Course Syllabus- SUMMER 2018
Last Updated: February 12, 2018

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

Course Information

Name: Administrative Studies Capstone
Number: MSAS 786/EMPA 786
Credit: Three (3) Credit Hours
Term Dates: May 14 – August 3, 2018
Description: Application of a “guiding theoretical framework” to identify solutions to an administrative problem.
Prerequisite(s): Permission of MSA or EMPA Advisor
Completion of MSA-EMPA 764

For additional student support services go to http://www.usd.edu/usd-online/student-resources

Meeting Location: On-line through D2L
Optional Collaborate Sessions: TBA

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, with the exceptions of holidays.

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.**

Instructor Biography

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: spiritual (to include servant and transformational) leadership; spiritual formation, character development, and ethics; public leadership; strategic thinking; creating innovative/creative cultures; leadership in turbulent environments; and leading in multicultural and global environments. Regarding my personal interests, I enjoy traveling and anything to do with the great outdoors.

Learning Objectives

The course learning objectives for MSAS 786 are identified in the first table below, which presents each objective, along with how that objective will be measured. The second table below presents a list of expectations for students, the instructor and the University of South Dakota.

<table>
<thead>
<tr>
<th>Objective Name</th>
<th>Measurement Tools</th>
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<tbody>
<tr>
<td>1. Identify an appropriate administrative problem for development as a professional report topic.</td>
<td>Discussion thread entries, completion of Module One.</td>
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<tr>
<td>2. Conduct a literature review and present a “guiding framework” for your professional report.</td>
<td>Discussion thread entries, completion of Module Two.</td>
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<tr>
<td>3. Demonstrate ability to apply appropriate analytical skills in assessing results of research, and making recommendations for</td>
<td>Discussion thread entries, completion of Module Three.</td>
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addressing an administrative problem.

4. Demonstrate ability to integrate and apply material learned while in the MSAS or EMPA program to address an administrative problem and more effectively perform your organizational role.

<table>
<thead>
<tr>
<th>Course Expectation</th>
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<td><strong>Responsible Party</strong></td>
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</table>
| 1. Students | • Familiarize yourself with all course procedures, assignments and web etiquette.  
• Participate in each assigned discussion thread.  
• Follow course calendar to remain current with the rest of class.  
• Check D2L “news”, content, e-mail, etc. at least a few times a week to remain current with rest of class, and respond to instructor D2L discussion and email questions.  
• Complete module assignments on time and contact the instructor prior to scheduling conflicts to seek alternative approach if schedules cannot be kept. |
| 2. Instructor | • Be accessible to students through D2L e-mail, office 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 module assignments within 10 days of the assignment due date. This feedback will be placed in the Drop-box.  
• Help student to identify topics for the professional report proposal (module one).  
• Read and comment on drafts of professional report paper, when asked to do so. |
| 3. University of South Dakota | • Provide technical, academic and student support services, as well as information on how to take advantages of these services, which is available |
Course Requirements & Due Dates

Introduction:
This course provides a framework within which you will complete your MSAS capstone professional report project. Your performance in this course will be evaluated in terms of your participation in asynchronous class discussion threads, timely completion of the assigned modules, and the overall quality of your completed professional report.

Regarding module assignments, please be sure to place your assignment (USING Microsoft Word; this is the only program that will be accepted) into the dropbox by the due date. As well, be sure that subsequent modules graded incorporate instructor recommendations from previous assignments into the current assignment. When I review the current submission I should not see similar issues that I saw in the previous module. For example, if APA standards were not adhered to in module 1 or 2, these issues should be resolved in module 3. Thank you in advance for adhering to these guidelines.

Requirements:
Participation (5%)

Students are required to post at least once per week within the assigned discussion threads during each of the module period. Evaluation of participation will be assessed on the frequency of one’s posts during and throughout each module, asking pertinent questions, reading the posts of others, being of assistance to others by providing helpful ideas and direction to others, etc.

Keep in mind that although participation is worth only 5% of the final grade, this 5% can make a difference when grades are just below the next highest grade. In other words, discussion participation can mean the difference between an A and B, B and C, etc.

Your participation grade will be added to the gradebook at the end of the semester.

For each of the modules below please be sure to follow the directions in the content link within D2L for each module, as meeting these requirements will the basis of grading.
Module One: The Proposal (20%):

**Due June 7 (Thursday)**

To successfully complete Module One, students will submit a proposal that identifies an appropriate administrative problem for development as a professional report topic. The students will subsequently develop this proposal into Chapter One of their professional report by expanding on the issues and material presented.

*Please keep in mind that we will not do any human subjects research for this course.* Please note that you will receive an “F” for the course for any human subjects research conducted. Capstone projects are primarily dependent upon findings of module 2, the literature review. As a result, you will be asked to base all findings, conclusions, etc. on the literature review.

