact the organization’s vision and mission, thus obtaining better understanding of how the environment will inform the effectiveness of programs, organizational activities, and further prompt asking the right research/outcome questions.</td>
<td>Discussion thread, Environmental scan assignment</td>
</tr>
</tbody>
</table>

**Module 2 Discussion Directions:**
Given your organization’s mission, begin discussing those most important external environmental trends (see Daft’s Exhibit 4.1 to guide your thoughts) that are impacting your organization mission at the present or in the near future. Be sure to view the “Organizational Mission/Vision Statement and Environmental Scan Matrix” assignment directions within the course content link to further assist you guiding your initial thoughts, and further ensure your ideas are supported by references. Further, please be sure to connect these trends to your organization’s mission.

As you respond to one another, provide guidance to one another on potential website or other literature sources for obtaining trend information and considerations that those you are responding to might want to consider as they develop their list of trends and ideas for the assignment due.

As well, please see the grading rubric for the discussion posts before compiling your posts.

**Assignments:**
Complete the “Organizational Mission/Vision Statement and Environment Scan Matrix” assignment noted in the course content link for this module. The matrix will be graded on the extent that it meets the assignment grading rubric applicable requirements on page 10 of this syllabus and the assignment requirements noted in the content link directions.

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**Theme: Framework’s for Leading Change Using Program Logic Models**

**Module Topic 3:** Developing a logic model & identifying outcomes and impact of program

Reading Assignment:
Knowlton & Phillips, Chapter 1 (re-read), 2, and 3.

**Learning Objectives for Topic 3:**

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<th>Objectives</th>
<th>Evaluation Assessment Methods</th>
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Understand how to develop a program logic mode

Build awareness of ethical human subjects research

Discussion thread, program logic model assignment
CITI Human Subjects Research Training

Module 3 Discussion Directions:
Discuss how developing and revisiting a program logic model can be a tool to bring about change and improvement in the services, programs, etc. that an organization provides. Please support your views using the readings and outside literature (recommend using USD’s online library database such as Proquest and EBSCO Host) as it pertains to a program you are familiar with. Further provide probing response questions that are supported by research, assigned or outside literature.

Please see the grading rubric for the discussion posts before compiling your posts.

Assignments:
Complete the “Program Logic Model” assignment noted in the course content link for this module. Your assignment will be graded upon the extent that it meets the assignment grading rubric applicable requirements on page 10 of this syllabus and the degree/quality to which the directions in the content link are addressed.

Theme: Translating the Outcomes and Impacts Into a Question, & Exploring the Literature on the Topic/Program

Module Topic 4: Developing a research question based on program logic model outcome and conducting a literature review

Reading Assignment:
Salkind, Chapters 1, 2, and 3A

Learning Objectives for Topic 4:

<table>
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<tr>
<th>Objective</th>
<th>Evaluation Assessment Method</th>
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<tbody>
<tr>
<td>Using the program logic model, translate a program outcome into a research question, and compile a literature review that engages in a discussion with researchers on the program topic pertaining to student interest and experience.</td>
<td>Discussion thread, program logic model assignment, and literature review assignment</td>
</tr>
<tr>
<td>Develop a literature review over the topic at hand to gain a better perspective on what the research has found on the topic.</td>
<td>Literature review assignment</td>
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</table>

Module 4 Discussion Directions:
Discuss what your research question and hypothesis are. Keep in mind that the research question and hypothesis be a mirror reflection of the intended program impact, the last element in the program logic
model. It will be the question that is asked of whether or not the program is achieving its intended impact. The hypothesis is the declarative statement regarding the outcome itself. Please allow Salkind, pages 6, 7, and 27-32, and 39-45 to guide in the development of your research question and hypothesis. Please include in your initial post the following: organization’s mission/vision, program’s mission, program’s intended impact and then the following:

**Research Question:** provide one short question here.

**Hypothesis:** provide a one declarative sentence hypothesis here.

Students are asked to help one another refine their research question and hypothesis given the above noted readings. The professor will then provide approval when both the research question and hypothesis are formatted correctly. Please note that a minimum of 3 posts are necessary, but it may take more to obtain approval for research question and hypothesis due to refining both of these during the discussion period.

Again, please follow the noted pages for Salkind above in developing the research question and hypothesis.

Please see the grading rubric for the discussion posts before compiling your posts as well. Be sure to pose reflective and supported comments along with probing questions when responding to one another.

**Spring Break: March 5-13. No posts during this time, as you will all need and want a break!**

**Assignments:**

Complete the "Literature Review" assignment noted in the course content link for this module. Your assignment will be graded upon the extent that it meets the assignment grading rubric applicable requirements on page 10 of this syllabus and the degree/quality to which the directions in the content link are addressed.

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**Theme: Evaluation and Testing Plan**

**Module Topic 5:** Testing/research methods, developing a testing and evaluation plan

**Reading Assignment:**

Salkind, Chapters 1, 2, 4-10

**Learning Objectives for Topic 5:**

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<tr>
<th>Objectives</th>
<th>Evaluation Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td>Understand basic qualitative and quantitative methods.</td>
<td>Discussion thread, and testing/research plan assignment</td>
</tr>
<tr>
<td>Develop a research design to test program outcomes and impact.</td>
<td>Discussion thread, and testing/research plan assignment</td>
</tr>
</tbody>
</table>
Module 5 Discussion Directions:

Assignments:

Complete the “Testing/Research Plan” assignment noted in the course content link for this module. Your assignment will be graded upon the extent that it meets the assignment grading rubric applicable requirements on page 10 of this syllabus and the degree/quality to which the directions in the content link are addressed.

Last Module:

What you learned about considering the mission, organization’s environment, program evaluations, and testing outcomes.

Module Discussion Directions:

Using Salkind’s assigned readings begin discussing how you plan to test your hypothesis. Please support your post with the assigned readings and outside readings if the outside readings are applicable.

Please see the grading rubric for the discussion posts before compiling your posts.

Module Topic 6: In Conclusion

Module 6 Discussion Directions:

Discuss what you learned about this course in terms of considering your organization’s mission & environment, program evaluations, and testing outcomes and how to effectively make administrative decisions given these concepts.

Please be sure to support your post with references and follow the general guidelines in the grading rubric with the exception that only one post is required for this thread.