ALBANY STATE UNIVERSITY
ALBANY, GEORGIA
MASTER OF PUBLIC ADMINISTRATION PROGRAM

OLD SYLLABUS
COURSE SYLLABUS AND SCHEDULE

Course Number: PADM 5905.01
Course Title: Capstone Research
Course Credits: 3 Semester Hours
Semester Offered: Fall 2010
Class Meetings: Wednesday 5:15 pm – 7:45 pm
Location: Simmons Hall, Rm. 204 & Blackboard VISTA 8: https://asurams.view.usg.edu
Instructor: Dr. Veronica Adams-Cooper, Simmons, Room 314
Office Hours: 229-420-1135, veronica.adams-cooper@asurams.edu
           Mon. 12-5, Wed. 12-5 & By Special Appointment.
           * Schedule and confirm all requested meetings (office, telephone, or internet)
             based upon the listed office hours.

ASU Communication:
The “ASU RAMmail” account is the university’s official means of electronic communication with students. Students
are required to use the ASU website (www.asurams.edu) and RAMmail for important university’s official information
on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with
students by other means as needed, each student is required to provide the university with his/her current telephone
number(s) and mailing address via Banner Web. “[Per - Office of Academic Affairs, Dr. Ablodun Ojemakinde, Vice
President for Academic Affairs ~ 7/1/09]

Class Communication:
The Blackboard Vista 8 Email will be the primary email resource for this course. In the event that Blackboard Vista 8
Email is not working and students must use my ASU Email address, please be certain to use the following subject line

Required Text:
McNabb, David E. Research Methods in Public Administration and Nonprofit Management Quantitative and

Supplemental Texts:

Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd ed. Sage

NOTE: Sexual Harassment in any form is not condoned by Albany State University or the University System of
Georgia.
COURSE OBJECTIVES

The MPA student will develop their capstone research project in consultation with the course instructor who serves as the Capstone Advisor. This course is designed to emphasize qualitative and quantitative skills. It builds on the knowledge and skills developed in the academic courses and provides an opportunity to assess the student’s competency in critical thinking, written and oral communication, computer application and management of information, research methods and data analysis, project management, professionalism, and theoretical knowledge in core and concentration courses.

Students are expected to achieve the following in the course as outlined below:

1) Verify successful passage of IRB Human Subject Training and obtain IRB approval of research
2) Clearly define a problem or topic and demonstrate its relevance and importance to the field of public administration and affairs or the nonprofit sector
3) Frame the problem in an appropriate empirical/theoretical context, based on a thorough literature review of the topic area (See p.10 Research Abstract to help evaluate articles)
4) Utilize appropriate methodology to demonstrate the relationship between previous research and data collected by the student
5) Show significant insight in analyzing potential findings, drawing appropriate conclusions, and making practical and relevant recommendations
6) Present proposal in clear, concise, and appropriate language, via a PowerPoint Presentation in a formal research setting

COURSE PREREQUISITES

Successful completion of the following course or an approved substitution/s is required for enrollment in this course:

PAHM 5502 — Research Design and Data Analysis in Public Administration

TEACHING METHOD

The course will consist of both theory and application. The class sessions will consist of distance learning using Blackboard VISTA 8 and traditional (in-class) sessions. Lectures, library research, interactive discussions, assigned and external readings, application assignments, use of internet and electronic mail systems, examinations, practical projects, and power point presentations will be employed. Moreover, this course will employ techniques from Enhancing Adult Motivation to Learn, Wlodkowski, Raymond, San Francisco: Jossey-Bass Publishers, 1991 to integrate a variety of instructional techniques, encourage independent learning, and use interactive learning methods.

CLASS ATTENDANCE POLICY & MAKE-UPS

Class attendance is mandatory at Albany State University. The ASU attendance policy states that: "All students are expected to be in class on time for all class meetings. Attendance begins the first day of class and all students are expected to remain in class for the entire class period unless prior arrangements have been made with the instructor. Absenteeism cannot exceed the credit hours for the course. This means if a class meets two times per week, a student
cannot miss class more than two times during the semester without suffering a substantial penalty. Excessive absences may result in the instructor lowering the grade earned by one letter grade, e.g. "A" to "B" or "D" to "F". (NOTE: This includes "excused and unexcused" absences).