**Please note that the instructor will send out an email outlining understanding of the human subject research responsibilities for this course. Grades for the modules will not be provided until instructor receives response email indicating understanding of this responsibility.**

Module Two: Literature Review & Guiding Framework (35%):

**Due July 11 (Wednesday)**

To successfully complete Module Two, students will complete Chapter Two of their professional report. This will include a literature review that will serve as a “guiding framework” for providing recommendations in the professional report.

Module Three: Findings and Recommendations (30%)

**Due July 24 (Tuesday)**

To successfully complete Module Three, students will submit Chapter Three of their professional report. Here, they will present a set of recommendations to resolve their selected administrative problem.

Module Four: Final Report Submission (10%)

**Due July 30 (Monday)**
Students will complete Module Four by producing an approved final draft of the professional report. Upon my approval you will email to the professor at Jacqueline.Faulhaber@usd.edu a PDF of the full report along with any appendix items. This will need to be done by August 2, 2018 at the latest. The PDF file will then be sent to the MSA program office if requested.

**Please be sure to reference each module’s directions in D2L to ensure you have covered all necessary components for that particular module.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</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>
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**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. A module 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 paper 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 module 4, 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.

Extensions of due dates are not given for forum discussions, as these discussions are part of your participation and learning in the course and thus must occur during the designated time.

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.

Grading Rubric For Each Module:

<table>
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<tr>
<th>Requirements:</th>
<th>Weight of Requirement:</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td></td>
<td>90-100 points:</td>
<td>Excellent to Outstanding</td>
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<tr>
<td></td>
<td>80-89 points:</td>
<td>70-79 points:</td>
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<td>------------------</td>
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<tr>
<td></td>
<td>Good to</td>
<td>Below Average</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>to Good</td>
</tr>
</tbody>
</table>

- 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 contains the minimum number of pages and scholarly/peer reviewed references as noted in the content modules, which exemplifies the work necessary and appropriate for a project this size. And, this of course is a reflection of what you have learned in your Master's program overall.

- Module 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.)

- Research, idea, conclusions, suggestions, recommendations, etc. is supported by sound research. Again, this is not only a practical project, but a researched project that exhibits reliance on scholarly and peer reviewed work.

- Module exhibits proper use grammar, spelling, and APA style for citations and all areas of paper structure and presentation to include page numbers in all 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.**

**Keep in mind that comments made in each one of your reports must be addressed before submitting module 4.**

- Module is handed in by 11:59 pm of due date. See overdue assignment policy.

  **Total** 100

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**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 6 of the syllabus for details.

Attendance

Attendance is measured by your timely completion of course assignments and completion of posts for a posting period. If you fail to make the required number of posts for a posting period, you will be treated as absent for that time span. I also reserve the right to facilitate an instructor-initiated drop (e.g., the right to dismiss you from the course) if you are absent from the course. As noted in the overdue assignments policy noted earlier, late discussion postings will not be counted for credit. Thus, successful completion of this course requires timely submission of assignments and posts. If you have any questions, please email me.

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 that offers the class to initiate a review of the evaluation.

Disability Accommodation

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.

Disability Services
Service Center North, R119B
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

Academic Dishonesty

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. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, 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. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Title IX

In compliance with Title IX, University of South Dakota must provide a safe and equitable learning environment for all students. You have the right to protection from: dating violence, domestic violence, gender harassment, discrimination based on pregnancy and parental status, sexual assault/rape, sexual harassment, and stalking. Read more about your rights here. If you experience or witness any of this type of behavior, please report it to the Title IX Coordinator, Khara Iverson, 605-677-5671, Khara.Iverson@usd.edu. If you have any other concerns regarding a student such as: alcohol abuse, drug abuse, depression or suicide, please report these to the Dean of Students, Kimberly Grieve, Vice President of Student Services; MUC #218; 605-677-5331. Anonymous complaints can also be made using the Silent Witness Form.

You can also get help through the USD Counseling & School Psychological Services Center at 605-677-5777. You can also get help from the Domestic Violence Safe Option Services located here in Vermillion. This is a confidential center that aids victims of sexual assault, domestic violence, and/or stalking. They have a 24 hour hotline at 605-624-5311. If you are not located in Vermillion, you can find your local services through the South Dakota Coalition Ending Domestic & Sexual Violence at this website.

You can have a friend, classmate, advisor, or faculty member help you make a report. Remember – some of these individuals are mandated reporters. Please do not hesitate to contact me if you would like me to support you through this process or if you have questions about how to proceed.

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 without prior permission. Submitting non-original work for this course without prior approval 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.

**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.