

## Post-Baccalaureate Rigor and Curriculum

Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

### Judgment

☒ Compliant ☐ Non-Compliant ☐ Not Applicable

### Narrative

#### Report from the Off-Site Committee

The institution provided information about the structure of graduate school, admissions requirements, and academic standards. Information about the curriculum approval process demonstrates that graduate faculty have authority to ensure the appropriate rigor in proposed graduate courses and the appropriate qualifications of graduate faculty. Acceptance to graduate faculty includes examination of applicant's Curriculum Vitae, research/publications/presentations, supervisory evaluations, and student evaluations.

The institution provided lists of courses in each program and a narrative describing how research and literature are integrated into the coursework. The sample syllabi provided by the institution focused on students' engagement in research in each academic program. However, none of the syllabi provided demonstrated that courses included the literature of the discipline.

#### Focus Report Response

Albany State University (ASU) appreciates the Off-Site Committee acknowledgement that the institution is found in compliance regarding the structure of the graduate school, graduate admissions requirements, and academic standards including the curriculum approval process and faculty credentials. The Off-Site Committee also mentioned that the institution provided examples of syllabi that demonstrated research in the academic discipline. The Off-Site Committee was correct in noting documentation that syllabi demonstrating the knowledge of the literature was not provided. Listed below are examples of course syllabi by graduate program that demonstrate knowledge of the literature in the specific discipline.

Master of Business Administration [01]

Master of Education [02]

Master of Education with a Major in Early Childhood Education

Master of Education with a Major in Middle Grades Education

Master of Education with a Major in Counselor Education (School Counseling)

Master of Education with a Major in Secondary Education

Master of Education with a Major in Special Education

Master of Education with a Major in Education Administration and Supervision [03]

Master of Public Administration [04]









Master of Science in Criminal Justice [05]

Master of Science in Nursing [06]

Master of Social Work [07]

Education Specialist with a Major in Education Administration and Supervision [08]

### Sources

-  01\_FR\_MBA\_Literature\_Syllabi\_ECON6106 (Page 4)
-  02\_FR\_Master\_of\_Education\_Syllabi\_EDUC5504 (Page 8)
-  03\_FR\_MEd\_Educational\_Leadership\_Syllabi\_EDUC5502 (Page 4)
-  04\_FR\_MPA\_Syllabi\_PADM5907 (Page 8)
-  05\_FR\_MSCJ\_Literature\_Syllabi\_CRJU6440 (Page 9)
-  06\_FR\_MSN\_Literature\_Syllabi\_NURS5120 (Page 6)
-  07\_FR\_SOWK\_Literature\_Syllabi\_SOWK7041 (Page 12)
-  08\_FR\_LEAD\_Literature\_Syllabi\_LEAD6061 (Page 8)

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**The following pages contain Supporting Documentation**

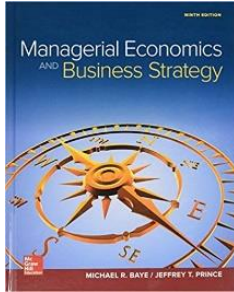
**Business Administration Department  
College of Professional Studies  
Albany State University**

**ECON 6106.02 (Online)**

Managerial Economics  
Spring Semester, 2020  
Time: N/A  
Venue: Online

Dr. Abiodun Ojemakinde, Professor  
Office: 219 Peace Hall  
Office Hours: M-Th., 12:00 noon to 1:30 pm.  
Office Phone: (229) 500-2396  
e-mail: [abiodun.ojemakinde@asurams.edu](mailto:abiodun.ojemakinde@asurams.edu)

**REQUIRED TEXTBOOK:**



Baye, Michael R. and Jeffrey T. Prince. Managerial Economics and Business Strategy, 9<sup>th</sup> ed., McGraw-Hill Education, 2017. ISBN: 978-1259290619 (hardbound copy); ISBN: 978-1259896422 (loose copy).

**COURSE DESCRIPTION:** This course is managerial economics for MBA students. It emphasizes applications of microeconomic theory in strategic business decision making. Major topics that will be covered include: fundamentals of managerial economics, the theory of demand and supply, quantitative demand analysis, the theory of individual consumer behavior, the production and cost theory, and managing in competitive and non-competitive markets. Computer-aided analyses (Excel) will be utilized, and each student is required to have a scientific calculator and have access to a computer and a printer.

**Prerequisites:** Principles of Microeconomics, Business Calculus, and Economic & Business Statistics or their equivalent courses. Students without functional knowledge of any of the prerequisites should not register for this online section of the course.

**COURSE OBJECTIVES:** The general objective of this course is to develop students' ability to solve managerial economic problems for strategic business decisions. Specifically, after completion of this course, students should be able to:

1. Explain how goals, constraints, incentives, and market rivalry affect economic decisions and apply present value and marginal analyses in optimal business decision-making.
2. Discuss price determination in a competitive market, apply demand and supply analysis as a quantitative forecasting tool, and illustrate strategic pricing of products within the demand and supply framework.
3. Explain the basic properties of consumer's preference, illustrate a consumer's equilibrium in response to changes in prices and income, and understand applications of the consumer theory in business settings.
4. Explain managers' role in the production process, calculate input demand and cost-minimizing inputs utilization, estimate production and cost functions, and illustrate the impact of short-run and long-run production decisions on costs and economies of scale.
5. Identify conditions for competitive and non-competitive markets, apply the marginal principle to determine profit-maximizing price and output in competitive and non-competitive markets, and calculate strategic output and price for multi-plant firms.
6. Conduct applied research in economics or business.
7. Acquire adequate knowledge base for a successful further study in managerial economics.

## **TOPICAL OUTLINE:**

<b>Schedule of Activities</b>	<b>Homework Assignment</b>
<b>Introduction to Managerial Economics:</b>	
1. The Fundamentals of Managerial Economics, Chap 1 (Jan 13-25); <b>Monday, January 21: MLK Holiday.</b>	Chap 1 Homework - January 22-24 <sup>a</sup>
<b>Market Forces:</b>	
2. Review of Demand & Supply Theory, Chap 2 (Jan 26-Feb 8)	Chap 2 Homework - February 5-7 <sup>a</sup>
3. Quantitative Demand Analysis, Chap 3 (Feb. 9-22)	Chap 3 Homework - February 19-21 <sup>a</sup>
<b>Consumer Behavior:</b>	
4. The Theory of Individual Behavior, Chap 4 (Feb. 23-March 7)	Chap 4 Homework - March 4-6 <sup>a</sup>
<b>Spring Break, March 9-13, 2020</b> <b>Note: Spring Break should be devoted to the final research paper</b>	
<b>Production &amp; Cost Theory:</b>	
5. The Production Process and Costs, Chap. 5 (March 15-28)	Chap 5 Homework - March 25-27 <sup>a</sup>
<b>Non-Competitive &amp; Competitive Markets:</b>	
6. Managing in Competitive, Monopolistic and Monopolistically Competitive Markets, Chap 8 (March 29-April 11)	Chap 8 Homework - April 8-10 <sup>a</sup>
<b>The Research Paper (See pages 3-5 of the syllabus):</b>	
a. <b>Submission of research topic for approval in GaView Assignments</b>	Deadline: January 13-27
b. <b>Submission of research proposal in GaView Assignments</b>	Deadline: February 16-28
c. <b>Submission of the final research paper in GaView Assignments</b>	Deadline: April 12-24

**Note:** <sup>a</sup>Homework (Hw) Assignments are scheduled and available in **GaView** on Wednesday, 12:01 am - Friday, 11:59 pm.

**READING ASSIGNMENTS:** All assigned chapters from the required textbook and other reading assignments in GaView, etc.

**EVALUATION & COURSE GRADE:** Students will be evaluated by homework assignments on each chapter covered and an applied research paper on an approved economic/business problem. Homework assignments will be posted and must be submitted/uploaded in GaView “Assignments” by the deadlines. Assignments and research paper must be timely submitted/uploaded in GaView. Credit will not be given for late work, copied work and or work allowed to be copied, and any work determined to be a product of any form of cheating, including plagiarism. There will be **no makeup for missed assignments or research papers, and employment and or personal conflicts are not acceptable excuses for failures to meet deadlines.**

Each student's midterm or final grade will be determined as follows: The midterm average is the average (percentage) score in **all** homework assignments up to the midterm, and the final average is the weighted average (percentage) score of **all** homework assignments during the academic term (60%) and the research paper (40%). No homework assignment score will be dropped, and the midterm or the final grade, based on the corresponding aforementioned average score, will be assigned as follows:

Average Score	Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	C-
50 - 59	D
40 - 49	D-
0 - 40	F

### **Research Paper Guidelines:**

1. Each student will work on an approved *applied* research topic that is relevant to an economic issue or problem. The applied research must include a carefully articulated economic theory and an appropriate statistical method germane to solving an economic problem or adding new information to a clearly defined economic issue, with empirical results. Each student is required to submit a research topic (in GaView Assignments) for approval no later than **Monday, January 27, 2020**.
2. The research proposal (double-spaced in 12-font-size) should include:
  - a. Title (**approved**)
  - b. Introduction
  - c. Literature Review
  - d. Theoretical Model
  - e. Data Sources and Analytical Method, and
  - f. References

The research proposal must be submitted/uploaded in GaView Assignments for approval no later than **Friday, February 28, 2020**. **Proposals not timely submitted/uploaded in GaView will not be reviewed.**

3. Final research paper must include:
  - a. Title
  - b. Abstract
  - c. Introduction
  - d. Literature Review
  - e. Theoretical Model
  - f. Data Sources and Analytical Method
  - g. Empirical Results
  - h. Conclusions and Study Limitations
  - i. Recommendations for Further Study
  - j. References

Final research paper, 20-25 pages and double-spaced in 12-font-size, must be submitted/uploaded in GaView Assignments no later than **Friday, April 24, 2020**. **Papers not submitted/uploaded in GaView by the established deadline or papers plagiarized will receive zero.**

Students who need additional time to complete their final research papers may request for an extension. Requests for an extension of final research paper submission deadline must be submitted to the instructor in writing (email) no later than **April 22, 2019**. Students who are making satisfactory progress in the course may be approved for incomplete grades and allowed to submit their research papers by **June 17, 2020** (midterm of 8-week Summer Term, 2020).

4. Research Writing Guidelines: Students should note the following guidelines for their research papers. Topical items for the research proposal are highlighted in red color.
  - a. **Title** – Choose a topic related to an economic problem or issue. You should select a topic that you can manage and complete within the academic term. Your research paper's title should be specific (well defined) and reflect your topic of interest in economics.  
**Hint:** You may surf the net or peruse some academic journals online or in the library for possible economic problems/titles that might spark your interest.

- b. **Abstract** – A summary of the paper, highlighting the significance of the research and its significant contributions to the existing body of knowledge in the subject. Generally, it should contain a few keywords and should not be more than ¼ of a page (single-spaced).
- c. **Introduction** – This section should provide detailed information on why the topic is essential and how the research is different from previous similar issues. Usually, the research thesis (main idea) is stated here. Hence, the Introduction Section should contain the general objective of the paper and specific objectives to be accomplished. The thesis of your research may change or be modified as you progress with your research and acquire more information (Literature Review). Also, the Introduction Section should highlight how you intend to accomplish the research objectives. Finally, the Introduction Section should contain the organization of the research paper and the target audience of the research paper.
- Hint:** While an extensive review of literature related to the topic of interest is needed to write a strong introduction, you should minimize quotations of other researchers here, i.e., you should write the Introduction Section mostly in your own words and quote or paraphrase pertinent previous researchers sparingly. **However, plagiarism must be strictly avoided in this section and other sections of the paper. Re: plagiarized papers will be canceled and assigned zero.**
- d. **Literature Review** – This section provides a detailed and extensive write-up (summaries) of pertinent researches related to the topic of your interest or the main idea (thesis) of your research that have been documented in academic literature (journals and books). You need to do an extensive review of academic journals and books online or in the library to document what has been done in the area of your interest. In this section, you should provide detailed and extensive summaries of relevant previous work done in the area of your research interest with complete citations. You should examine academic journals in economics for appropriate style/technique usually employed here.
- Hint:** A good and an extensive Literature Review would enable you to know what had been done and what research questions had not been answered to formulate a good thesis (main idea) for your research without duplicating an existing body of knowledge. Also, you would gain useful insights into applicable economic theory (theoretical model), possible data sources, analytical technique(s), etc., for your research. The relevance of an excellent Literature Review cannot be overemphasized for a good research paper. Hence, you should spend a considerable amount of time on this section.
- e. **Theoretical Model** – In this section, you need to identify and discuss an appropriate economic theory that undergirds your research thesis (main idea). You should relate the economic theoretical model or principle to your thesis. A useful literature review is helpful here.
- f. **Data Sources and Analytical Method** –
- Data Sources** – In this section, you should identify what kinds of data are needed for your research and how you would collect them. Data may be obtained by questionnaires (primary data) or collected from existing government/business sources (secondary data) or a combination of both. It is crucial for you to know what data you need and to ensure

that pertinent data are available for your analysis. **In this section, you should indicate data needed for each specific objective and their sources.** Data availability limitations might force you to modify/change your research focus.

**Analytical Method** – Here, it is required that you discuss appropriate analytical (statistical) technique(s) that you will employ for your data analysis. You should indicate how you will address each specific objective of your research with your analytical method(s).

- g. **Empirical Results** – Provide results obtained from your analysis, usually summarized in Tables, and discuss the interpretations of your results in detail, including possible limitations of your results.
- h. **Conclusions of Study Limitations** – In this section, you should provide significant findings from your research vis-à-vis the main objective and each specific objectives of your study. Also, possible limitations of your study must be stated to enlighten the readers of how not to misinterpret your results.
- i. **Recommendations for Further Study** – Here, you will indicate relevant research questions that your research has not answered, i.e., areas of your research topic that need further investigation.
- j. **References** – A complete listing of all literature reviewed and cited in your study. Papers not mentioned in your research must be excluded. You should review academic journals in economics for acceptable techniques for proper citations of references or bibliography. Your list of references may grow as you progress from your research proposal to the final paper.

5. Research Evaluation - Final research papers will be evaluated as follows:

Topical Item	Maximum Points
1. Abstract & Introduction	10
2. Literature Review	15
3. Theoretical Model	10
4. Data Sources & Analytical Method	15
5. Empirical Results	20
6. Conclusions & Study Limitations	10
7. Recommendations for further study	5
8. References	5
9. Originality, contributions to the existing body of knowledge, etc.	10
Total =	100

### **Communication:**

ASU RAM-mail is the official mode of electronic communications at Albany State University. Students are required to activate and regularly check their ASU (student and GaView) email accounts for important information. **Students should allow up to 24 hours for the instructor to respond to online inquiries/requests.**

### **Suggestions for Academic Success:**

1. Read the required textbook, including **Demonstration Problems and Inside Business Cases**, slowly, thoroughly, and reflectively with critical thinking.
2. Regularly access and carefully review course materials and guidelines that are posted in GaView.



3. Participate in class discussions and ask pertinent questions.
4. Do your assigned exercises (graded and ungraded) conscientiously. **Solutions to all questions are contained in the required textbook and materials provided in GaView.**
5. Start on your research early and consistently work on it to meet deadlines.
6. Take advantage of the instructor's office hours for timely assistance, advisement, etc.
7. **Students without functional knowledge of any of the prerequisite courses (principles of microeconomics, business calculus, and economic and business statistics) are strongly advised to withdraw from this online section of the course.**
8. Own your education, and have fun!

#### **Americans with Disabilities Act (ADA) Accommodations:**

Albany State University complies fully with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, about the provision of reasonable academic accommodations for students with disabilities. ASU strives to provide reasonable academic accommodations to students who request and require them. Students who have documented disabilities requiring accommodations should contact the ASU Office of Disability Services at 229-500-3442 or ASU (East Campus) Student Center, Suite 2-140, for assistance. Information on disability services is available at: [disabilityservices@asurams.edu](mailto:disabilityservices@asurams.edu).

#### **Miscellaneous:**

1. **Technology Integration:** This course is technology-enhanced. Each student should have access to a computer and a printer and have basic knowledge of computer utilization in several technology platforms, such as the Internet, GaView, Microsoft Office Suite, etc. Students who encounter technological difficulties should seek assistance from ASU Information Technology Services (ITS) HelpDesk at 229-500-4357.
2. **Academic Support Services:**
  - a. Office of the Registrar: 229-500-4358
  - b. James Pendergrass Library: 229-500-3468
  - c. Bookstore: 229-500-2007 (East Campus); 229-500-2008 (West Campus)
3. **Student Academic Calendars:**  
[https://www.asurams.edu/enrollment-management/office\\_of\\_the\\_registrar/academic-calendar/index.php](https://www.asurams.edu/enrollment-management/office_of_the_registrar/academic-calendar/index.php)
4. **The Course Instructor:** is your primary source of assistance to ensure your academic success. You should take advantage of his office hours for his help on the course materials and discussion of your academic needs.

#### **Changes to the Syllabus:**

The instructor reserves the right to change the course's schedule and or syllabus, and such changes will be communicated to class, as needed.

#### **Syllabus Acknowledgement Statement:**

**Each student is required to acknowledge receipt and understanding of the course syllabus. Thus, on the first day of class, each student is required to complete the Syllabus Acknowledgement Statement in GaView as follow:**

- (1) Click "Assessments";
- (2) Click "Quizzes";
- (3) Click "Syllabus Acknowledgement" to complete the Syllabus Acknowledgement Statement provided.

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**ALBANY STATE UNIVERSITY**  
**College of Professional Studies**  
**Department of Teacher Education**

COURSE NUMBER	EDUC 5504
COURSE TITLE	History of Education
CRN	89103
CREDIT HOURS	3 semester hours
PREREQUISITES	Students must be admitted to the Graduate Program of the Department of Teacher Education at Albany State University.
Co-REQUISITES (if applicable)	
INSTRUCTOR	Dr. Erica DeCuir Erica.decuir@asurams.edu 229-500-2143 Office Hours T (2:00p – 3:00p) W (8:30a – 2:30p) R (2:00p – 3:00p) Virtual/Telephone Office Hours S (12:00 – 2:00)
CLASS MEETING TIMES	T/R 5:00-7:30
CLASS MEETING LOCATION	Livertext
COURSE REQUIREMENTS	This course supports open educational resources (OER) via Galileo. Some readings will be provided by the professor or accessible via Galileo. The Galileo password is found on the GeorgiaView website. <b>The required text for this course is <i>School: The Story of American Public Education</i> edited by Sarah Mondale and Sarah Patton. The second required text is <i>The Education of Blacks in the South, 1860-1935</i> by James D. Anderson.</b>

*Course Description*

A survey of major developments in the rise of public school in the U. S. from the colonial period to the present. (Albany State University 2018-2019 Graduate Catalogue).