For this instructor, two instances of tardiness or early departure is equivalent to one unexcused absence. Tardiness is defined as arrival to class 15 minutes or more after it begins without a valid reason. Early departure is defined as leaving class 15 minutes or more before it ends without a valid reason.

Students should contact the instructor in advance regarding any foreseen instances of absence, tardiness, or early departure. Students must provide valid documentation by the next class meeting for excused absence.

All students are required to complete their assignments at the stated time periods. Make-ups and acceptance of late assignments will be administered only on excused emergencies.

CLASS AND COURSE CANCELLATION/MODIFICATION POLICY

The instructor reserves the right to make modifications to the course syllabus and requirements that are in the best interest of the learning environment. Students will be notified in a timely manner of any such modifications. Moreover, in the event that class needs to be cancelled, the instructor will make every effort to notify students via email or telephone. The topics missed during this class will be rescheduled or an independent class assignment given.

INCOMPLETES

A grade of incomplete will only be granted based upon university guidelines. Students with extenuating circumstances arising prior to the last day to drop a course and withdraw from school with a grade of "W" will not be awarded an "I" grade.

PLAGIARISM POLICY*

Plagiarism is taking ideas, writings, etc. from another source and passing them off as one's own original work. It constitutes academic dishonesty and breaches the ethical requirements of scholarly research. The penalty is severe, ranging from a failing grade on the assignment, the entire course, to expulsion from the program. Please follow all APA Guidelines for properly documenting references and citations.

UNIVERSITY WRITING REINFORCEMENT POLICY

Writing is integral to teaching and learning in all disciplines. Writing activities in this course will be evaluated and may include a variety of in-class and out-of-class writing assignments and forms of essay writing required on examinations. The APA Writing Style (current edition) is used for this course.

Students will be graded on the quality of their writing in examinations and formal writing assignments. All written work should conform to correct grammatical standards of the English language including structure, format, spelling, subject-verb agreement, plural-singular, punctuation, and content. Students who need assistance with writing should contact Mr. Mark Hankerson, Writing Lab Coordinator at 229-430-4841 or mark.hankerson@asu.edu. Schedule appointments in advance.

INTEGRATION OF TECHNOLOGY

Technology is an integral part of this course. It will involve course instruction via Blackboard VISTA 8. Students may access it from the ASU Rams Website or https://e.view.usg.edu/webct/entryPage.do?webct. BE SURE TO PERFORM THE BROWSER CHECK AND REVIEW THE MAINTENANCE SCHEDULE, STUDENT TUTORIAL, AND OTHER IMPORTANT INFORMATION FOUND ON THIS ENTRY PAGE. Technical Assistance - Students requiring technical assistance with Blackboard VISTA 8 must contact the ASU Help Desk at
helpdesk@asurams.edu or (229) 430-4909 to report problems. After reporting the problems with the appropriate agency, notify the instructor via email.

**EQUAL OPPORTUNITY STATEMENT**

Albany State University is an equal opportunity agency of the State of Georgia and as such does not discriminate against students on the basis of race, national origin, religion, disability, gender, sexual orientation, or family status.

**DISABILITY AND ACCESS STATEMENT**

Albany State University offers the Disability Student Services Program to ensure equal opportunity education to all students with disabilities. All eligible students with disabilities must have equal access to student programs, facilities, activities, and services. Students may contact the ASU Disability Student Services Program at (229) 430-4667 for appropriate disclosure and accommodation procedures.

**CLASSROOM STANDARDS**

Students are to adhere to all university policies on attendance, punctuality, make up tests, plagiarism/cheating (See additional plagiarism policy below), withdrawal from class, incomplete grades and final examinations. Please refer to the student handbook, graduate catalog, and any departmental and program guidelines.

In class, respectful and professional conduct is required towards all. An atmosphere of mutual respect and decorum should be maintained at all times in the learning process. All students will treat each other with respect in all circumstances. An atmosphere of healthy intellectual learning and exchange of views will be upheld in class. Students may disagree with respect, not contempt. Students are expected to employ non-biased speech relating to gender, race, ethnicity, physical disability, and other applicable descriptions when communicating. Note that ringing cell phones and pagers are not allowed. Also, talking on the phones is not permitted (Please exit the classroom to use). Children are not allowed in the classroom environment under any circumstances.