*Institutional Student Learning Outcomes (ISLOs)*

- ❖ ISLO 1: Students nearing completion of their educational program demonstrate effective communication skills that are appropriate for their major field of study, depth of study, and degree level.
- ❖ ISLO 2: Students nearing completion of their educational program demonstrate effective analytical problem solving skills that are appropriate for their major field of study, depth of study, and degree level.
- ❖ ISLO 3: Students nearing completion of their educational program demonstrate sufficient expertise in their major field of study or disciplinary specialization as appropriate for their depth of study in the field and degree level.

*Expected Student Learner Outcomes (SLOs)*

As a result of completing this course the student should be able to:

- ❖ Demonstrate understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth [SLO 1]
- ❖ Demonstrate understanding and the ability to use multimedia tools and applications to conduct research and analyze data. [SLO 2]
- ❖ Demonstrate an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. [SLO 3]

Standard\_Syllabus\_Template  
ASU\_undergraduate\_graduate

*Course Objectives*

Course Objectives	SLOs	Conceptual Framework
Develop advanced knowledge of key historical developments and scholars in the evolution of American public education.	SLO 1	1a
Explain contemporary trends within the context of American educational history.	SLO 1	1a, 4c
Analyze current reform initiatives in public education throughout the South and within Georgia.	SLO 2	4b
Develop a research project using historical research methods (archival data collection, document analysis, and interpretation) to explain phenomena in the history of public education.	SLO 3	4b-4c

- ❖ *List the objectives that support the mastery of the SLOs*
  - Explain contemporary trends within the context of American educational history. [SLO 1]
  - Analyze current reform initiatives in public education throughout the South and within Georgia. [SLO 2]
  - Develop a research project using historical research methods (archival data collection, document analysis, and interpretation) to explain phenomena in the history of public education. [SLO 3]

*Course Activity Components*

Course Assessments	Format	Points
History of Public Education in Early America	Essay	10
Contemporary Trends in Educational Reform	Essay	10
Reform Initiatives in the South and Georgia	Essay	10
Historical Research Project (Stage 1-3)	Research Project	30
Submission of Research Manuscript	Manuscript	20
Critical Reading Analyses (2)	Short Answer	20
<b>Total Points</b>		100

- ❖ *Activities that are aligned and support development of the student learning outcomes*
  - *Cooperative Learning Activities*
  - *Oral Communication*
  - *Historical Research Project*

*Course Assessment Components*

- ❖ *List the assessments for the course that are aligned to and measure the student learning outcomes*

Course Assessments	Format	Points
History of Public Education in Early America (SLO 1)	Essay	10
Contemporary Trends in Educational Reform (SLO 1)	Essay	10
Reform Initiatives in the South and Georgia (SLO 2)	Essay	10
Historical Research Project (Stage 1-3) (SLO 3)	Research Project	30
Historical Research Presentation (SLO 3)	Research Presentation	20
Critical Reading Analyses (2) (SLO 2)	Short Answer	20
<b>Total Points</b>		100

Standard\_Syllabus\_Template  
ASU\_undergraduate\_graduate

Course Schedule

The professor reserves the right to change or update readings, assignments and/or due dates if necessary. Find readings in the resources section in Livetext.

Dates	Topic	Location/Readings/Assignments
Week 1	<b><u>Public Education in Early America (1790-1950)</u></b> — The common school movement. Aims, curricula, and implications of public education for various cultural and racial groups.	<b><u>Class Meets 5:00-7:30</u></b> <b><u>Tuesday: Face-to-Face class</u></b> <b><u>Thursday: WebEx</u></b>  Critical Analysis #1 Due
Week 2	<b><u>Educational Reform (1950 – 1980)</u></b> — Desegregation. National, state, and local initiatives to desegregate schools and reduce bias against women and students of color. Implications for schools and communities.	<b><u>Class Meets 5:00-7:30</u></b> <b><u>Tuesday: Livetext Chat/Assignment</u></b> <b><u>Thursday: WebEx</u></b>  Essay #1 Due
Week 3	<b><u>Contemporary Educational Reform: (1980 – 2000)</u></b> — The standards movement. Standards-based reform and accountability (teacher, student, school).	<b><u>Class Meets 5:00-7:30</u></b> <b><u>Tuesday: Livetext Chat/Assignment</u></b> <b><u>Thursday: WebEx</u></b>  Essay #2 Due
Week 4	<b><u>Current Reform Initiatives in South and Georgia</u></b> — Charter schools and school privatization. Pros and cons of charter school systems in the South. Implications for teachers and communities of color.	<b><u>Class Meets 5:00-7:30</u></b> <b><u>Tuesday: Livetext Chat/Assignment</u></b> <b><u>Thursday: Webex</u></b>  Essay #3 Due
<b><u>MIDTERM</u></b>		
Week 5	<b><u>Historical Research Project</u></b> – Stage 1. Identify Problem and Intervention	<b><u>Class Meets 5:00-7:30</u></b> <b><u>Tuesday: Face-to-Face Class</u></b> <b><u>Thursday: WebEx</u></b>  Stage I Research Project due
Week 6	<b><u>Historical Research Project</u></b> – Stage 2. Data Collection and Analysis	<b><u>Class Meets 5:00-7:30</u></b> <b><u>Tuesday: Livetext Chat/Assignment</u></b> <b><u>Thursday: WebEx</u></b>  Stage II Research Project due
Week 7	<b><u>Historical Research Project</u></b> – Stage 3. Scholarly Writing	<b><u>Class Meets 5:00-7:30</u></b> <b><u>Tuesday: Livetext Chat/Assignment</u></b> <b><u>Thursday: WebEx</u></b>  Stage III Research Project due
Week 8	<b><u>Historical Research Project</u></b> – Historical Research Presentation	<b><u>Class Meets 5:00-7:30</u></b> <b><u>Tuesday: Livetext Chat/Assignment</u></b> <b><u>Thursday: Face-to-Face Class</u></b>  Research Presentation Due Critical Analysis #2 due
To obtain your final grade, divide your total number points by 100. For example, if you have a total of 92 points, then your final grade is 92/100 = 92% A		

**Description of learner-centered Activities/Exercises/Projects/Labs/Written Assignments**

1. Technology and web-based formats. Livetext is the web-based format primarily used in this course. As directed, candidates should complete a learning task using assigned instructional resources (video lectures, primary sources articles, readings, and web resources). Candidates should upload assignments and refer to grading procedures in Livetext.
2. Scholarly writing. Candidates must demonstrate knowledge of theory, research, and practice. Candidates are expected to complete four short essays that includes relevant citations of both seminal and current works in research literature. The writing rubric is designed to emphasize critical analysis and evidence in support of arguments and perspectives on course content.
3. Oral Communication. Candidates are required to demonstrate their knowledge of research-based curriculum and instructional strategies through audio-visual presentations.
4. Experiential Learning. Candidates will demonstrate their application of course content in a historical research project.

**II. Method of Student Evaluation**

Course assessments are designed to evaluate candidates' knowledge of public education in the United States.

Course Assessments	Format	Points
History of Public Education in Early America (SLO 1)	Essay	10
Contemporary Trends in Educational Reform (SLO 1)	Essay	10
Reform Initiatives in the South and Georgia (SLO 2)	Essay	10
Historical Research Project (Stage 1-3) (SLO 3)	Research Project	30
Historical Research Presentation (SLO 3)	Research Presentation	20
Critical Reading Analyses (2) (SLO 2)	Short Answer	20
<b>Total Points</b>		<b>100</b>

**Course Grading Policy**

The total number of collective points earned on each assignment will determine the final grade. The total maximum possible points that can be earned in this course is 100, which is equivalent to 100 percent.

- A. ASSESSMENT      The final grade in the course will be determined as follows: (modify as needed)
- |                       |      |
|-----------------------|------|
| Critical Analyses (2) | 20%  |
| Essays (3)            | 30%  |
| Research Project      | 30%  |
| Research Presentation | 20%  |
| Total                 | 100% |
- B. COURSE GRADES      The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	<b>III</b> and below

### III. Course Policies

#### A. Course Information and Instructor Expectations

##### Assignment Guidelines

All assignments must be double spaced, printed in black ink, use 12-point-font and be typewritten or word processed. Assignments must be submitted to Livetext. No assignments can be submitted via email, mailbox, or under the office door. See Livetext for instructions, grading, and correspondence related to grades. NO late assignments will be accepted without an official excuse documenting illness, death or extreme circumstances as denoted by Albany State University policy.

##### Professional Dispositions

All candidates are evaluated on their professional dispositions as outlined in the Department of Teacher Education's Conceptual Framework. Candidates are evaluated on their professional dispositions in every course. If a student demonstrates behavior unsupported by the professional expectations of this course, they will be referred to the Chair of Teacher Education.

#### \*\*\*\*\*Cell Phone Usage\*\*\*\*\*

"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."

#### B. Academic Honesty/Integrity

*Provide the instructor statement on academic honesty, plagiarism, etc.*

*(See ASU Student Handbook for rules on academic honesty/integrity Page 62)*

<https://www.asurams.edu/docs/darton-college-health-professions/2017-2018-Undergraduate-Student-Handbook-BSN.pdf#search=student%20handbook>

**The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment. Add any additional information related to your discipline.**

#### C. Students with Disabilities

##### a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurams.edu/student-affairs/counseling-disability-services/rights-and-responsibilities.php>

##### **Students with Disabilities:**

**If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.**

#### D. Campus Carry Information

##### a. Please refer to the following link for Campus Safety Information:

<https://www.asurams.edu/docs/legal-affairs/policies/HB-280-Campus-Carry-Policy-at-ASU.pdf#search=campus%20carry%20information>

#### E. Sexual Misconduct Policy (Harassment Policy)

##### a. Please refer to the following link for Title IX: Sexual Misconduct Policy:

<https://www.asurams.edu/legal-affairs/title-ix/sexual-misconduct-policy/>

#### F. University Math and Writing Centers Reinforcement Policy

## Standard\_Syllabus\_Template

### ASU\_undergraduate\_graduate

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center.php> OR <https://www.asurams.edu/academic-affairs/asuonline/online-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php> OR [https://www.asurams.edu/docs/learning-centers/Chapter-2\\_Presenting.pdf#search=math%20center](https://www.asurams.edu/docs/learning-centers/Chapter-2_Presenting.pdf#search=math%20center)
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

#### G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE:** “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](http://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 BannerWeb.”

#### H. Course Attendance Policy

*Provide a statement of your attendance policy OR use the ASU Policy from the most recent policy handbook. Please refer to the following link for attendance policy:* <https://www.asurams.edu/academic-affairs/academic-catalogs/>

#### I. Class Cancellation Policy

*Provide a statement of your class cancellation policy OR use the ASU Policy from the most recent policy handbook.*

#### J. Important University Dates

- a. Please refer to the online calendar for additional information:  
<https://www.asurams.edu/docs/academic-affairs/master/FY-19-to-FY-23.pdf#search=university%20calendars>

### IV. Directions and Rubrics

**(Provide students with a rubric for each graded assignment or opt for a general rubric to grade your assignments)**

- ❖ Essay Assignments: Using the College of Education Conceptual Framework, the candidate will write three short essays. Essays are designed to meet course objectives, which are aligned to professional and program standards. Each essay should include research-based information to support the candidate’s reflections on the topic. Essays should be at least 500 words in length and have a minimum of 3 **cited** sources. Detailed instructions will be uploaded to Livetext. Essays will be graded according the rubric below:

Rubric for Essays		
	Unacceptable – 0	Acceptable - 2
Content Knowledge CF 1e GACE 14 TKES PS NCSS IV InTASC 4k, 4h	Information is generally accurate but lacks sufficient content (or pedagogical) knowledge. Essay fails to show evidence of research inquiry <b>obtained from course readings</b> .	All information is accurate and clearly stated. Essay shows content (or pedagogical) knowledge and research inquiry <b>obtained from course readings</b> .
Organization	Essay lacks organization and coherence. There is little connection of ideas between paragraphs. No topic sentence and/or closing sentence is included.	Essay flows logically to reflect a cohesive argument. Use of transitional sentences develop strong relationships between ideas. A topic sentence, supporting details, and closing sentence are included.
Grammar and Mechanics	Essay contains spelling, grammar and/or punctuation errors.	Essay is almost entirely free of spelling, grammar and/or punctuation errors.
Research Citations	Essay lacks in-text citations and/or full references to support central arguments.	Both in-text and full references are properly cited using APA format.
Academic Language	Language does not reflect vocabulary or concepts integral to scholarly writing. Scholarly writing is substandard or essay does not meet requirements for word count.	Language is appropriate and word choices/ideas reflect vocabulary and concepts integral to scholarly writing. Essay shows analysis of the topic and reflects the values of the writer.
Total Points		/10 points

- ❖ Critical Reading Analyses: There will be 2 critical analyses of course readings. Each critical analysis is worth 10 points, equaling to 20 points of students' final grade. Candidates are expected to read research literature and post responses to guiding questions.

Rubric for Critical Analysis		
Component	Description	Point Value
Responses to guiding questions	Candidate responded to guiding questions <i>with sufficient detail and accuracy</i> .	3
Research evidence to support conclusions	Candidate responded with relevant in-text citations from course readings to support arguments and conclusions.	2
Oral Response	Candidate responded using scholarly language, grammar, diction, tone, and volume.	5

- ❖ Research Project: Candidates will develop a research project investigating significant figure institution, educational policy, or cultural group relevant to the educational history of Georgia. Candidates will complete the research project in three stages: (1) identify problem, (2) data collection and analysis, and (3) research findings. Detailed instructions will be uploaded to Livetext. Completion of the research project is worth 30 points.
- ❖ Research Presentation. Candidates will develop and present a historical research presentation to disseminate the results of their research project. Detailed instructions will be uploaded to Livetext. Presentation of the research findings is worth 20 points.



Standard\_Syllabus\_Template  
ASU\_undergraduate\_graduate

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print) \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Bibliography/References**

**The required text for this course is *School: The Story of American Public Education* edited by Sarah Mondale and Sarah Patton. This text is one of the seminal works in the history of American public education and has been developed as a PBS video series. The second required text is *The Education of Blacks in the South, 1860-1935* by James D. Anderson. It is perhaps the most comprehensive text on the early educational experiences of African-Americans in the South and in Georgia. In addition to these required texts, candidates will read selected articles (provided by the professor) from both seminal and current research literature:**

Seminal Works

1. Anderson, J. D. (1988). *The Education of Blacks in the South, 1860-1935*. University of North Carolina Press: Chapel Hill, NC. (Required)
2. Mondale, S. & Patton S. (2001) *School: The Story of American Public Education*. Beacon Press: Boston. (Required)
3. Dewey J. (1990) *The School and Society and The Child and the Curriculum*. The University of Chicago Press: Chicago.
4. Kliebard, H. (2004) *The Struggle for the American Curriculum*. RoutledgeFarmer: New York.
5. Gould, J. (1981). *Mismeasure of Man*. W.W. Norton & Company: New York.

Current, Relevant Works

1. Au, W. (2009). Obama, where art thou? Hoping for change in U.S. education policy. *Harvard Educational Review*, 79(2), 309-320,399.
2. Buras, K. L. (2011). Race, charter schools, and conscious capitalism: On the spatial politics of whiteness as property (and the unconscionable assault on black new orleans). *Harvard Educational Review*, 81(2), 296-330,387.
3. Hawkins, L. M. (2013). Georgia schools: Virtually here. *Distance Learning*, 10(1), 39-44.
4. Tyack, D. (1999). Monuments between covers. *The American Behavioral Scientist*, 42(6), 922-932.
5. Ravitch, D. (2014). Hoaxes in Educational Policy. *Teacher Educator*, 49(3), 153-165.

**ALBANY STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**COURSE INFO:**

**Course Number:** Educ. 5502-01  
**Course Title:** Action /Classroom Research in Education.  
**Course Credit Hours:** 3.0  
**Course Prerequisites:** Admission to College of Education  
**Semester, Year** Fall Semester, 2019

**CLASS MEETING:** Online

**CLASS LOCATION:** Online

**INSTRUCTOR and TITLE:** ABRAHAM A. ANDERO, Ph.D.

**E-MAIL:** [abraham.andero@asurams.edu](mailto:abraham.andero@asurams.edu)

**OFFICE TELEPHONE NUMBER:** (229) 500-2178

**ALTERNATE TELEPHONE NUMBER:** (229) 500-2180

**OFFICE LOCATION AND OFFICE HOURS:** ACAD 244H ONLINE

**My office fax number:** (229) 483-7777

Department www address: <http://www.asurams.edu/web/academics-college-of-education/4>



The Professional Education Unit of Albany State University develops Teachers and Other School Professionals who meet Unit Performance Standards identified in the Conceptual Framework.

**Candidates: Reflect on Knowledge – Transform with Skills - Respond to Diverse Cultures with Dispositions - Demonstrate Competence in Technology**

**Completers: An ASU Professional Educator is a Reflective, Transformative, Culturally-responsive and Technologically-competent Practitioner**

**Initial Candidates/Completers - Unit performance standards are introduced, developed and practiced at the initial level.**

**Advanced Candidates/Completers – Unit performance standards are reinforced, mastered and accomplished at the advanced level.**

## **UNIT PERFORMANCE STANDARDS**

### **1. Reflective Practitioner:**

- 1a. Professional Knowledge - The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
- 1b. Assessment Uses - The candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
- 1c. Communication - The candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

### **2. Transformative Practitioner:**

- 2a. Instructional Strategies - The candidate promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.
- 2b. Assessment Strategies - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population
- 2c. Academically Challenging Environment - The candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

### **3. Culturally-responsive Practitioner:**

- 3a. Instructional Planning - The candidate plans using national, state and local school district curricula and standards, effective strategies resources, and data to address the differentiated needs of all students.
- 3b. Differentiated Instruction - The candidate challenges students by providing appropriate content and developing skills which address individual learning differences.
- 3c. Positive Learning Environment - The candidate provides a well-managed safe, orderly environment that is conducive to learning and encourages respect for all.
- 3d. Professionalism - The candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.

### **4. Technologically-Competent Practitioner:**

- 4a. Integration – The candidate demonstrates understanding and the ability to integrate technology into curricula and administrative routines.
- 4b. Usage - The candidate demonstrates understanding and the ability to use multimedia tools and applications to conduct research and analyze data.
- 4c. Application - The candidate demonstrates understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth.

## **COURSE DESCRIPTION:**

A study of research methods, procedures and designs, including the preparation of research abstracts and action research as it applies to educational settings. .

## **ALIGNMENT WITH UNIT STANDARDS, INDICATORS, AND OBJECTIVES:**

The course addresses the ASU College of Education Conceptual Framework. In particular, the course focuses on the following standards that identify the knowledge, skills, and Professional dispositions that candidates must know and be able to do.

## **COURSE OBJECTIVES:**

- 1. Demonstrate ability to examine general differences between qualitative and quantitative studies.
- 2. Demonstrate ability to learn how to conceptualize and formulate problems.

3. Demonstrate ability to understand the steps involved in conducting action educational research.
4. Demonstrate ability to design studies that are internally and externally valid.
5. Demonstrate ability to review different methods and approaches to action research studies in education.
6. Demonstrate ability to conduct scholarly action research and write an action research paper recording the research, analysis and findings.

### **ALIGNMENT WITH UNIT STANDARDS, INDICATORS, AND OBJECTIVES:**

The course addresses the ASU College of Education Conceptual Framework. In particular, the course focuses on the following standards that identify the knowledge, skills, and Professional dispositions that candidates must know and be able to do.

**\*NOTE:** “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](http://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 BannerWeb.”

### **REQUIRED READING MATERIALS:**

All assignments have to be written using current APA format. Late assignments will be penalized. Once the assignments have been graded and returned in the class, late assignments will not be accepted.

**ASSIGNED READINGS:** All readings that are assigned for each class must be done prior to the class meeting. The only way the material can be mastered is through reading and practice. Students are expected to participate in the class discussions.

### **Research Paper (Term Paper):**

After consultation with the instructor, the graduate student will select an action research topic, read extensively, and write a term paper or an action research paper or project. The term paper should be double spaced and approximately ten pages in length. Only original copy will be accepted for the full credit. The research paper is due on the date announced by the instructor in class.

## **Journal Article Critique Assignment**

### **Research Critique**

**Directions:** Use this worksheet to help you analyze published research. You should be able to complete each item, though sometimes this may require that you make inferences. In cases where there is no information in the article to assist in completing the item, simply write "no information".

List article citation using proper format (e.g., author(s) name, year of publication, title of article, title of journal/periodical, volume number, and page numbers):

1. Is this an Action Research, explain ?
2. Summarize the main points of the literature review in a couple of sentences. Verify that current primary sources from reputable publications were used
3. What is the most likely target population? What is the most likely accessible population?
4. What method of sampling was used? How large was the sample?
5. What research design was used?
6. What instruments were used?
7. What conclusions were drawn?
8. Briefly summarize the major strengths and weaknesses of this study.

## **METHOD OF STUDENT EVALUATION**

### **ASSESSMENT**

Online participation as required	100 percent
Action Research Paper	100 percent
Reading Assignments (related journal articles) (3)	100 percent
Reflection and Practice (9 chapters)	100 percent
Case Study (mid-term Exam)	100 percent
Final Exam (case study)	100 percent
<b>TOTAL POSSIBLE POINTS</b>	<b>600 percent</b>

CLASS ATTENDANCE AND PARTICIPATION WILL BE EVALUATED BASED UPON  
THE FOLLOWING FACTORS:

1. Preparation for class (read and review assigned material)
2. Possess required course materials, e.g. text-book.
3. Participation in discussion (Offering relevant, timely, accurate, voluntary inputs).
4. Complete assignments on time (Completed work, produced according to instructions).

**The research paper will be graded based upon:**

Completeness of action research on the topic	(25 %)
Accuracy of analysis of research material	(25 %)
Organization and support of paper and conclusions	(25 %)
Proper writing mechanics	(25 %)

I anticipate that students will attend class regularly. If for any reason you must miss a class, notify me in advance. Failure to attend class regularly will result in a reduced grade or no credit given for the course. I expect that all assignments will be handed in when due unless prior arrangements are made with me. Work handed in late will not be given full credit.

**COURSE POLICIES**

**CLASS ATTENDANCE POLICY**

Students are expected to complete reading assignments before class, bring a copy of them to class, and consistently contribute meaningfully to class discussions. (Note: This may include pop quizzes if students' participation in class discussions is not satisfactory.) Furthermore, you must attend the entire class session in order to participate and you must stay until class is adjourned to receive credit. Consequently, attendance will be taken each week and 1 point will be subtracted from your final grade for each unexcused absence. Excused absences are those for which you can provide medical documentation of a serious illness on the date in question or evidence that you attended a funeral for a member of your immediate family. If you are participating in a University activity, you should request permission to attend prior to absence from class and the request should be accompanied with documentation from the faculty sponsor for the event. For example, if you miss class because you are in the band, you should provide a letter documenting the event from the director of the band. In addition, for each early departure from class and excessive tardiness, .5 will be subtracted from your final grade.

**ASSIGNMENT GUIDELINES:**

All assignments must be double spaced, printed in black ink, use 12-point-font and be typewritten or word processed. You may not submit assignments electronically. You should keep a copy or file of your paper and all graded assignments returned to you until the end of the semester. Late assignments (does not include response papers which will not be accepted after the due date) will result in an assignment grade that is lowered one letter grade per day. For, example, an assignment that is turned in one day late and results in a grade of "100" will be lowered to an "89". Similarly, a paper that is turned in two days late and results in a grade of "100" will be lowered to a "79". Additionally, points will also be deducted for misspelled words or grammatical errors. Quality counts.

**ACADEMIC HONESTY:**

Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Citation Example: Kozol, 1988, p.22). If the material is paraphrased, (Citation

Example: Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Albany State University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Rewriting the assignment or earning extra credit points will not be an option. Finally, you may not submit the work of someone else as your own or work that you have submitted for another class or another PART of this class. *See Student Handbook for rules on academic honesty.*

#### **Students with Disabilities:**

**If you are a student with a disability, you should consult with the [Insert information about Office for Students with Disabilities] to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.**

#### **University Writing Reinforcement Policy**

**Writing is integral to teaching and learning in all disciplines. Writing in this course will be evaluated with rubrics established for the different online class activities.**

#### **Integration of Technology**

**The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information.**

**Additionally, you should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify me (the professor) immediately of any changes to your e-mail address. Student will use Live-Text as their portfolio.**

#### **COURSE GRADING POLICY**

**Grades – Final Letter grades will be assigned as follows:**

**A= 90 - 100   B= 80 - 89   C = 70-79   D = 60 - 69   F = Below 60**

#### **COURSE ATTENDANCE/CANCELLATION POLICY**

**Classes will not be cancelled unless there is a major emergency**

**This course is intended to meet the needs of you, the students. As we begin to meet, it may become obvious that we need to alter this syllabus in order to meet those needs. If that is so, we shall jointly amend this syllabus as the situation requires.**



### DETAILED OUTLINE OF CLASS SESSIONS

SESSION	ACTIVITIES	READINGS
Week 1 8/19 - 8/25	What is Action Research?	Read the attached Action Research power point
Week 2 8/26 - 9/1	Action Research and the Internet  Lesson Activities: Read the chapter for general discussion and complete the assignment.  <b>Assignment: Reflection and Action number 3 on page 246 (Due on Thursday, at 11:30 p.m.)</b>	Chapter 9
Week 3 9/2 -9/8	Setting the Stage: Planning a research process.  Lesson Activities: Read the chapter for general discussion and complete the assignment  <b>Assignment: Reflection and Practice on page 96 to 97, answer all the questions (1to 12) (Due on Thursday, at 11:30 p.m.)</b>	Chapter 3
Week 4 9/9 – 9/15	Research in Professional and Public Life  Lesson Activities: Read the chapter for general discussion and complete the assignment  <b>Assignment: Reflection and Action on page 34, answer the first question under Reflection and the first question under Action (Due on Thursday, at 11:30 p.m.)</b>  1 <sup>st</sup> test (mid-term examination) online, Thursday	Chapter 1
Week 5 9/16 – 9/22	Read Related Journal Article, write one page or less summary 1 <sup>st</sup> Article (Due on Thursday, <b>at 11:30 p.m.</b> )	Article
Week 6 9/23 – 9/29	The Theory Behind The Practice  Lesson Activities: Read the chapter for general discussion and complete the assignment  <b>Assignment: Reflection and Action on page 70, (1 to 6) (Due on Thursday, at 11:30 p.m.)</b>	Chapter 2

Week 7 9/30 – 10/6	<p>Look Gathering Data</p> <p>Lesson Activities: Read the chapter for general discussion and complete the assignment</p> <p>Assignment: Reflection and Action on page 132 to 133, number 10 (Due on Thursday, at 11:30 p.m.)</p>	Chapter 4
Week 8 10/7- 10/13	<p>Read Related Journal Article, write one page or less summary</p> <p>2<sup>nd</sup> Article (Due on Thursday, at 11:30 p.m.)</p>	Article
Week 9 10/14- 10/20	<p>Think Reflection and Analysis</p> <p>Lesson Activities: Read the chapter for general discussion and complete the assignment</p> <p>Assignment: Reflection and Action on page 164, no. 4 and no. 9, (Due on Thursday, at 11:30 p.m.)</p>	Chapter 5
Week 10 10/21- 10/27	<p>Act: Action Plans - Implementing Sustainable Solutions</p> <p>Lesson Activities: Read the chapter for general discussion and complete the assignment</p> <p>Assignment: Reflection and Action on page 184 to 185, no.4 (Due on Thursday, at 11:30 p.m.)</p>	Chapter 6
Week 11 10/28-11/3	<p>Strategic Planning</p> <p>Lesson Activities: Read the chapter for general discussion and complete the assignment</p> <p>Assignment: Reflection and Action number 7 on page 208 (Due on Thursday, at 11:30 p.m.)</p>	Chapter 7
Week 12 11/4-11/10	<p>Reports Informing Stakeholders</p> <p>Lesson Activities: Read the chapter for general discussion and complete the assignment</p> <p>Assignment: Reflection and Action no.1 on page 229 (Due on Thursday, at 11:30 p.m.)</p>	Chapter 8
Week 13 11/11- 11/17	<p>Read Related Journal Article, write one page or less summary</p> <p>3<sup>rd</sup> Article (Due on Thursday, at 11:30 p.m.)</p>	

Week 14 11/18- 11/24	<b>Work on your Research Project</b> <b>Final Research Project (Due Monday at 11:30 p.m.).</b>	
Week 15 11/25-12/1	<b><u>11/25-12/1 (Thanksgiving Holiday)</u></b>	
Week 16 11/28/19	Final Examination (case Study) online, ( <b>Due on Thursday</b> , at 11:30 p.m.)	

## **UNIVERSITY DATES**

## ***Fall 2019 Academic Calendar***

## **TEXTBOOKS AND/OR RECOMMENDED OR REQUIRED READING**

1. Stringer, E. T. 2014. Action Research, 4<sup>th</sup> Edition. Los Angeles Sage Publication
2. American Psychological Association. (2009). *Publication Manual of the Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA.

## **BIBLIOGRAPHY AND REFERENCES**

3. Abelson, R. P. (1995). *Statistics as principled argument*. Hillsdale, NJ: Erlbaum.
4. Charles, C. M., Mertler, C. A. (2002). *Introduction to educational research*. Boston, MA: Allyn and Bacon.
5. ***Hittleman, D. R. (2002). Interpreting educational research. Upper Saddle River, NJ: Merrill Prentice Hall.***
6. Huck, S. W. (2000). *Reading statistics and research*. New York, NY: Longman.
7. Jalonga, M.R., Gerlach, G. L., & Yan, W. (2001). *Annual editions: Research methods*. Guilford, CT: McGraw-Hill.
8. McMillan, J. H., Wergin, J. F. (2002). *Understanding and evaluating educational research*. Upper Saddle River, NJ: Merrill Prentice Hall.
9. Smith, M. L., & Glass, G. V. (1997). *Research and evaluation in education and the social sciences*. Englewood Cliffs, NJ: Prentice Hall.

10. SPSS Inc. (1999). SPSS Base 10.0 applications guide. Chicago: Author.
11. SPSS Inc. (1999). SPSS Base 10.0 user's guide. Chicago: Author.
12. Traub, R. E. (1994). Reliability for the social sciences: Theory and applications. Thousand Oaks, CA: Sage.



ALBANY STATE UNIVERSITY  
College of Professional Studies  
Master of Public Administration Program

**COURSE** PADM 5907  
**COURSE TITLE** Capstone Report  
**CRN**  
**CREDIT HOURS** 3 Semester hours  
**PREREQUISITES** None  
**SEMESTER** FALL 2019

Enrollment in this course is contingent upon students having successfully completed all core courses (including PADM 5501 and PADM 5502) with a good standing in the MPA program and the ASU graduate School. This is a graduate level course and is not available to undergraduates. If you are an undergraduate it is your responsibility to identify yourself to the instructor and to withdraw from the course immediately.

**INSTRUCTOR** Peter A. Ngwafu  
Email: peter.ngwafu@asurams.edu  
Telephone: 229-500-2279  
Alternate Telephone Number: 229-500-2253  
Office Hours (M-F 1:30-3:30PM)  
**OFFICE** 319 FINE ARTS CENTER  
**CLASS MEETING TIMES** Thursday

**CLASS MEETING LOCATION** Fine Arts Center Room 200

**COURSE REQUIREMENTS** (Students MUST have completed PADM 5501 and PADM 5502 in order to take this course)

**Required Textbooks:**

Fred Pirczak and Randall R. Bruce, Writing Empirical Research Reports: A Basic Guide for Students of the Social & Behavioral Sciences, 8<sup>th</sup> ed. Glendale, California, Pirczak Publishing, 2015. ISBN: 978 1936523368 (Soft Cover)

Beth M. Schwartz, Eric Landrum & Regan Gurung, An Easy Guide to APA Style 3<sup>rd</sup>, edition, Washington DC: Sage Publishers 2017 ISBN 9781483383231 (Soft Cover)

**RECOMMENDED TEXT FOR POTENTIAL CASE STUDIES**

Stillman, Richard Joseph, 11<sup>th</sup> Edition *Public Administration: Concepts and Cases*. Boston, MA: Wadsworth/Cengage Publishing, 2015 ISBN 97806189930

**REQUIREMENTS:** All exams will be given in class. Students are expected to take the exams during the scheduled time. The exams will consist of objective and subjective questions (true/false, multiple-choice, terms/concepts, and essay questions).

**Capstone Report:** Students must complete a Capstone report of no less than 25 pages based on a topic in his or her area of concentration, with the approval of the instructor, at the end of the semester. Further notification/modification of the research project will be published.

### **Course Description (Get this from catalogue)**

This course requires students to complete a written practitioner-based report on a case study that demonstrates their mastery of the material presented in the core courses of the MPA program. The case study must be supported by scholarly literature and students will have to orally defend it to demonstrate their mastery of the chosen subject matter. The capstone research serves as an exit process component designed to assess students' knowledge and skills obtained in these academic courses, competency in critical thinking, and written and oral communication skills.

### **Institutional Student Learning Outcomes (ISLOs)**

The outcome for communication: **PowerPoint presentation of the final Capstone report in front of peers and the public, at the end of the semester.**

The outcome for problem solving: **Identifying a topic for research, selecting a case study to support the topic and executing the research report following a prescribed format that includes a recommendation for addressing issues/challenges about a topic and conclusion of the key findings of the report**

The outcome for critical thinking: **The research report requires students to review literature that answers the research questions, as well as discuss and synthesize information from the overview of the case study and literature review that explains the relevance of the research to the field of public administration**

### **Course Objectives:**

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

1. Demonstrate a knowledge base of the core course content.
2. Develop a practitioner-based report in response to a case study that requires substantial support from the scholarly literature.
3. Present critical thinking skills that enable the application of theory to practice.
4. Demonstrate solid written and oral communication capacities.
5. Utilize presentation software that reinforces oral communication skills.
6. Students will participate in the Albany State University Institutional Review Board process which includes completion of human subject review training (e.g. CITI or NTH) and submission of proposal for IRB review, if applicable.

### **Expected Student Learning Outcomes (SLOs)**

Upon completion of this course students should be able to:

1. Demonstrate an understanding of research techniques for collecting, analyzing, presenting and interpreting data
2. Apply critical thinking skills in synthesizing information necessary for decision making.
3. Demonstrate excellent written and oral communication skills in the execution, defense and completion of the Capstone report

4. Apply relevant aspects of the core and concentration courses towards the completion of the Capstone report
5. Use the case study, supported by relevant literature, to answer key research questions of the Capstone report
6. Show a thorough understanding of Albany State University's Institutional Review process.

### Course Activity Components

*Activities that are aligned and support development of the student learning outcomes*

Activities include; choosing a research topic, submitting a proposal, an introduction, overview of the case study, research questions and method, literature review, discussion and synthesis, conclusion and recommendation and completing a PowerPoint presentation at the end of the semester.