**EMERGENCY MANAGEMENT DIRECTIVES**

The Albany State University Emergency Management Team meets frequently to brainstorm and execute response plans in the unfortunate event of a natural or man-made disaster. Recent tragedies at some Universities are grim reminders of the need to be ever vigilant and ready to respond timely and appropriately. Our University maintains a warning system which allows for immediate and widespread notification to faculty, staff and students by disseminating text messages to cell phones and other contact numbers provided to the University.

This notification system is among the most widely adopted systems in the University System of Georgia for facilitating timely notice during an emergency. But state of the art equipment is effective only if proper procedures for its utilization are implemented and followed. To ensure that this system functions efficiently, we request that the following simple and essential procedures are followed:

1. All faculty, staff and students are required to update their contact information in Banner Web, specifically providing a local phone number, cell phone and emergency contact number (along with other directory information).
2. Concerning cell phone usage during class time, the following policy statement is binding: "For security purposes only, cell phones should be placed on vibrate mode upon entering the classroom and may be used only in an emergency. Social contacts by phone calls are discouraged during class time, as unauthorized and non-emergency use of cell phones is prohibited."
STUDENT EVALUATION AND FINAL GRADE

Students should be aware that my teaching philosophy is one that requires students to "Strive for Excellence." Therefore, students are encouraged to strive to obtain a grade no lower than a "C". This graduate course is designed to measure students' theoretical and conceptual knowledge and application of developing, managing, and evaluating programs, critical thinking and reasoning ability, oral and written communication skills, and professional ethics and accountability. The principal method of instruction will be lecture and discussion that will bridge theory and practical application. Students will actively participate in chapter presentations and discussions. Required readings must be completed prior to class.

--NOTE--

Label all computer files as follows: Last Name.First Initial-Brief Description of file-Date of submission (eg. 01-21-09)-course number [e.g. Adams-Cooper.V-Syllabus-1-16-09-5905]

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Class attendance and participation 15%
IRB Expedited Application 10%
Readings, Assignments and Quizzes 25%
Capstone Research Proposal 40%
Professional PowerPoint Presentation 10%

90 - 100 = A  
80 - 89 = B  
70 - 79 = C  
60 - 69 = D  
59 and below = F

BIBLIOGRAPHY/REFERENCES


RESEARCH ABSTRACT


TITLE: "A Comparison of the Effectiveness of Two Methods of Class Organization for Reading Instruction in Grade Five."


REFERENCE: Abstract developed from a full text article.

SOURCE: Monroe University Library, Monroe, Louisiana.

PURPOSE: The purpose of the investigation was to determine whether or not students were grouped for instruction on the basis of proficiency in reading.

HYPOTHESIS/QUESTION: It was hypothesized that there is no significant difference between method of instruction and proficiency level of students.

POPULATION: The population consisted of fifth grade students enrolled in the elementary schools of the Monroe City School District, Monroe, Louisiana, as of October 1, 1970. The sample was composed of 156 fifth grade students.

PROCEDURE: Three elementary schools, each representing a high, middle or a low socio-economic level, were randomly selected for the study. One randomly selected experimental class and one randomly selected control class were taught by the one fifth grade arithmetic teacher in each school.

INSTRUMENT: The Metropolitan Achievement Test and the Stanford Achievement Test and a teacher Opinionnaire were used in the investigation.

ANALYSIS: The hypotheses were tested using multivariate analysis techniques and regression analysis.

RESULTS: There was a significant difference in achievement gains of students who were grouped for instruction according to proficiency in reading and students of varied proficiency levels who were instructed in heterogeneous groups to which they had been randomly assigned.

CONCLUSIONS: The teacher opinionnaire indicated that participating teachers had favorable attitudes toward the method of grouping according to proficiency levels.

IMPLICATIONS: The findings and conclusions from this study have policy implications for educators in that teaching environments may meet with greater success when instruction methodologies are appropriately matched with student level of proficiency.