### Course Assessment Components

*List the assessments for the course that are aligned to and measure the student learning outcomes*

Class attendance and submission of Capstone Sections	100
Midterm Examination	100
Submission of Final Capstone Research Report	100
PowerPoint Presentation & defense of Report)	100

### I. Course Schedule (this can be as detailed as is appropriate for student learner level)

	ASSIGNMENTS		
DATE	TOPICS ALIGNED WITH STUDENT LEARNING OUTCOMES	ACTIVITY/LAB	HOMEWORK
Week of August 22, 2019	Review of the Syllabus, discussion of the Capstone Process, the Case study approach and what is expected of students. Students are also expected to begin thinking of possible Capstone topics and case studies for submission the following week	Identify topic and case study	Students are required to complete a paragraph about topic and case study
Week of August 29, 2019	Submission of Possible Capstone Topics and Case studies by Students and short presentations of the facts of the topic and case study	Discussion and refinement of selected topics	Students are required to correction and refine topic and further review of case study or case studies
Week of Sep.5,2019	Capstone Proposal and preparation of proposal	Discussion of Capstone Proposal and preparation of proposal	Students are required to prepare and submit a proposal following a prescribed format



Week of Sep. 12, 2019	Submission and correction of proposal	Discussion of attributes of good proposal	Students are required to correct proposal for submission and prepare an introduction
Week of Sep. 19, 2019	Submission of Introduction	Discussion of attributes of a good introduction	Students are required to correct introduction and prepare overview of case study for submission
Week of Sep.26, 2019	Submission of overview of case study or case studies	Discussion of overview of case study or case studies	Students are required to correct introduction and prepare of research question(s) and method for submission
Week of Oct, 3, 2019	Submission of research question(s) and method	Discussion of research questions and method and why the question and method are important	Students correct any issues with research questions and method and begin preparing literature review for submission
Week of October 10, 2019	Submission of Literature review	Discussion of literature review, its length and importance review	Students are required to continue to correct the literature review
Week of October 17, 2019	Continue with Submission of Literature review	Continue with discussions and review of literature	Students are required to continue to correct the literature review and preparation of discussion & synthesis for submission
Week of Oct 24, 2019	Submission of discussion & synthesis	Discussion of the components of the discussion and synthesis section	Students are expected to carefully review and focus on this section of the report
Week of Oct,31 2019	Continue with discussion and synthesis	Continue with discussions of this section of the report	Students are required to make corrections in this section and begin preparing conclusion and

			recommendation for submission
Week of Nov 7, 2019	Submission of conclusion & recommendation	Discussion of the components of the conclusion and recommendation section	Students are required to correct the conclusion and recommendation section
Week of Nov. 14, 2019	Continue with correction of the conclusion and recommendation	Discussion of the importance of executing this section of the report accurately.	Students are required to complete the correction of the conclusion and recommendation section and prepare a PowerPoint Presentation of the report
Week of Nov. 21, 2019	Review of all sections of the Report with students	Discussions and questions about the presentations	Students are required to incorporate corrections and recommendations into their papers
Week of November 28, 2019	Beginning of PowerPoint Presentation	Discussions and questions about the presentations	Students are required to incorporate corrections and recommendations into their papers
Week of December 5, 2019	Continue with PowerPoint Presentation	Discussions and questions about the presentations	Students are required to incorporate corrections and recommendations into their papers
Week of December 9, 2019	Submission of bound copy of report		Students submit final copies of their report and prepare for the exit process.
Week of December 11, 2019	Continue with submission of bound copy of report		Students submit final copies of their report and prepare for the exit process

### **Description of learner-centered Activities/Exercises/Projects/Labs/Written Assignments**

Activity 1: Class Attendance & Submission of Capstone sections

Activity 2: Mid-Term Examination

Activity 3: Completion & submission of the Final Capstone Report  
 Activity 4: PowerPoint Presentation & defense of report

## II. Method of Student Evaluation

*Provide a description of graded assessments that are aligned to the student learning outcomes.*

The main instructional method will be instructor-simulated discussions organized around the sections of the capstone report that will be completed by the student throughout the semester. Students will be evaluated on the basis of the learner centered activities described above- class attendance and submission of Capstone report, mid-term examination, completion and submission of the final capstone report and PowerPoint presentation and defense of the report.

### A. Course Grading Policy

*Provide a statement on your grading policy and procedures. Be clear and concise so all students understand what each is being graded on.*

Activity and/or Description		Maximum Possible Score
<b>Assignments</b>		Modify as needed
1	Class attendance and submission of Capstone sections	100 pts
2	Midterm Examination	100 pts
3	Completion and Submission of Final Capstone report	100 pts
4	PowerPoint Presentation and Defense of Report	100 pts
Total Points		400 pts

B. ASSESSMENT The final grade in the course will be determined as follows:  
 (modify as needed)

10%	Attendance & Submission of Capstone sections	
	Midterm Examination	20%
40%	Completion & Submission of Final Capstone Report	
	PowerPoint Presentation & Defense of Report	
30%		
	Total	
100%		

1. The paper must be at least 25 pages in length (excluding cover page, table of contents, references and appendix) using the current version of APA style. It must contain at least ten scholarly citations and references. It must be original work. It must be relevant to public administration and reflect the content of core MPA courses. Students must work in close consultation with the professor teaching the Capstone course regarding the topic and all aspects of its development.

2. At least TEN (10) appropriate peer-reviewed journal articles and/or books must be provided in each student's final report in terms of citations
3. Additional formatting guidelines will be provided for the report, PowerPoint, oral defense, and final submission of bound copies.

The paper must involve a case study derived either from a published source, personal knowledge of an actual situation or, possibly, a realistic hypothetical event. Selection of the case must be approved by the instructor or another core MPA faculty member so designated. It is permissible that two or more students use the same published case study if the topics of the Capstone Report differ. It is also permissible that two or more students address the same topic using different case studies. If the case study is not from a readily available published source, the student must include the case study (fully written) as an appendix to the Capstone Report. The instructor reserves the right to screen any or all assignments using Turn-It

C. COURSE GRADES The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 & below

## OVERVIEW OF THE STEPS FOR COMPLETING THE CAPSTONE RESEARCH REPORT:

The major deliverable in this exit course is comprised of the capstone research report. This practitioner-based report will require students to show their ability to analyze, synthesize, think critically, solve problems and make decisions within the public administration domain using the case study approach. **Students must work on the capstone research report throughout the semester. Moreover, it is the responsibility of each student to work closely with the instructor throughout the semester.** Students must include the instructor in multiple iterations of the capstone research project prior to its submission to MPA faculty, the oral defense, and presentation of the final document after it has been thoroughly edited and approved for binding.

### COVER PAGE

### TABLE OF CONTENTS

### EXECUTIVE SUMMARY

This is one solid paragraph, similar to an abstract seen in most published scholarly journal articles. The executive summary articulates the purpose of the study, the method used to collect information and key findings or conclusions. **The executive summary page should not be numbered**

## INTRODUCTION

This part must introduce the report by explaining its purpose and providing the reader a “roadmap” of the coming sections. The research question should be identified here, without elaboration or substantial explanation. **This should be page 1 of your Capstone**

## OVERVIEW OF CASE STUDY

This part must summarize the case study in substantial detail and make ties to at least two of the core courses in the MPA curriculum and to the student’s area of concentration. The source of the case study must be identified.

PADM 5011	Public Administration: Scope, Dev. & Ethical
PADM 5125	Organizational Theory
PADM 5261	Public Personnel Administration
PADM 5301	Public Budgeting
PADM 5502	Research Design & Data Analysis
PADM 5781	Intro to Public Policy
PADM 5500	Computer Applications & Management of

## RESEARCH QUESTION AND METHOD

The research question must be identified here, including ties to at least two of the core courses in the MPA curriculum and to the student’s area of concentration. The importance and relevance of the research question must be explained, the context of at least two core courses and the area of concentration. The relevance of the selected case to the research question must be explained. The method of research is qualitative analysis based upon secondary sources.

## RELEVANT LITERATURE REVIEW

Some of the relevant public administration literature must be substantially reviewed. This must include at LEAST (10) peer-reviewed scholarly articles and/or appropriate books in the field of public administration or related to the field of public administration. The selected articles and/or books should focus on the research question in the context of the core areas, area of concentration and the case study. The relevance of the contribution of the article or book is more important than its date. In other words, appropriate use of one or more classic sources can be appropriate.

## SYNTHESIS AND DISCUSSION

This is the most vitally important part of the paper. In this part you must apply insights derived from the literature to the research question. It is not enough to just summarize what authors contributed individually to the question. To earn an “A” in the course you must demonstrate an ability to synthesize ideas and to offer readers your own insights regarding the research question. In other words, this goes beyond the literature review and is evidence of your ability to think about modern public administration in a scholarly way.

## CONCLUSIONS AND RECOMMENDATIONS

In this part of the report, make meaningful recommendations of value to practitioners. This is the “so what” part of the report. Be practical. What is the worth of your synthesis and discussion in terms of enabling people to do a better job? How can the literature contribute to your ability to become an effective public administrator? You can also suggest possible future research, but realize that you have not completed a comprehensive literature review as would be required if this were a dissertation.

## REFERENCES

Use correct APA references. Be sure that every citation is referenced and vice versa. Include at least five peer-reviewed articles and/or books. Additional types of citations and references can also be used as additional sources. **The reference page(s) should not be numbered**

## APPENDIX 1

If the case study is not available in a readily available published source it must be provided here in its entirety. If it is available in a readily available published source, identify that source clearly and completely here.

## OUTLINE OF CAPSTONE RESEARCH REPORT (SEE APPENDIX) AND GENERAL GUIDELINES:

- Cover page
- Table of contents
- Executive Summary (Similar to an abstract)- **Not to be numbered**
- Introduction –**Beginning of Page 1**

### III. Course Policies

#### B. Academic Honesty/Integrity

##### Policy on Plagiarism

##### CHEATING AND PLAGIARISM (GRADUATE)

Cheating and plagiarism are academic grounds for expulsion from graduate studies at Albany State University. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit. **Plagiarism** is a serious academic infraction which should be avoided by all students because it will not be left unpunished, even if it was committed inadvertently. It consists of copying some one else's work and passing it off as your own without giving the proper recognition or credit, through citations, to the original author for using his or her work. Any evidence of plagiarism in any research paper will automatically trigger a penalty of "F" for that particular paper plus possible additional academic sanctions by the appropriate ASU authorities. **Because the Capstone report is an important research component of the MPA degree, we will require you to turn in sections of your paper and the final paper to a system that would evaluate your paper for plagiarism.**

*(See ASU Student Handbook for rules on academic honesty/integrity Page 62)*

<https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/>

**The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment. Add any additional information related to your discipline.**

#### C. Students with Disabilities

- a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurasm.edu/student-affairs/counseling-disability-services/>

**Students with Disabilities:**

**If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.**

**D. Campus Carry Information**

- a. Please refer to the following link for Campus Safety Information:  
<https://www.asurams.edu/police-policy-procedures/>

**E. Sexual Misconduct Policy (Harassment Policy)**

- a. Please refer to the following link for Title IX: Sexual Misconduct Policy:  
<https://www.asurams.edu/adminstration/title-ix/sexual-misconduct-policy/>

**F. University Math and Writing Centers Reinforcement Policy**

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/>
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

**G. Integration of Technology**

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/Technology/> , <https://www.asurams.edu/Technology/getting-started-students/> OR <https://www.asurams.edu/Technology/?s=student+support> for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE: “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](http://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 BannerWeb."

#### H. Course Attendance Policy

Provide a statement of your attendance policy OR use the ASU Policy from the most recent policy handbook. Please refer to the following link for attendance

policy: <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>

#### I. Class Cancellation Policy

Students will be notified well ahead of time in case of any class cancellation based on weather or other extenuating circumstances.

#### J. Important University Dates

a. Please refer to the online calendar for additional information:

<https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/>

#### Course 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 in class and on the course Web site.

K. <https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/spring-2019/>

a. Please refer to the online calendar for additional information:

#### IV. Directions and Rubrics

(Provide students with a rubric for each graded assignment or opt for a general rubric to grade your assignments)

#### PADM 5907 CAPSTONE REPORT GRADING RUBRIC

Semester:

Name of Student

CONTENT	UNSATISFACTORY (FAILING)	SATISFACTORY (PASSING, B GRADE)	EXCEEDS EXPECTATIONS (B+ TO A)
Executive Summary	The paper does not capture key elements	The paper captures key elements of the	The executive summary is excellent

	of the executive summary( purpose/significance of research, methodology and key findings	executive summary (purpose/significance of research, methodology and key findings) but is not well written. Needs improvement.	and captures the essential elements of the executive summary (purpose/significant of research, methodology and key findings) and is written in excellent style.
<b>Introduction</b>	The paper does not include key parts of the introduction such as purpose, significance and statement of the problem and identifies the research question. There are several spelling and grammatical errors and ideas are not well organized to support the central thesis	The paper includes key parts of the introduction such as purpose, significance and statement of the problem but does not identify the research question. Needs improvement in terms of the fact that there are a few grammatical and spelling errors. Organization of ideas to support the central thesis needs to be strengthened.	The paper includes key parts of the introduction such as purpose, significance and statement of the problem identifies the research question. The introduction is presented in a lively and engaging manner. There is clear evidence of organization of ideas supporting the central thesis. Proper sentence and paragraph structure. No more than one spelling, grammar or typographical error per page of text
<b>Overview of the Case study or Case studies</b>	The case study or case studies are not well summarized and there are more than one spelling or grammatical errors in the section.	Case study (or case studies) are well summarized. There is evidence of proper sentence and paragraph structure. No more than one spelling, grammar or typographical in this section.	Case study (or case studies) are well summarized. Great sentence and paragraph structure. No spelling, grammar or typographical error in this section.
<b>Research Question(s) &amp; Method</b>	Inadequate number of research questions. Research questions do not appear to be relevant	Appropriate number of research questions that are compatible with the topic. Methodology	Appropriate number of research questions that are compatible with the topic. Methodology is well

	to the topic. Methodology is not well articulated.	is well stated. No more than one spelling, grammatical or typographical error. Corrections are required	stated. No spelling, grammatical or typographical error in this section. No corrections required.
<b>Review of Relevant Literature</b>	Between 1-5 requisite number of sources (10) required to respond to the research questions. Poor sentence and paragraph structure and over three spelling or grammatical errors	Between 6-8 requisite number of sources (10) required to respond to the research questions. Acceptable sentence and paragraph structure and no more than one spelling or grammatical error. Some correction required.	Exceeds the number of sources (10) required to respond to the research questions. Excellent sentence and paragraph structure and no spelling or grammatical errors. No corrections required for this section
<b>Discussion &amp; Synthesis</b>	Failure to utilize information from the case study and literature review to accentuate the similarities and differences in the issues encountered in the research. Poor sentence and paragraph structure and over three spelling or grammatical errors	Adequate use of information from the case study and literature review to accentuate the similarities and differences in the issues encountered in the research. Good sentence and paragraph structure and no more than one spelling or grammatical error. Corrections needed.	Excellent use of information from the case study and literature review to accentuate the similarities and differences in the issues encountered in the research. Outstanding sentence and paragraph structure and great use of transitional language. No spelling or grammatical errors. No corrections needed
<b>Conclusion &amp; Recommendations</b>	Inadequate use of information from the introduction, review of literature and discussion and synthesis to craft a persuasive conclusion. No	Adequate use of information from the introduction, review of literature and discussion and synthesis to craft a persuasive conclusion. Good	Excellent use of information from the introduction, review of literature and discussion and synthesis to craft a persuasive conclusion. Great

	policy recommendations. Poor sentence and paragraph structure and more than three spelling and grammatical errors	policy recommendations. Acceptable sentence and paragraph structure and no more than two spelling and grammatical errors. Needs corrections.	policy recommendations. Beautiful sentence and paragraph structure and no spelling and grammatical errors. No corrections needed.
<b>References/Bibliography</b>	Insufficient number or quality of sources. Lists sources not cited or refers to sources not included in the reference list. Poor use of the APA style for references	Incorporates relevant and selective sources to address information cited. Does not list sources that are not cited in text. Acceptable use of APA style for references. Some corrections needed.	Incorporates relevant and selective sources to address information cited. Does not list sources that are not cited in text. In-text citations, reference list, tables and figures all presented in proper APA format. No corrections needed.
<b>Power Point Presentation of Report in Class</b>	Failure to include key sections of research in the PowerPoint Presentation. Poor delivery of information and inability to respond effectively to questions	Good attempt at including key sections of research in the PowerPoint Presentation. Acceptable delivery of information and acceptable ability to respond effectively to questions. Some improvement in public speaking skills is required.	Excellent attempt at including key sections of research in the PowerPoint Presentation. Outstanding delivery of information and great ability to respond effectively to questions. No improvement in public speaking skills is required.
<b>Overall Evaluation of Report &amp; Grade</b>	Poor Capstone Report. Sections of it have to be completely redone to correct errors in spellings, grammar and paragraph transition. Great improvements in	Good Capstone Report, overall, some editing necessary to correct few errors in spelling or grammar. Improvements in posture and	Excellent Capstone Report, overall. No editing is necessary due to the absence of spelling or grammatical errors. Great posture and communication during presentation.

	public speaking are needed	communication during presentation are needed.	
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Instructor's comments \_\_\_\_\_

Course Grade: \_\_\_\_\_

Name of Instructor: \_\_\_\_\_

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print) \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## OPTIONAL READINGS/BIBLIOGRAPHY

American Psychological Association. *Publication Manual of the American Psychological Association, Sixth Edition*, second or subsequent printing.

Booth, W. C., Colomb, G. G. & Williams, J. M. (2008) *The Craft of Research, Third Edition*. Chicago: University of Chicago Press.

Gordon G. J., (recent edition) *Public Administration in America*. Belmont, CA: Thomson, Wadsworth Cengage Publishing Co. Milakovich, M.E. and

Purdue Online Writing Lab at the following URL.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Stillman, R. J., (recent edition) *Public Administration: Concepts and Cases*. Boston, MA: Wadsworth Publishing

- **Full Term (10 Weeks)**
    - **A-Term**
    - **B-Term**
- 

**Fall 2019 Registration Begins**

March 1

**Admissions/FA/Readmit/Housing Deadline**

June 1

**Graduation Application Deadline**

August 1

**Fees Due**

August 9

**Classes Dropped for Non Payment**

August 16

**First Day of Class**

August 19

**Schedule Adjustments (Drop/Add)**

August 20 - 22

**Labor Day Holiday - Campus Closed**

September 2

**Enrollment Verifications Due by 9:00 AM**

September 3

**Spring 2020 Priority Registration Begins**

September 15

**Spring 2020 Regular Registration Begins**

October 1

**Midterm Exams**

October 9 - 11

**Midterm Grades Submission Due by 9:00 AM**

October 14

**Midterm Grades Available to Students**

October 16

**Last Day to Drop Without Academic Penalty**

October 17

November 27 - December 1

**Thanksgiving - Campus Closed**

**Last Day of Class**

December 5

**Student Study Day - No Classes**

December 6

**Final Exams**

December 9 - 12

**Commencement @ 10:00 AM**

December 14

**Final Grades Submissions Due by 9:00 AM**

December 16

**Grades Available to Students**

December 18





# Albany State University

## Department of Criminal Justice

### **COURSE INFO:**

Course Number: **CRJU 6440 - ONLINE**  
Course Title: **MANAGEMENT OF CORRECTIONAL INSTITUTIONS**  
  
CRN  
Course Credit Hours: **3 HOURS**  
Course Prerequisites: **Admission into the Graduate Program**  
Semester, Year: **Spring 2020**

### **INSTRUCTOR**

O. Oko Elechi, Ph.D.  
[o.elechi@asurams.edu](mailto:o.elechi@asurams.edu) and [elechi@att.net](mailto:elechi@att.net)  
229-500-2014 and 262-994-0262  
Office Hours: Tuesdays to Thursdays 6:30 pm - 9:00 pm; Sundays 7:00 pm – 11:00 pm or by Appointment.

**CLASS MEETING TIMES** Online

**CLASS MEETING LOCATION** <http://asu.learninghouse.com/course/view.php?id=1269>.

**COURSE REQUIREMENTS** This course supports open educational resources (OER) via Galileo. Some readings will be provided by the professor or accessible via Galileo. The Galileo password is found on the Georgia View Website.

### **REQUIRED TEXT:**

Carlson, P. M. (ed.) (2015). Prison and Jail Administration: Practice and Theory (3<sup>rd</sup> or Later Edition). Burlington, M.A.: Jones and Bartlett Learning.

### **OPTIONAL READINGS/BIBLIOGRAPHY:**

Braithwaite, J. (1989). Crime, Shame, and Reintegration. Cambridge, UK: Cambridge University Press.

Cullen, F.T.; Johnson, C.L. and Stohr, M.K. (2014). The American Prison: Imagining a Different Future. Thousand Oaks, CA: Sage.

Haas, C.K. & Alpert, G.P. (2006). The Dilemmas of Corrections: Multidisciplinary Perspects (5<sup>th</sup> or later Edition). Long Grove, Illinois: Waveland Press, Inc.

Seiter, R.P. (2002). *Correctional Administration: Integrating Theory and Practice*. New Jersey: Prentice Hall.

Tewksbury, R. & Dabney, D. (Eds.). (2008). *Prisons and Jails: A Reader*. New York, New York: McGraw-Hill.

Welch, M. (2004). *Corrections: A Critical Approach* (2<sup>nd</sup> Edition). New York, New York: McGraw-Hill.

### Course Description

This course is designed to analyze the organization and management of various types of correctional facilities. The course focuses on personnel selection and training, legal and administrative requirements, security, maintenance, program implementation and staffing. (Albany State University 2018-2019 Graduate Catalogue).

### Institutional Student Learning Outcomes (ISLOs)

- ISLO 1: Students nearing completion of their educational program demonstrate effective communication skills that appropriate for their major field of study, depth of study, and degree level.
- ISLO 2: Students nearing completion of their educational program demonstrate effective analytical problem solving skills that are appropriate for their major field of study, depth of study, and degree level.
- ISLO 3: Students nearing completion of their educational program demonstrate sufficient expertise in their major field of study or disciplinary specialization as appropriate for their depth of study in the field and degree level.

### Expected Student Learner Outcomes (SLOs)

As a result of completing this course the student should be able to:

- Use statistical tests appropriate for the Masters level
- Use research methodologies appropriate for the Masters level
- Critique theoretical formulations as they apply to juvenile/criminal justice
- Practice professional standards of the discipline
- Write professionally.

<b>Course Objectives</b>	<b>SLOs</b>	<b>Conceptual Framework</b>
Understand the role religion, culture and the economy have played in the development of punishment	SLO 1	
Understand the evolution of punishment, treatment and correctional administration, past and present	SLO 1	
Identify the benefits of restorative justice as part of the rehabilitation, reentry and reintegration objectives	SLO 2	
Identify the challenges faced by the corrections systems today and in the future	SLO 2	
Understand the complexities of the relationship around corrections between the government and the private sector	SLO 2	
Understand the moral imperative, community development and future crime reductions rationale for the education for the incarcerated	SLO 3	
Understand the role of correctional treatment programs in crime reduction	SLO 2	
Understand the role classification plays in maintaining security and order in correctional institutions	SLO 3	
Be able to differentiate between case management and unit management	SLO 3	

List of the objectives that support the mastery of the SLOs

- Appraise the approaches and theory of leadership and management of correctional institutions [SLO 1]
- Understand why the development of programs and services are important [SLO 2]
- Demonstrate understanding of critical issues relating to correctional administration and the future of correctional management [SLO 3]

<b>Course Assessments</b>	<b>Format</b>	<b>Points</b>
A review of the history of corrections, American corrections system and prison architecture	Essay	10
Discussion of institutional and departmental responsibilities	Essay	10
Explanation of the purposes of educational and vocational training	Essay	10
Design of Correctional goals – past and present (Stage 1 – 3)	Research Project	30
Appraisal of educational and training programs	Manuscript	20
Critical Reading Analyses (2)	Short Answer	20
<b>Total Points</b>		<b>100</b>

**Activities that are aligned and support development of the student learning outcomes**

- **History and operations of corrections institution**
- **Evaluation of education and vocational training programs**
- **Case study of effective rehabilitations programs**

### **Course Assessments**

List of the assessments for the course that are aligned to and measure the student learning outcomes

<b>Course Assessments</b>	<b>Format</b>	<b>Points</b>
Understanding why the development of programs and services is important (SLO 1)	Essay	10
Analyze the correctional goals and the process and procedures for managing offenders (SLO 2)	Essay	10
Review of Restorative Justice and Reentry Programs (SLO 3)	Essay	10
Proposal for rehabilitation and reentry programs (stage 1-3)(SLO 3)	Research Project	30
Submission of Research Plan	Research Presentation	20
Critical Reading Analyses (2) (SLO 2)	Short Answer	20
<b>Total Points</b>		<b>100</b>

## Course Schedule

The professor reserves the right to change or update readings, assignments and/or due dates if necessary. Find readings in the resources section in Livetext.

Dates	Assignments	
	Assignment	Reference
Week 1	<b><u>Introduction</u></b> —Review of syllabus, course policies and expectations.	
Week 2	Three pages review of any three chapters from Part I of text	Carlson, Part 1
Week 3	Three pages review of any three chapters from Part II of text	Carlson, Part II
Week 4	Three pages review of any three chapters from Part III of text	Carlson, Part III
Week 5	Three pages review of any three chapters from Part IV of text	Carlson, Part IV
Week 6	Three pages review of any three chapters from Parts V and VI of text	Carlson Parts V & VI
Week 7	Three pages review of any three chapters from Parts VII and VIII	Carlson, Parts VII & VIII
Week 8	Three pages review from Parts IX and X of text	Carlson, Parts IX & X
April 8 – 10, 2020	Mid-term Examination	Carlson, Parts IX & X
May 4 – 7, 2020	Final Examination	
May 9, 2020	Term/Project Paper Due	

## Description of learner-centered Activities/Exercises/Projects/Written Assignments

1. Technology and web-based formats. Livetext is the web-based format primarily used in this course. As directed, candidates should complete a learning task using assigned instructional resources (video lectures, primary sources articles, readings, and web resources).

2. **Scholarly Writing.** Candidates must demonstrate knowledge of theory, research and practice. Candidates are expected to complete weekly text chapters reviews that includes relevant citations of both seminal and current works in research literature. The writing rubric is designed to emphasize critical analysis and evidence in support of arguments and perspectives on course content.
3. **Oral Communication.** Candidates are required to demonstrate their knowledge of research-based curriculum and instructional strategies through audio-visual presentations.
4. **Experiential Learning.** Candidates will demonstrate their application of course content in a historical research project.

## II. Method of Student Evaluation

Course assessments are designed to evaluate candidate's knowledge of research methods in criminal justice.

Course Assessments	Format	Points
Demonstrate knowledge and skills regarding offender classification and risk assessment processes (SLO 1)	Essay	10
Explain the concept of prisonization and apply the rules and regulations of the management of correctional staff (SLO 2)	Essay	10
Demonstrate the basic reasons for management of the environment and prison settings	Essay	10
Critical issues for correctional administration and the future of correctional management (stage 1-3)(SLO 3)	Research Project	30
Submission of Research Plan	Research Presentation	10
Critical Reading Analyses (2) (SLO 2)	Short Answer	20
<b>Total Points</b>		<b>100</b>

## Course Grading Policy

The total number of collective points earned on each assignment will determine the final grade. The total maximum possible points that can be earned in this course is 100, which is equivalent to 100 percent

- A. **ASSESSMENT**      The final grade in the course will be determined as follows:
- |                      |             |
|----------------------|-------------|
| Mid-term Examination | 20%         |
| Final Examination    | 20%         |
| Weekly Discussions   | 10%         |
| Weekly Reviews       | 30%         |
| Term Paper           | 20%         |
| <b>Total</b>         | <b>100%</b> |
- B. **COURSE GRADES**      The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
------------------	-----------------------

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

### **III. Course Policies**

#### **A. Course Information and Instructor Expectations**

##### **Assignment Guidelines**

All assignments must be double spaced, printed in black ink, use 12-point-font and be typewritten or word processed. Assignments must be submitted to Livetext. No assignments can be submitted via email, mailbox, or under the office door. See Livetext for instructions, grading, and correspondence related to grades. NO late assignments will be accepted without an official excuse documenting illness, death or extreme circumstances as denoted by Albany State University policy.

##### **Professional Dispositions**

All candidates are evaluated on their professional dispositions as outlined in the Department of Teacher Education's Conceptual Framework. Candidates are evaluated on their professional dispositions in every course. If a student demonstrates behavior unsupported by the professional expectations of this course, they will be referred to the Chair of Criminal Justice Department.

##### **\*\*\*\*\* Cell Phone Usage \*\*\*\*\***

“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.”

##### **University Dates – list key dates/deadlines (or attach Academic Calendar)**



## **METHOD OF STUDENT EVALUATION**

**COURSE EVALUATION METHODS:** This course will utilize the following instruments to determine students' grades:

1. Mid-term examination = 20%
2. Final examination = 20%
2. Class Participation/Discussion = 40% (Class participation includes a three page review of the assigned weekly reading. The review should include a summary/generalization of the chapter/article. The review should identify at least five major arguments of the author and a brief critique of the reading. In addition, the student should raise at least one question from the reading which should be posted on the board for other students to respond to. Each student is required to respond to at least one question raised by another student on the board. You must also respond to the discussion question posted by the Instructor. Students who fail to participate in the weekly discussions or respond in a manner that show that they have not read and understand the material will not receive their participation mark for the week. All responses should address the issues raised and not an attack on the student who raised the questions or arguments. All postings should be between Tuesday and noon Friday of the week that the reading is assigned.
3. Term/Project Paper = 20% (due on May 9, 2020).

Listed below are suggested topics for your term paper. The topic you choose for the term paper must be one of those listed below unless you had a prior approval from me to research a particular issue. It helps to choose a topic that touches you personally – that is one that you can relate with for one reason or the other. You may find it more motivating also to choose a topic that addresses a problem that is relevant to your political/social interests, community or gender interests or one that speaks to the needs of the agency where you work.

The term paper should be at least five pages long, and should include the following sections: Introduction, Literature Review, Methodology, Discussion and Conclusion. Your paper must be typewritten, using 1.5 line spacing, and must be properly referenced using the APA referencing style. Ensure that your work conforms to proper use of grammar, spelling and sentence structure. Your paper should read like a very well written journal article.

I encourage you to discuss the research project with each other. You must however, submit a work that is truly yours. In other words, while two or more people can write on the same topic, the paper you submit must reflect individual enterprise, that is, you are not allowed to collaborate on the actual writing of the assignment.

The following are suggested outlines for your term paper:

- a. Introduction (Problem statement)
- b. Literature Review (Review of extant literature on the subject).
- c. Research Design (Methods applied to obtain materials for the study. Justify why you chose this research method as against other methods. As this is a Research class, this is the most important part of the project)
- d. Research Findings
- e. Discussion of Research Findings
- f. Implications of Study/Research Findings for policy/solving of real life problem.

The following are good sources for data for your term paper: (The University Library will be your best place to start your inquiry. Do not also forget that I remain your other source for guidance, and I am available to assist you when you call on me. To complete a good research paper, you must give yourself time. Start now to put your materials and thoughts together. It is not possible to write a good research paper within 24 hours).

- a. Refereed Academic/ Professional Journals
- b. Books published by Academic Presses
- c. Magazines or Newspapers that are highly regarded
- d. The Mainstream Popular Press
- e. Internet sources (etc).

### TERM PAPER – SUGGESTED TOPICS

1. Programs and Operations unique to correctional institutions
2. Suicide in prisons
3. Gangs in prisons
4. Managing grievances in Correctional Facilities
5. Restorative Justice and Reentry Programs
6. Sexual Abuse in Correctional Facilities
7. Religious Programing in Correctional Institutions
8. Mental Health in Correctional Institutions
9. Drug Treatment in Correctional Institutions
10. The Rehabilitation and Retributive goals of Prisons
11. Account for the role of leadership in the effective management of correctional institutions

## EVALUATION RUBRIC FOR COURSE TERM PAPER

The following are the criteria I will base my evaluation of your Term Paper. The relevance of the content to the subject matter, and how you organize, present ideas, apply the relevant theoretical framework, creatively interject your opinions and your English usage. In addition to evaluating the different elements of the paper, a holistic view on how these features are brought together to form a total work is important.

A. For a paper to score an A it must meet the following criteria. The paper comprehensively addresses the subject matter. The thesis, arguments and all supporting evidence show a clear understanding of the issues. The paper clearly, effectively and insightfully develops and conveys a point of view. Its organization and focus is also very clear, coherent, and ideas smoothly progress from one to the other, and also demonstrating excellent critical thinking and supported with appropriate examples. There are no major errors in vocabulary, sentence structure, spelling, citation, punctuation and paragraphing. It must meet the APA format and present a complete Bibliography in a separate page.

B. A paper in the B grade range must meet the following criteria:

Show significant mastery of the subject matter; however, showing occasional errors in thought and quality; the paper is clearly and effectively developed and presented, demonstrating reasonable critical thinking, coherence in thought, and progression of ideas; occasional mistakes which do not impede the meaning and clarity of the statement in grammar, word selection, sentence structure, spelling, paragraphing. Appropriate evidences are provided to support paper thesis, arguments and opinions. The References must be complete and the APA writing format followed.

C. A paper in the C or lower range has the following weaknesses:

The paper shows some understanding of the subject matter however with significant errors that compromises the quality of the paper. The theories selected for analysis do not fit or are misapplied. One or more of the important elements of the paper is missing. The paper in significant respects is unfocused and or disjointed and incoherent. There are several grammatical, sentence structure and spelling mistakes. The citations and references are either lacking and or not properly done.

### **COURSE GRADING POLICY–Sample**

**Grades – Final Letter grades will be assigned as follows:**

**A= 90 - 100   B= 80 - 89   C = 70-79   D = 60 - 69   F = Below 60**

**ALIGNMENT WITH DISCIPLINE STANDARDS (Department faculty members will discuss with students how course prepares student relative to these professional standards.) Include Department's common template**

## **COURSE POLICIES**

### **CLASS ATTENDANCE POLICY**

Class attendance at Albany State University is compulsory. Students' grades are based on daily class participation and performance. Teachers will not administer examinations and quizzes to students who have been absent from class for reasons other than official business of the University, sickness, or emergencies such as death in immediate family, jury duty, court summons, etc. When students are absent for emergency reasons, the number of excused absences permitted should not exceed the number of credit hours awarded for the course except for the most extreme avoidable emergencies (e.g., death of family members, jury duty, etc.). The instructor will officially certify all excused absences

### **CLASS ATTENDANCE POLICY (On-line)/ INTEGRATION OF TECHNOLOGY**

Class attendance is mandatory at Albany State University. ASU's attendance policy states: All students are expected to be in class on time for all class meetings. Attendance begins on the first day of class and all students are expected to be present for all scheduled web classes, unless prior arrangements have been made with the instructor.

Online courses are accessed through <http://site>. Students will be provided with a User ID and a password. The online course homepage will host a number of facilitated activities for the students, including the syllabus, required activities and assignments, course calendar, and a gradebook to track individual progress. Students are expected to visit the course homepage a minimum of twice per week to check for e-mail, announcements, download appropriate course material, and post required assignments. Your timely responses to the weekly assignments/discussions will be used to validate your attendance. **Failure to respond to assignments on-time weekly will be considered a missed class. See attendance policy above.**

**DESCRIPTION OF COURSE ASSESSMENTS:** You should provide a detailed description of each assignment.

### **ASSIGNMENT GUIDELINES:**

#### **University Writing Reinforcement Policy**

**Writing is integral to teaching and learning in all disciplines. Writing in this course will be evaluated with rubrics established for the different online class activities.** Writing activities in this course will be evaluated and may include in-class and out-of-class writing assignments and essay writing required on examinations. All written work must reflect good English composition.

### **ACADEMIC HONESTY:**

*See Student Code of Conduct for policy on academic integrity (policy below).*

### **SECTION 1. ACADEMIC DISHONESTY (UNDERGRADUATE)**

The intentional misrepresentation of one's work to deceive for personal gain, when in fact said work is not that person's or assisting another to do the same. Academic Dishonest includes, but is not limited to cheating plagiarism, and fabrication.

**SANCTIONS:** Probation and a recommended grade of "F" in the course, University suspension for not less than one year.

### **CHEATING AND PLAGIARISM (GRADUATE)**

Cheating and plagiarism are academic grounds for expulsion from graduate studies at Albany State University. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit.

#### **Students with Disabilities:**

**If you are a student with a disability, you should consult with the [Insert information about Office for Students with Disabilities] to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs. Assignments/exams prior to receiving disability approval cannot be covered by the disability decision.**

**\*NOTE: "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](http://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 BannerWeb."**

### **Integration of Technology**

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information.

Additionally, you must have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately if there are any changes to your e-mail address.

### **University Dates – list key dates/deadlines (or attach Academic Calendar)**

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print) -----

Student Signature: -----

Date: -----

**ALBANY STATE UNIVERSITY  
DARTON COLLEGE OF HEALTH PROFESSIONS  
DEPARTMENT OF NURSING  
Fall 2019**

**Course Number:** NURS 5120  
**Course Title:** ADVANCED NURSING RESEARCH  
**Credit Allotment:** 3 Semester Hours  
**Placement:** Fall, Spring & Summer Semester  
**Pre-Requisites:** NURS 5111, Admission to the Graduate Nursing Program  
**Faculty:** Linda Amankwaa, PhD, RN, FAAN  
 Phone: 2292914292  
 E-mail: Linda.Amankwaa@asurams.edu  
 Campus Office Hours: By Appointment (Email for appointment)

Andrea L. Dozier, EdD, MSN  
 Phone: 229-500-2325, 1-980-553-1787  
 Email: andrea.dozier@asurams.edu  
 Office hours: TBA

**Technology Support** ASU Help Desk

### Prospectus

This course emphasizes quantitative and qualitative research methodologies and the application of technology in data analysis. The function of basic, applied and evaluation research will be delineated. The utilization of software packages in the analysis of data will be explored. Selection of research topic and general proposal for thesis/scholarly project should be completed during this course.

Student Learning Outcomes (Program Outcomes) for this Course:

1. Completion of a clear Thesis Proposal which includes Chapters 1-3 in APA format with at least 10 references where at least 5 are nursing research, consideration of cultural implications for sampling and EBP. (PO #1 and 5)
2. Completion of a draft of the IRB application. (PO #3)
3. Communication with Thesis Committee. (PO #4)
4. Completion of course objectives at 80%. (PO # 1-5)
5. Completion of CITI (ethical considerations) at 80% level. (PO #4)
6. Completion of Powerpoint presentation of Thesis proposal with oral presentation to a group. (PO #4 and #3).
7. Participate in discussion and communication with others in a respectful manner (PO #1).

### Course Objectives

At the completion of this course, the student should be able to achieve the following:

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### **Professionalism (P and PO #1)**

1. Demonstrate professional accountability through class preparation, participation, and academic honesty.
2. Assume responsibility and accountability for utilizing concepts basic to nursing research identified in previous research courses.
3. Utilize external standards of excellence and ethics in conducting nursing research.
4. Integrate nursing theory into the practice of nursing research.
5. Develop a research proposal utilizing the concepts of theory and nursing science.
6. Integrate ethical and legal considerations in the conduct of nursing research.

### **Nursing process (NP and PO #2)**

1. Discuss the relationship of nursing research to theory development and nursing science.
2. Compare and contrast steps in qualitative and quantitative research approaches.
3. Select data collection and statistical techniques appropriate for qualitative and/or quantitative research design.
4. Utilize selected software packages in the analysis of research data.
5. Support the use of nursing research as important to each phase of the nursing process.
6. Apply nursing research to advanced practice nursing.
7. Formulate nursing research questions related to nursing practice.
8. Discuss the sources (practice, research, and education, theory) of nursing research problems.

### **Therapeutic Communication and Interventions (TCI and PO #3)**

1. Interpret the implication of their research findings on nursing practice.
2. Disseminate research findings to peers, undergraduate students and consumers.
3. Develop a research proposal using quantitative or qualitative research approach.
4. Educate peers and consumers about the research process and their proposal plans.
5. Teach peers and consumers in the community important findings from their literature review/research findings.
6. Engage in the use of appropriate technology in the processing, presentation and communication of nursing research.

### **Leadership, Collaboration & Advocacy (LCA and PO #4)**

1. Engage in planning and conducting research activities with peers, other professionals and consumers.
2. Assume responsibility for the organization of a thesis committee.
3. Collaborate with peers and other professionals in the development of a nursing research proposal.
4. Serve as advocate for the participants/subjects in the research process.
5. Assume a leadership role in the designing of nursing research.
6. Support culturally sensitive approaches in the conduct of nursing research.

### **Evidence-based Practice (EBP and PO #5)**

1. Integrate the use of library materials, primary sources, and basic elements in critiquing nursing knowledge/science
2. Synthesize nursing knowledge from literature review within a nursing research proposal
3. Draw conclusions and modify practice based on evidence from nursing research
4. Critique quantitative and qualitative research reports.
5. Evaluate published reports of nursing research for the applicability of the findings to advance nursing practice.

### **Required Textbooks**

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American Psychological Association. (2010). *Publication Manual for the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN #978-1-4338-0561-5  
 Grove, S., Burns, N., & Gray, J. (2018). *The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence*. (8th ed.). St. Louis: Elsevier Saunders.

#### Important Web Sites for this Class:

1. [WWW.APASTyle.Org](http://WWW.APASTyle.Org) (Help with APA)
2. [WWW.citiprogram.org](http://WWW.citiprogram.org) (Ethics Certification for our class)
3. [WWW.turnitin.com](http://WWW.turnitin.com) (Class ID 7397790, Enrollment password Success9)
4. [WWW.grammarly.org](http://WWW.grammarly.org) (Paper submissions/editing)
5. [WWW.Plagiarism.org](http://WWW.Plagiarism.org) (Review for your information)
6. [IRBnet.org](http://IRBnet.org) (IRB Application)

#### Evaluation\*

Class Participation (Discussion/Action Assignments)	10 %	
Research Proposal	75 % *	Chapter 1= 25%
		Chapter 2 =25%
		Chapter 3 =25%
Oral Presentation of Research Proposal or Online Presentation	15 % *	
IRB Training	S/U*	
Portfolio	S/U*	
TOTAL	100%	

\*Required for course completion

#### Grading Scale

90-100	A
80-89	B
75-79	C
65-74	D
64 and below	F

\*A minimum grade of "B" is required for passing in all graduate courses.

#### Teaching Methods

Interactive presentations	Web activities	Critical thinking exercises
Online class discussion	Peer Review and Evaluation	Reflective writing

#### Class Requirements

##### STATUS OF RN LICENSURE:

All graduate nursing students must have an unencumbered license as designated by the Board of Nurse Examiners (BNE). It is imperative that any student whose license becomes encumbered by the BNE immediately notify the Chair of the Department of Nursing.

##### GRADUATE STUDENT

Students are responsible for knowing and complying with

**HANDBOOK:** all policies and information contained in the Graduate Student Handbook.

**AMERICANS WITH DISABILITIES ACT:** As a faculty member, I am required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.

### **Class Participation**

Students will do the required readings and review unit presentations according to the class schedule, and will actively participate in online discussions. Students will make a minimum of one original posting to each discussion assignment. In addition, a response to fellow learners’ postings is required during the week. The quality of comments is as important as the quantity, so students are expected to be reflective in their original posts and responses. Generally 150-250 words are adequate for your initial postings. Responses to fellow learners need to seek clarification, question and help enhance the student’s original thoughts- A minimum of 100 words is expected to accomplish this. It is expected that you reference your original posting using APA format.

### **WRITING POLICY**

Discussion participation will be evaluated according to the grading rubric found under “Start Here-- Grading Rubrics.” Action Assignments are to be submitted individually to the designated instructor via the assignment drop-box. Action Assignments will be graded as “S” or “U.” **Assignments not submitted through the drop assignment drop box will not be accepted. A “U” will be given for all unaccepted assignments. Action assignments are due** on Friday of each week unless otherwise dated.

Writing is integral to teaching and learning in all disciplines. Writing activities in this course including posting to discussions will be evaluated based on clarity, grammar, spelling, the most current APA standards and Netiquette guidelines. Your initial response to the discussion should be a minimum of 150-250 words with appropriate citation as per 6<sup>th</sup> edition of the APA manual. Your response to a student (100-word minimum) should add knowledge to the subject and should be cited appropriately.

Weekly or Bi-weekly discussion participation is a key writing activity in this online course. Your instructor will post the discussion questions for the week on Sunday evening. Your original responses to the questions are to be posted by Wednesday night and responses to fellow learners completed by the end of the week (Friday). We are attempting to build a learning community here, and therefore, depend on everyone's participation. If your original and response postings do not meet the deadlines, then those people who are looking for input into the discussion during mid-week are left hanging. Try to log on several times each week and definitely post on different days.

Please do not post your discussion as an “attachment.” The reason for this is two-fold. First, many students have very slow internet connections, and the additional step required to open the attachment can be time-consuming, and chances are, your fellow learners will not even bother to read it. Second, is that it places everyone at risk for a computer VIRUS. Viruses generally are transmitted through macros, such as Word documents, so that if one student has a virus, each student who opens the attachment is at risk of having their computer infected.

Netiquette provides basic information about writing online, that allows you to:

- Be properly understood.
- Get your points across effectively.
- Avoid getting anybody annoyed

Some general guidelines for the Discussion forum include:

- Remember the Golden Rule--don't do anything to other users that you wouldn't like done to you. (Likewise, remember to give what you would like to receive.) Don't publicly post e-mail another person has sent you unless the sender gives his or her permission.
- One of the first rules you learn when you get online is: Don't write EVERYTHING IN UPPERCASE! It may be easier to type that way, but it instantly tells everybody that you are shouting. For those who are new to the Net, Uppercase is sometimes used, when somebody wants to indicate that they are SHOUTING! But few people will read a message that SCREAMS at them.
- Don't engage in "flaming" (i.e. hate-filled messages, expressing outrage).
- Before you start to type, think first about what you want to say and get your thoughts together. Sometimes it is best to prepare your responses in a word processing program (like MS Word) and then cut and paste your response to the discussion board. An additional advantage is that you can do spell-check and grammar check while in the Word processing program.
- Review communication guidelines under the "start here" tab.

Remember that all postings made to the Discussion forum are available for public viewing. If you have issues to discuss privately, please send an e-mail.

### **Integration of Technology**

NURS 5120 is a Web-based course. NURS 5120 Desire to Learn Homepage will host a number of facilitated activities for the students, including lecture notes, course calendar, and a grade book to track their progress. Students are expected to visit the course homepage and the MSN Student/Faculty Homepage a minimum of twice per week to check for course announcements/e-mail, and to participate in various online activities.

### **Cheating & Plagiarism**

**If a student is found cheating on any exam or course written assignment in the nursing program, he/she will receive a zero on that exam or written assignment without the possibility of a re-take on the exam or assignment, fail the course with an grade of an F and will be dismissed from the program (Effective Spring 2009).**

### **Plagiarism Defined**

Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper.

### **Turn It In**

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All proposals will be submitted to Turn It In to detect the tendency for plagiarism. Any detection > 20% constitutes "Cheating" and the cheating policy will take effect. **PLAGIARISM IS NOT ALLOWED AND YOU WILL BE DISMISSED FROM THE PROGRAM.** So do yourselves a favor and submit it to Turn It In and check for plagiarism. It will save you from being dismissed from this program. And I encourage you to submit each chapter early enough to make your own changes.

### **Research Proposal**

Students will submit a research proposal that will subsequently be developed into a thesis or scholarly project. The differentiation between a "thesis" and "scholarly project" is detailed in the ASU Graduate Nursing Student Handbook, which can be found on the MSN Faculty/Student Homepage under "Program Resources." The research proposal consists of Chapter 1 (Introduction), Chapter 2 (Literature Review), and Chapter 3 (Methodology). A guideline for the required components within each chapter can be found under "start here"- ch 1-3 thesis proposal example/outline." The research proposal must adhere to the 6<sup>th</sup> edition of APA writing style. The final proposal is due as noted. **Please submit each chapter and the final proposal to an editor prior to submitting your proposal (You may use ASU's Online Writing Center for assistance or you may elect to contract someone to assist you). A 5% deduction off of each chapter grade will occur for each day a chapter of the proposal is not submitted by the due date and time.**

### **Oral Presentation**

At the conclusion of this course each student must give an oral presentation (or online presentation TBA) of their research proposal. It may be a PowerPoint presentation, or a poster-board. Each student will have 10 to 15 minutes to present their introduction, literature review, and methodology. If you need special equipment for your presentation (i.e. overhead projector, laptop computer, etc), please let your instructor know one week in advance. This is a professional presentation, and considered a "prelude" to the oral defense of your thesis or scholarly project, so please prepare accordingly.

### **IRB Training: Protection of Human Subjects**

Students must complete the online tutorial "Protection of Human Subjects". A link to this training session can be found under "Course Resources": "IRB." At the completion of this 90-minute training, a certificate will be issued. Please submit an electronic copy of the certificate to your instructor during the specified week (found under "Action Assignments"). **CITI is the required training for this course**

### **Portfolio**

Once your draft proposal has been approved by your thesis committee, you will submit a portfolio that contains the completed IRB forms, the IRB training certificate, and Chapters 1 through 3. You must submit your 3 chapters and IRB forms electronically to the faculty of the course and your Chair. You will need to include your course instructors on the email that you send to your chair and committee members.

### **University and Course Policies**

#### **A. Course Information and Instructor Expectations**

See sections above

#### **B. Academic Honesty/Integrity**

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)

<https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/>

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Add any additional information related to your discipline.

**C. Students with Disabilities**

- a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurasm.edu-student-affairs/counseling-disability-services/>

**Students with Disabilities:**

If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

**D. Campus Carry Information**

- a. Please refer to the following link for Campus Safety Information: <https://www.asurams.edu/police-policy-procedures/>

**E. Sexual Misconduct Policy (Harassment Policy)**

- a. Please refer to the following link for Title IX: Sexual Misconduct Policy:

<https://www.asurams.edu/adminstration/title-ix/sexual-misconduct-policy/>

**F. University Math and Writing Centers Reinforcement Policy**

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/>
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

**G. Integration of Technology**

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/Technology/>, <https://www.asurams.edu/Technology/getting-started-students/> OR <https://www.asurams.edu/Technology/?s=student+support> for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

**\*NOTE:** “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](http://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 BannerWeb.”

**H. Course Attendance Policy**

*Provide a statement of your attendance policy OR use the ASU Policy from the most recent policy handbook. Please refer to the following link for attendance policy: <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>*

**I. Class Cancellation Policy**

*Provide a statement of your class cancellation policy OR use the ASU Policy from the most recent policy handbook.*

**J. Important University Dates**

- a. Please refer to the online calendar for additional information:

<https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/>

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

#### Weekly Activities.

Week of Course	Course Calendar Topics	Comments
Week 1	Introduction to Nursing Research and the Research Process	Read and Accept the syllabus.
Week 2	Overview of Qualitative Versus Quantitative Research Research Problem and Purpose Objectives, Questions, and Hypotheses	Review student resources on the evolve website. Your Book resources. ASU Writing Center Assignment
Week 3	Literature Review Theoretical Framework	Literature Review Tool (10 scholarly articles required) Submit Research Topic, problem, purpose, and research questions. Email Chair and Committee members this information. Begin Literature review following posted guidelines (this is due week 8)
Week 4	Qualitative Research Methods Critical Analysis of Qualitative Studies	Participate in threaded discussion with characteristics of a qualitative article/research critically thinking about the qualitative method. <b>Post your qualitative article and describe the characteristics the posted article. Answer questions related to article in discussion posts. Identify theoretical framework for study and describe the connection to your topic.</b>
Week 5	Quantitative Research Design and Exam #1	Identify your research design for your thesis/scholarly project. <b>Participate in a thread discussion with characteristics of a quantitative article critically thinking about the method. Post your quantitative article and describe the characteristics the posted article.</b>
Week 6	Sampling Legal/Ethical Issues	Complete online CITI IRB training and submit electronic certificate into assigned dropbox(Also place this in your portfolio) Discussion: Describe the method you plan to use to obtain your sample. <b>Discuss cultural issues and sampling.</b>
Week 7	Measurement	<b>Chapter 1 of thesis proposal due for review by 11 p.m.</b> last day of week. Upload into assigned dropbox Make a decision on measurement for your study. Discuss this decision in class.
Week 8 Midterm	Data Analysis Collection	Discussion: Present plan for data collection and management.

		<b>Literature Review (chapter 2) Due in dropbox by 11pm.</b>
Week 9	Data Analysis	Identify statistical tests that you will use for analysis of your data. Dropbox activity
Week 10	Informed Consent	Upload cover letter and informed consent to accompany your questionnaire. (dropbox)
Week 11	Interpreting Research Outcomes and Disseminating Research Findings	Interpreting and presenting the findings. <b>Discuss findings of both qualitative and quantitative research articles within discussion posts.</b> <b>Work on chapter 3 (methodology)</b>
Week 12	Research/Thesis--Scholarly Project Development	Continue to develop Research/Thesis--Scholarly Project. Communicate with your Thesis committee. Reflect on this process <b>Submit Chapter 3 of Research/thesis Proposal by 11 pm last day of this week.</b> Complete IRB application and send to chair* Begin development of presentation*
Week 13	Research/Thesis--Scholarly Project Development	Submit final proposal with IRB forms along with a hard copy of your Portfolio to the faculty and class. There should be 3 documents in the portfolio: Chapters 1-3, IRB application (do not submit online, only attach paper application), CITI training certificate.  Also put IRB application in dropbox <b>Communicate with your thesis committee. Share PPT and Thesis proposal. Continue to work on Thesis. Present to a group of nursing friends or colleagues. Reflect on this endeavor.</b>
Week 14	Research/Thesis--Scholarly Project Development	Submit any changes/revisions Presentations
Week 15	<b>Research/Thesis--Scholarly Project Development</b>  <b>ORAL/Powerpoint PRESENTATION:</b>	
Week # 15 and 16	<b>ORAL/Powerpoint PRESENTATION:</b>	

### Additional Important Instructions

**Portfolio: An electronic copy as one word document:**

**1. Chapters 1-3 in APA format**

**2. All Appendixes: Certificate of completion for "Protecting Human Subjects,"**

Fall 2019

Informed consent forms, i.e., agency/facility and participants,

IRB applications for all facilities or agencies, and

Permissions for utilizations of tools.

Copy of the tool(s),

Notices:


1. Syllabus subject to change. Will send announcement about changes.
2. All course papers must be submitted to ASU writing center and Turnitin. Make changes prior to submission.

**Turnitin - Home** [www.turnitin.com/](http://www.turnitin.com/)






## Content Browser

 Start Here >

 Student Resources >

 Accessibility/Privacy Policies >

 Course Content >

## Announcements

### Data Management Information. How long do I keep my data? X

Posted Nov 6, 2019 11:26 AM

Hi Class,

This information is for Chapter 3 and your IRB application. See data management.

Check ASU IRB to be sure but this is good general information.

[https://www.uwyo.edu/research/\\_files/docs/investigator%20requirements%20for%20retaining%20research%20data.pdf](https://www.uwyo.edu/research/_files/docs/investigator%20requirements%20for%20retaining%20research%20data.pdf)

Best,

Dr. Linda

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**Places to Look for Nursing Research Articles and a few Nursing Research Journals. Read today!** X

Posted Nov 6, 2019 3:25 AM

Class, there are many sites available to you to find nursing research articles. Listed here are a few examples. A good place to start is our own online library. See number one.

*Additionally, a nursing research article contains information for your nursing discipline. Search for nursing research articles that have a introduction/background, literature review, method section, results and discussion. Similar to your thesis headings. The article is written by nurses and often contains a nursing theory. Once you have located all 10 of your nursing research articles, you will see a pattern of thought, a pattern of theories used in this area, the types of survey instruments used to measure your concept, and the major nurse researchers in this area. In some instances, you will come to "know" this nursing area so well that you find gaps that need to be filled by your nursing thesis work.*

*Note: It is a good idea to clear your research articles and your literature review with your chair to be sure you are moving in the right direction.*

*The key word is research. The article can be either quantitative or qualitative but must be related to your topic and involve nursing research work.*

*Question: Do you expect a dentist to write nursing research? No. You expect nurses to write nursing research. You may expect nurses to write about nursing care with dental patients.*

Class, you may not be able to connect via the links below. I would recommend that you type the words into a search engine and then review the site for nursing research and your topic.

If you are still having difficulty at this point, contact your chair or class faculty for assistance immediately. Here is my contact information 2292914292. Dr. Linda

1. Cinahl (Must go to the ASU library for this one. It is a special data base for nursing articles within the library.)

<https://www.ebscohost.com/nursing/products/cinahl-databases/cinahl-complete>

2. Tutorial: Evidence Based Practice at:

<http://www.hsl.unc.edu/Services/Tutorials/EBM/welcome.htm>

3. Medscape Nurses

<https://www.medscape.com/nurses>

4. PubMed For Nurses

<https://www.nlm.nih.gov/bsd/disted/nurses/cover.html>

## 5. BMC for Nurses

<https://bmcnurs.biomedcentral.com>

## 6. Agency for Healthcare Research and Quality

<https://www.ahrq.gov/>

## 7. Sigma Theta Tau

<https://www.sigmanursing.org/learn-grow/publications>

## 8. Nursing Research

<https://journals.lww.com/nursingresearchonline/pages/default.aspx>

## 9. Canadian Journal of Nursing Research

<http://us.sagepub.com/en-us/nam/canadian-journal-of-nursing-research/journal202552>

## 10. Western Journal of Nursing Research

<https://journals.sagepub.com/home/wjn>

## 11. Applied Nursing Research Journal

<https://www.journals.elsevier.com/applied-nursing-research/>

## 12. Journal of Nursing Research and Practice

<https://www.pulsus.com/journal-nursing-research-practice.html>

## 13. Clinical Nursing Research

<https://journals.sagepub.com/home/cnr/>

## 14. Journal of Research in Nursing

<https://journals.sagepub.com/home/jrn>

Notice: Going directly to the site may cost. So..... find your article at the journal site and then go to the library to find that article.

Notice: See also specialty nursing journal related to your topic. For example: If your topic is related to maternal child health then search the internet for the title

(<https://journals.lww.com/mcnjournal/pages/default.aspx>. Be aware that if you search the journal online, you may have to pay for the article. However, if you search for the same article at your library, you may find that same article at your library.

Do not be fearful of this activity. It only requires that you search, think and then write about what you have found in the literature. This is critical thinking at its finest.

All the Best,

Dr. Linda

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## IRB application. Go to IRBnet.ORG. Information Here

X

Posted Nov 1, 2019 4:02 PM

Class,

Go to IRBnet.org for your IRB application and instructions on completing that document.

Note that you must log in. This includes creating a password.

Review information on the page as well as the modules to help you while completing the application.

See the screen shot attachment.

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After you log in, note buttons on left side of page.

See Forms on the left side of the page.

See Forms and IRB application.

Let us know if you have more questions.

Dr. Linda

Attachment(s):

IRB.docx

(546.21 KB)

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## GRADUATE RESEARCH SYMPOSIUM

X

Posted Oct 29, 2019 12:45 PM

GRADUATE RESEARCH SYMPOSIUM.

Please see attachment.

Thank you.

Dr. Linda

Attachment(s):

GRS Media Announcement\_Sam... (194.09 KB)

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## Reminder to submit form



Posted Oct 24, 2019 12:58 PM



**ALBANY STATE UNIVERSITY**  
**College of Professional Studies**  
**Department of Social Work**

***Course Syllabus***

<b>Course Title</b>	<b>SOWK 7041: Evaluation of Practice with Children and Families</b>
<b>Course CRN</b>	89244
<b>Credit Hours</b>	3
<b>Instructor</b>	Dr. Jerry Daniel
<b>Semester/Year</b>	Fall, 2020
<b>Day of Class</b>	Tuesdays
<b>Time of Class</b>	7:55pm – 10:25pm
<b>Classroom</b>	CMH 310
<b>Instructor's Office</b>	CMH 337
<b>Instructor's Phone</b>	229/500-2378
<b>Alternate Phone</b>	229/500-2384 (Social Work Office)
<b>Instructor's Email</b>	<a href="mailto:jerry.daniel@asurams.edu">jerry.daniel@asurams.edu</a>
<b>Office Hours</b>	T & R 4:00pm – 7:30pm

<b>Course Prerequisites</b>	Graduate standing; successful completion of all MSW Generalist year courses or consent of instructor
<b>Course Co-Requisites</b>	SOWK 7021; SOWK 7031; SOWK 7055; SOWK 7051; SOWK 7*** elective
<b>Required Course Texts and Materials</b>	<p><b>Required Readings:</b></p> <p>Bloom, M., Fischer, J., &amp; Orme, J.G. (2009). <i>Evaluating practice: Guidelines for the accountable professional</i> (6<sup>th</sup> Ed.). Boston: Pearson. ISBN 13: 978-0205612017</p> <p><b>Recommended Readings:</b></p> <p>Bloom, M. &amp; Britner, P.A. (2012). <i>Client-Centered Evaluation: New Models for Helping Professionals</i>. Boston: Allyn &amp; Bacon.</p> <p>Grinnell, R., Gabor, P., &amp; Unrau, Y. (2012). <i>Program evaluation for social workers: Foundations of evidence-based programs</i>. London: Oxford University Press.</p> <p>Szuchman, L. T. and Thomlison, B. (2008). <i>Writing With Style: APA Style for Social Work</i>. Belmont, CA: Brooks/Cole.</p>

## COURSE DESCRIPTION

This advanced research course focuses on the evaluation of clinical practice with children, adolescents, families and groups. The course provides students with guidelines on conceptualizing and measuring problems in social work practice, developing practice-oriented evaluation designs, methods for understanding and analyzing clinical data, and ethical guidelines for clinical practice evaluation.

## INSTITUTIONAL LEARNING OUTCOMES

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2	The student will be able to demonstrate effective analytical problem solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

## EXPECTED PROGRAM OUTCOMES/STUDENT LEARNER OUTCOMES

At the completion of the MSW program, the graduate will:

Program Outcomes
<b><i>ENGAGE DIVERSITY, EQUITY AND INCLUSION IN PRACTICE</i></b>
The MSW student will effectively engage diversity, equity and inclusion in their clinical social work practice with children, families and vulnerable adults.
<b><i>ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE</i></b>
The MSW student will engage in research-informed practice and practice-informed research.
<b><i>INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</i></b>
The MSW student will effectively intervene with children, families and vulnerable adults in their clinical social work practice.

## EXPECTED COURSE OBJECTIVES

At the completion of this course, the student will be able to:

2015 EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
2aSP	1	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults	Class discussions/Quizzes  Research Ethics Paper and Presentation	Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes

			Clinical Social Work Practice/Program Evaluation Paper and Presentation	Knowledge, Values, Skills, Cognitive and Affective Processes
4aSP	2	Demonstrate the ability to effectively translate research findings into effective practice with children, families and vulnerable adults	Class discussions/Quizzes  Research Ethics Paper and Presentation  Clinical Social Work Practice/Program Evaluation Paper and Presentation	Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes
8aSP	3	(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Class discussions/Quizzes  Research Ethics Paper and Presentation  Clinical Social Work Practice/Program Evaluation Paper and Presentation  Midterm Examination  Final Examination	Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge,  Knowledge
9aSP	4	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients	Class discussions/Quizzes  Research Ethics Paper and Presentation  Clinical Social Work Practice/Program Evaluation Paper and Presentation  Midterm Examination  Final Examination	Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge,  Knowledge

### ***DIMENSIONS ADDRESSED IN ORDER TO OBTAIN PRACTICE COMPETENCIES***

#### **A. Knowledge**

The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussion. “Comprehension” refers to the accurate translation,



interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

## B. Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgement and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

## C. Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

## D. Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions and other forms of communication.

## I. COURSE SCHEDULE

Date	Topics Aligned with Student Learning Outcomes	Activities/ Lab	Assessment
Week 1 8/20	Course Orientation and overview  <b>Integrating Evaluation and Social Work Practice</b> Introduction to Single-System Design What are Single-System Designs? Evidence-Based Practice (EBP) Single-System Designs and Classical Research: The Knowledge-Building Context Single System Evaluation, Qualitative Research and Quantitative Research Advantages of Using Single-System Designs in Practice	Bloom, Fischer & Orme, Chapter 1	<b>Classroom Discussion</b>

	A Walk through the Evaluation Process		
Week 2 8/27	<b>Basic Principles of Conceptualization and Measurement</b> What is Conceptualization? What is Measurement? Definition as a First Step in Measurement Can Everything be Measured? Key Characteristics of All Measures	Bloom, Fischer & Orme, Chapter 2  Pignotti, M., & Thyer, B. (2009). Use of novel unsupported and empirically supported therapies by licensed clinical social workers: An exploratory study. <i>Social Work Research</i> , 33(1), 5-17.	<b>Discussion of the Reflection Paper on Pignotti and Thyer article.</b>
Week 3 9/3	<b>Specifying Problems and Goals</b> From General Problems to Specific Targets of Intervention Specifying Client Concerns: Identifying and Clarifying Problems and Potentials Specifying Goals and Objectives Using Goal Attainment Scaling (GAS) to Establish Goals Setting Goals in Groups Problems and Issues in Setting Goals  <b>Developing a Measurement and Recording Plan</b> Steps in Developing a Recording Plan Charting: Putting Your Information on Graphs Problem-Oriented Records (POR) Use of Computers in Evaluation and Practice Computer-Assisted Social Services (CASS): A User's Guide Installing CASS	Bloom, Fischer & Orme, Chapters 3 & 4  Aarons, G., Zagursky, K., Gettes, D., & Palinkas, L. (2009). Implementing evidence-based practice in community mental health agencies: A multiple stakeholder analysis. <i>American Journal of Public Health</i> , 99(11): 2087-2095.	<b>Classroom Discussion/Quiz</b>
Week 4 9/10	<b>Behavioral Observation</b> General Guidelines for Behavioral Observation in Social Work Practice Sampling Behaviors Instruments for Recording Behaviors Measuring Accurate Observations Methods of Recording Behavior Analog Situations Recording Behavior in Groups  <b>Individualized Rating Scales</b> Uses of Individualized Rating Scales in Social Work Practice Constructing and using Individualized Rating Scales	Bloom, Fischer & Orme, Chapters 5 & 6	<b>Classroom Discussion/Quiz</b>  <i>Research Ethics Paper and Presentation</i>
Week 5 9/17	<b>Standardized Scales</b> What are Standardized Scales? Selecting a Standardized Scale Administering a Standardized Scale in Social Work Practice Some Available Standardized Self-Report	Bloom, Fischer & Orme, Chapters 7 & 8  Beidas, R. et al. (2011). Free, brief and validated: Standardized	<b>Classroom Discussion/Quiz</b>

	<p>Scales</p> <p>Some Available Standardized Scales for Social Work Practitioners</p> <p>Some Available Standardized Scales for Relevant Others</p> <p>Some Available Standardized Scales for Independent Observers</p> <p>Do-It-Yourself Scales</p> <p>Using Standardized Scales in Group Work</p> <p>Computer Management of Standardized Scales</p> <p><b>Logs</b></p> <p>Types of Client Logs</p> <p>Putting Qualitative and Quantitative Information Together</p> <p>Introducing Clients to Logs</p> <p>Social Work Practitioner Logs</p> <p>Maximizing and Verifying the Reliability and Validity of Logs</p>	instruments for low resource mental health settings. <i>Cognitive Behavioral Practice</i> , 22 (1), 5-19.	
Week 6 9/24	<p><b>Reactivity and Nonreactive Measures</b></p> <p>Reactivity in Measures</p> <p>Unobtrusive (Nonreactive) Measures</p> <p><b>Selecting a Measure</b></p> <p>Considerations in Deciding on a Measure</p> <p>Use of Multiple Measures</p> <p>Selecting a Measure</p>	Bloom, Fischer & Orme, Chapters 9 & 10	<b>Classroom Discussion/Quiz</b>
Week 7 10/1	<p><b>Basic Principles of Single-System Designs</b></p> <p>An Example of Connecting Social Work Practice and Evaluation Designs</p> <p>Purposes of Single-System Designs</p> <p>Unique Characteristics of Single-System Designs</p> <p>Causality in Single-System Designs</p> <p>External Validity and Generalizability</p> <p>Overview of Single-System Designs</p> <p><b>Baselining</b></p> <p>Purposes of Baselining in Social Work Practice</p> <p>Types of Baselines</p> <p>How Long Should Baselining Continue?</p> <p>When are Baselines Not Necessary?</p> <p>Issues Regarding Baselining</p>	Bloom, Fischer & Orme, Chapters 11 & 12	<b>Classroom Discussion/Quiz</b>
Week 8 10/8			<b>Midterm Exam</b>
Week 9 10/15	<p><b>From the Case Study to the Basic Single-System Design: A-B</b></p> <p>Case Studies or Pre-Designs</p> <p>Design A-B: The Basic Single-System Design</p>	Bloom, Fischer & Orme, Chapters 13 & 14	<b>Classroom Discussion/Quiz</b>

	<b>The Experimental Single-System Designs: A-B-A, A-B-A-B, &amp; B-A-B</b> Basic Experimental Designs		
Week 10 10/22	<b>Multiple Designs for Single Systems</b> Multiple-Baseline Designs: Across Problems, Clients or Settings Multiple-Target Designs Variations on Multiple Designs  <b>Changing Intensity Designs and Successive Intervention Designs</b> Changing Intensity Designs: A-B <sup>1</sup> -B <sup>2</sup> -B <sup>3</sup> Successive Intervention Designs: A-B-C, A-B-A-C, A-B-A-C-A	Bloom, Fischer & Orme, Chapters 15 & 16	<b>Classroom Discussion/Quiz</b>
Week 11 10/29	<b>Designs for Comparing Interventions</b> Alternating Intervention Design: A-B/C-(B or C) Interaction Design: A-B-A-B-BC-B-BC  <b>Selecting a Design</b> Framework for Selecting a Design Needed: A Design for All Seasons Creativity in Single-System Designs: Making Your Own Designs Evaluation in Minimal-Contact Situations Single-System Designs in Managed Care: The Stretch Design Trouble-Shooting: When Your Case is Different	Bloom, Fischer & Orme, Chapters 17 & 18	<b>Classroom Discussion/Quiz</b>
Week 12 11/5	<b>Basic Principles of Analysis</b> Distinguishing Effort, Effectiveness and Efficiency Significance: Practical, Statistical and Theoretical Evaluating Goal Achievement Issues in Analysis of the Data Computer Analysis of Data for Single System Designs The Issue of Auto-Correlation Tools in the Analysis of Data  <b>Visual Analysis of Single-System Design Data</b> Definition of Terms Basic Patterns and Implications Visual Inspection of Raw Data Interpreting Ambiguous Patterns Problems of Visual Inspection Creating a Chart with SINGWIN	Bloom, Fischer & Orme, Chapters 19 & 20	<b>Classroom Discussion/Quiz</b>
Week 13 11/12	<b>Descriptive Statistics</b> Measures of Central Tendency Measures of Variation Using Measures of Central Tendency and Variability to Graph Group Data	Bloom, Fischer & Orme, Chapters 21 & 22	<b>Classroom Discussion/Quiz</b>

	<p>Computing and Graphing Measures of Central Tendency and Variation with SINGWIN</p> <p>Measures of Trend</p> <p>Measures of Effect Size</p> <p>Optimal Uses and Cautions for Specific Descriptive Statistics</p> <p><b>Tests of Statistical Significance for Single-System Designs</b></p> <p>Proportion/Frequency Approach</p> <p>Three-Standard-Deviation-Band Approach (X-Moving-Range-Chart)</p> <p>Chi-Square</p>		
Week 14 11/19	<p><b>Computer Analysis of Single-System Design Data</b></p> <p>Starting SINGWIN</p> <p>Exiting SINGWIN</p> <p>Getting the Big Picture</p> <p>Using Specific Procedures</p> <p>Installing SINGWIN</p> <p><b>Selecting a Procedure for Analyzing Data</b></p> <p>Framework for Selecting a Procedure for Analyzing Data</p> <p>Other Statistical Considerations</p> <p>Non-statistical Considerations</p> <p>Limitations</p>	Bloom, Fischer & Orme, Chapters 23 & 24	<p><b>Classroom Discussion/Quiz</b></p> <p><i>Presentation of Single System Design Class Project</i></p>
Week 15 11/26			<i><b>SINGLE SYSTEM DESIGN PAPERS/ PRESENTATIONS</b></i>
Week 16 12/3			<i><b>SINGLE SYSTEM DESIGN PAPERS/ PRESENTATIONS</b></i>
Week 17 12/10			<i><b>Final Examination</b></i>

***DESCRIPTION OF LEARNER-CENTERED CLASSROOM ACTIVITIES, EXERCISES, PROJECTS, LABS, WRITTEN ASSIGNMENTS, ETC.***

Activity	Description of Activity	Practice Behavior Addressed
<i>You are the Single Subject Design</i>	<p>Students will think of a behavior that he or she would like to change, such as:</p> <ul style="list-style-type: none"> <li>• A need to relax more</li> <li>• Reduce time spent on social media</li> <li>• Improve the quality of sleep</li> <li>• Increase time spent preparing for classes</li> <li>• Increase the amount of exercise done in a week</li> <li>• Etc., etc., etc....</li> </ul> <p>Narrow your selection to a change that involves increasing or decreasing the frequency or intensity of a behavior. Be sure it's</p>	

	<p>a behavior that you feel comfortable talking about and reporting to the class. Each student will be responsible for:</p> <ul style="list-style-type: none"><li>• Taking several measurements related to the issue across the semester</li><li>• Implementing an intervention that has the potential to affect your selected issue. This is your single-system design.</li><li>• Creating a graph and respond to questions from your colleagues and instructor about your interventions and measurements</li></ul>																															
<p><i>Your Single System Design Measurement – Part I</i></p>	<p>In groups, each student will design a measurements that will measure observable interventions related to their single system design. Students will take four different types of measurements. They will take each measurement on each day:</p> <p><b>First Measurement</b></p> <p>Your first measurement will be either a count of the number of times something happens, how long something occurs, or a measurement of how much something happens (e.g., how many times you walk your dog per week, how many minutes you exercise each day, how many hours you spend on studying, etc.). An example of “how much” could be the number of times you drink a cup of coffee per day.</p>																															
<p><i>Your Single System Design Measurement – Part II</i></p>	<p><b>Second Measurement</b></p> <p>In groups, students will plan their second measurement of their single system design. Students will construct a scale with a -1 at one end and a -10 on the other end. Students will anchor each end of their scale. For instance, a student who is working on reducing stress might have the following scale:</p> <p><b>Cool, calm, -1-2-3-4-5-6-7-8-9-10 Stressed to the Collected Max</b></p> <p>The student will then plan to circle the number that best conveys her or his stress level on each day of the week.</p>																															
<p><i>Your Single System Design Measurement – Part III</i></p>	<p>In groups, students will engage in an internet search of empirical (peer-reviewed) literature scales that can be used for their single system design. It must include at least 4 items and should measure a single concept, using a common response format. For instance, a student who is trying to improve the quality of sleep might construct the following scale:</p> <table><tr><th>Statement</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>I slept soundly</td><td></td><td></td><td>X</td><td></td></tr><tr><td>My sleep was deep</td><td></td><td></td><td></td><td>X</td></tr><tr><td>My sleep was very restful</td><td></td><td></td><td></td><td>X</td></tr><tr><td>I tossed and turned all night</td><td>X</td><td></td><td></td><td></td></tr><tr><td>I woke up full of energy</td><td></td><td></td><td></td><td>X</td></tr></table>	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I slept soundly			X		My sleep was deep				X	My sleep was very restful				X	I tossed and turned all night	X				I woke up full of energy				X	
Statement	Strongly Agree	Agree	Disagree	Strongly Disagree																												
I slept soundly			X																													
My sleep was deep				X																												
My sleep was very restful				X																												
I tossed and turned all night	X																															
I woke up full of energy				X																												

	<p>Students will need to score their scales. To dos so, they will have to assign points to their responses. If your single system design is constructed so that a high total score indicates a restful (rather than restless) sleep, points would likely be assigned, as follows: strongly agree = 4; agree = 3; disagree = 2; strongly disagree = 1. If the student's sleep last night was recorded as shown in the table above, the scores on the five items would be (in the order they appear):</p> $2 + 1 + 1 + 4 + 1 = 9$ <p>Stop! Wait a minute! If the student agrees to the fourth item (I tossed and turned all night), the scale would convey restless sleep, not restful sleep. The student would need to a reverse score on this item. In other words, for this item, the scale would follow this construction: strongly agree = 1 (<i>not</i> 4); agree = 2 (<i>not</i> 3); disagree = 3 (<i>not</i> 2); and strongly disagree = 4 (<i>not</i> 1). Then the score for this item would correctly be "1" (not 4), and the correct total score would be:</p> $2 + 1 + 1 + 1 + 1 = 6$ <p>The student might want to consider changing the format to "never," "occasionally," "sometimes," "often," "always" <i>or</i> "excellent," "good," "fair," and "poor.</p>	
<p><i>Your Single System Design Measurement – Part IV</i></p>	<p>In groups, students will plan for their client log. For each day, the student will construct a record containing two or three sentences or observations that address a unique aspect of each day's situation. For instance, if the student was trying to improve the quality of sleep, the student might record for one day:</p> <p><i>"Just couldn't get to sleep." "Wish I hadn't had that strong coffee before bedtime." "Phone rang at 2am and interrupted my sleep," "All I can think about is work and school," "I need a break," "Awoke with a big headache," etc.</i></p> <p>The key of the log is to get at the important events that affect what is going on. It often includes important insights and ideas for successfully attaining the objective of the single system design. <b>Be sure that you are carrying out all four of your measurements each day!</b></p>	
<p><i>Your Single System Design - Intervention</i></p>	<p>In addition to take measurements, students will implement an intervention. Some examples might be developing an exercise regime, turning off the cell phone after 10pm, using a mindful exercise each evening to reduce stress, including one vegetarian meal per day, etc.</p> <p>For the next two weeks, will establish baseline measurements so that some of the intervention will include measures <i>before</i> the intervention was instituted and the rest will occur <i>after</i> the intervention begins.</p> <p>The student might want to consider staggering the intervention. In other words, the student might have an intervention on day 1, no intervention on day 2, intervention on day 3, no intervention</p>	

	on day 3, etc. For instance, the student could: mindful meditation on day 1, no mindful meditation on day 2, mindful meditation on day 3, no mindful meditation on day 4, etc.	
<i>Your Single System Design – Completing the Measured Intervention</i>	<p>Toward the end of the semester, students in groups will discuss their findings. A hard copy of the results of their single system designs will be turned in to the instructor:</p> <ol style="list-style-type: none"> <li>1. After sharing the results of their intervention with their group, students will hand in their measurements to the instructor. The logs may be hand-written. All other measures will be printed and well organized. Be sure to calculate a multi-item scale score for each day. All measurements for one day should be made on a single piece of paper.</li> <li>2. Using Excel or a similar program, create a line graph that traces the key dependent variable of your study (your most important quantitative measurement) across time. Find a way on your graph to indicate the day(s) on which you implemented your intervention</li> <li>3. Write a paragraph summarizing the patterns and trends that your line graph conveys. Indicate from visual analysis whether you see relationship between your intervention and trends/patterns on the graph. Do you think your intervention affected the dependent variable that is graphed?</li> <li>4. Write a paragraph addressing (from your subjective perspective) the reliability and validity of some of your quantitative measures. Which were best from your point of view? Or were all of them flawed? Did you find yourself tempted to fake measurements to make yourself look good? Do you think the fact that your classmates and instructor will see your measurements affected your rating of them? What about issues of reactivity? Did the fact of paying so much attention to the change effort have an effect either on the actual behavior or on your perceptions of them? If so, were these effects positive or negative?</li> <li>5. Write a paragraph about your log. Was it helpful? Did you gain any insights into your behavior from the log? How could the log be more helpful? Finally, do your writings and reflections in the log concur with your quantitative measures?</li> <li>6. Write a brief paragraph (two or three sentences) addressing how your study could be improved.</li> <li>7. Reflect in a brief paragraph about whether you think measurements you used could be useful to (a.) a client and (b.) a social worker working with a client.</li> </ol> <p>Report to the entire class about the outcomes of your single subject design project. You should summarize your project, highlight what was most interesting – maybe even unexpected – and discuss whether any of what you did has relevance for social work practice. <b>This classroom project will be turned in as a hard copy.</b></p>	



## A. METHOD OF STUDENT EVALUATION

<b>Graded Assessment #1: Class Discussions/Quizzes</b>
<b>Description:</b> Students are expected to complete all reading assignments prior to attending class. Students will be graded on their class participation and demonstration of their comprehension of the reading assignments for that week. Students are expected to apply reading assignments to the weekly classroom activities. Unannounced quizzes may be given to ensure that students are current with their readings.
<b>Graded Assignment #2: Research Ethics Paper and Presentation</b>
Working in a group, students will consider an ethical issue in clinical social work practice and present the findings to the class. The ethical issue will be related to your clinical social work research study and the role of the Institutional Review Board in your research. Students will complete the following steps: <ol style="list-style-type: none"><li>1. Each working group will select one article from the <i>Journal of Social Work Values and Ethics</i> (<a href="http://jswve.org/file-browser/">http://jswve.org/file-browser/</a>) that has been published within the last 5 years. The article must be relevant to your research project and interests.</li><li>2. As a group, student will analyze the article and describe the relevance of the study to clinical social work practice.</li></ol> Students will then prepare and deliver a professional presentation on the ethical issue(s) presented in the article. Students will also connect the issue to the NASW <i>Code of Ethics</i> , laws, rules and regulations and other ethical standards, as applicable.
<b>Graded Assessment #3: Clinical Social Work Practice/Program Evaluation Paper and Presentation</b>
<b>Description:</b> Social work has historically focused primarily on the delivery of services. Often there has been little evidence to validate that clinical interventions are successful and sustaining. Over the last several decades, clinical social work practice has evolved considerably. Since some mental health services programs are funded by public resources, the gatekeepers of public monies (e.g. local government, legislature, congress, etc.) have required social service agencies funded by public dollars to prove that their services are successful. Similarly, managed care has required clinical social workers to demonstrate effectiveness in their work with clients.  With this evolution, clinical social work providers have had to restructure many aspects of their services to insure that their interventions are empirically based. Clinical social workers must clearly specify problems, as well as monitor the interventions, techniques, and outcomes in measurable terms for public and private funding sources and accrediting bodies. They must systematically evaluate the effectiveness of the interventions used.  <b>Summary of Evaluation of Clinical Social Work Practice/Program Paper and Presentation:</b>  <b>Note:</b> Evaluations of clinical practice are not “research” in the sense that data is being gathered for publication or other public dissemination purposes. Any project that gathers data about human subjects with the intent of publicizing the results of data analysis (through publication or other forms of public presentation) constitutes a research project. No such research can be conducted without obtaining prior approval from the Institutional Review Board (INB) of Albany State University. <ol style="list-style-type: none"><li>1. Practice evaluations may focus on field agency clients (individuals, families, or groups) or a clinical program within the agency. The target of clinical practice evaluation may be a client problem (e.g. increase the number of days a student attends school), a client strength (e.g. maintain high level of school attendance), a clinical program goal (e.g. 80% of agency clients will follow through with referrals), or some other measurable aspect of clinical practice deemed important by the student and her or his MSW Field Instructor. Students may elect to evaluate their own clinical practice with an individual client or client system (e.g. family) using a single system design, but students may choose to evaluate other units, such as clinical programs within the field agency.</li><li>2. Data collection may include one or more:<ul style="list-style-type: none"><li>• standardized questionnaires (e.g. the Parent-Child Relationship Index) • self-report tools such as self-anchored scales and logs</li><li>• field notes or other ways of recording activity and impressions in action research</li></ul></li></ol>

- behavioral observations used in session
- parent, or teacher rating scales
- archival data such as probation reports, employment records, school reports, or medical records, etc.

The choice of which goals or problems to measure and how to measure them are the responsibility of the MSW Field Instructor and the student.

3. Students will utilize graphs and other data charts to provide a visual summary of their findings for their class presentation.

### Outline of Project

For clinical practice evaluation with clients, use a *single system design*:

1. Describe the subject.
2. What was the client problem or goal you measured in this case?
3. How did you measure the goal (procedures used, operational definition, frequency)?
4. Intervention(s) you used and when used (be specific).
5. Findings and implications (charts or graphs must be used to demonstrate the findings.)

For evaluation of groups in clinical practice, use a *group practice design*:

1. Describe the sample.
2. What was the outcome indicator you measured in this case?
3. How did you measure the outcome (procedures used, operational definition, frequency)?
4. Intervention(s) you used and when used (provide details of the intervention)
5. Findings (complete charts or tables for use in your presentation) and implications.

For evaluation of a clinical program in your field agency, use an *program outcome design*:

1. Describe the clinical program.
2. What were the clinical program goals or objectives measured?
3. How did you measure the goals or objectives (procedures used, operational definition, frequency, etc.)?
4. Clinical program description (how the program is supposed to achieve the goals)?
5. Findings (complete charts or tables for use in your presentation) and implications.

### Graded Assignment #4: Midterm Examination (Chapters 1 – 12)

Students will successfully complete the midterm examination, which will cover chapters 1 through 12 of the Bloom, Fischer and Orme textbook, lectures, Power Points, handouts, activities, and classroom discussions.

### Graded Assignment #5: Final Examination (Chapters 13 -24)

Students will successfully complete the final examination, which will cover chapters 13 through 24 of the Bloom, Fischer and Orme textbook, lectures, Power Points, handouts, activities, and classroom discussions.

## B. COURSE GRADING POLICY

#	Assignment	Date Due	Maximum Possible Score
1	Class discussions/Quizzes	Weekly	100
2	Research Ethics Paper & Presentation	9/10	100
3	Single System Design Class Project	11/19	100
4	Clinical Social Work Practice/Program Evaluation Paper and Presentation	11/26	300
5	Midterm Examination	10/8	200
6	Final Examination	12/10	200
<b>Total Points</b>			<b>1,000</b>

### C. ASSESSMENT

The final grade in the course is defined as follows:

#	Graded Assignment	Percent
1	Class discussions/Quizzes	10%
2	Research Ethics Paper & Presentation	10%
3	Single System Design Class Project	10%
4	Clinical Social Work Practice/Program Evaluation Paper and Presentation	30%
5	Midterm Examination	20%
6	Final Examination	20%
<b>Total</b>		100%

### D. COURSE GRADES

The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 and below

## III. COURSE POLICIES

### A. Academic Honesty and Integrity

All members of, and participants in, the academic life of the University are to be governed by academic honesty in all of their endeavors. Students and faculty are expected to uphold academic integrity and combat academic dishonesty. The academic honor system charges each faculty member and student with responsibility for:

- Upholding the highest standards of academic integrity in one's own work;
- Refusing to tolerate violations of academic integrity in the ASU community; and
- Fostering a high sense of integrity and social responsibility on the part of every member of the ASU community.

Violations of this code include cheating, plagiarism, fabrication, receiving from a fellow student or another unauthorized source during examinations; obtaining, distributing, or referring to a copy of an examination which the instructor or social work program has not authorized to be made available for such a purpose; any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor (e.g., removing or destroying library or other source materials); representing another's work, published or unpublished, as one's own; tampering with another student's work; altering grades or any other records related to the academic performance of students; or submitting false records or information in order to gain admission to the University or the social work program, etc. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit. **The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment.**

The following are the possible disciplinary penalties for violation of the Academic Code of Honesty, which may be imposed singularly or in any combination:

- Course failure
- Expulsion from Albany State University
- University suspension for no less than one year
- Probation
- Reprimand

Students are required to adhere to the policies defined in the *NASW Code of Ethics* and the Social Work Department's *Standards for Social Work Education*, as contained in the *Social Work Student Manual*. All ASU students are required to adhere to the ASU Policy on Integrity and Honesty found in the *ASU Student Handbook* [<https://www.asurams.edu/wp-content/uploads/handbooks/students/2017-Student-Handbook.pdf>].

## **B. Students with Disabilities**

Albany State University policies regarding students with learning disabilities and physical disabilities meet all State and Federal legislation, including the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (Title II). The Regents Center for Learning Disorders at Georgia Southern is one of three centers in Georgia established by the Board of Regents to provide standardized assessment, resources, and research related to students within the University system suspected of having learning disorders. The Center can identify students with suspected specific learning disabilities, Attention Deficit/Hyperactivity Disorders (ADHD) or Acquired Brain Impairment. It is the Student's responsibility to inform the Office of Counseling and Student Disability Services (CSDS) of his/her disability. The professional staff reviews documentation supplied by the student or will provide a new evaluation. Any student interested in having an evaluation may contact the Office of Counseling and Student Disability Services for information concerning the availability of this service.

If you currently have an identified learning disability, it is your responsibility to inform the Office of Counseling and Student Disability Services (CSDS) of your disability and educational needs. The Office of Counseling and Student Disability Services is located in the New Student Center – Green Zone 2-141. The Coordinator of the Office of Counseling and Student Disability Services may be reached at (229) 903-3611, (229) 903-3610 or (229) 430-1711. If you are a student with a disability, you should contact the Testing and Disability Center to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs. The Instructor will, upon receipt of a letter from the Office of Counseling and Disability Services, make the recommended academic accommodations for you. If you are an individual with a disability who requires such accommodations, please discuss this with the Instructor during the first week of class, preferably immediately after the first class period). Please refer to the following link for further information on Counseling and Disability Services: <https://www.asurams.edu-student-affairs/counseling-disability-services/>.

## **C. Campus Carry Information**

Please refer to the following link for Campus Safety Information:  
<https://www.asurams.edu/police/gun-laws/>

## **D. Sexual Misconduct Policy (Harassment Policy)**

Albany State University is committed to providing a positive and rewarding educational experience and a safe campus environment that acknowledges the dignity and worth of every individual. The purpose of this

policy is to prohibit any form of sexual discrimination by or against any campus constituent and to ensure that every report of sexual discrimination is taken seriously and that prompt and appropriate action is taken. Sexual misconduct is a serious threat to the University community, a violation of University policy, prohibited by Title IX and in some instances a criminal act. In accordance with Title IX, the University is committed to (1) prohibiting acts of sexual misconduct; (2) providing comprehensive support to the alleged victim while safeguarding the due process rights of the accused; and (3) clearly identifying, defining and articulating behavioral standards and expectations required of all members of the University community. Albany State University constituents are expected to adhere to Sexual Misconduct Policy 4.1.7 as prescribed by the University System of Georgia. Please refer to the following link for Title IX: Sexual Misconduct Policy: <https://www.asurams.edu/administration/title-ix/sexual-misconduct-policy/>.

#### **E. University Math and Writing Centers Reinforcement Policy**

- Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/>
- Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/>

#### **F. Integration of Technology**

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services at <https://www.asurams.edu/Technology> OR <https://www.asurams.edu/Technology/getting-started-students/> OR <https://www.asurams.edu/Technology/?s=student+support> for assistance with common issues.

All students should have a workable (functioning) ASU email account, know how to send and retrieve email messages with and without an attached file, know how to attach a file to an email message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the instructor immediately of any changes to your email address. All students should also know how to access the course in GA View and be able to complete and submit assignments.

**\*NOTE: “ASU RAM mail account is the university’s official means of electronic communication with students. Students are required to use the ASU website ([www.asurams.edu](http://www.asurams.edu)) and RAM mail 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 her/his current telephone number(s) and mailing address via Banner Web.**

#### **G. Course Attendance Policy**

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for

absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed. Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

### **Online Attendance**

Attendance in online classes is verified in terms of participation, time spent in a particular unit or other part of online courseware, time spent in chats and online discussion, quality and quantity of chat and online discussion content, quality and quantity of e-mail, quality and quantity of course work, test participation, and other considerations. Distance learning courses at Albany State University are instructor-led classes and are not independent study or correspondence courses. Students are expected to engage actively in the course content, participate in student-teacher and student-student communications, and complete assignments and tests according to the requirements and schedule of the course instructor.

Failure to participate, communicate, or meet course requirements within the time frame required by the instructor may reduce the grade for the course or initiate faculty-withdrawal procedures as noted in the "Student Attendance Policy." Divisions or departments may have class attendance policies of a more specific nature within this general policy statement. Each instructor shall provide detailed policies and procedures in writing to each student at the beginning of the course.

Students who miss classes while serving as jurors will not be penalized for such absences but will be required to make up classwork missed as a result of jury service.

### **H. Class Cancellation Policy**

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department's Administrative Assistant and the Chair of the Department of the class cancellation so a "Notification of Cancellation" may be placed on the classroom door and they can answer any questions or concerns that students might have.

### **I. Important University Date**

Please refer to the online calendar for additional information:

<https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar>

## **II. DIRECTIONS AND RUBRICS**

Attached are the rubrics for each graded assignment:

**SOWK 7041: Evaluation of Practice**  
***Clinical Social Work Practice/program Paper and Presentation***  
***Grading Sheet***

**MSW Student Name:** \_\_\_\_\_

#	Grading Criteria	Unsatisfactory (0-3 Points)	Acceptable (4-7 Points)	Exemplary (8-10 Points)	Score
1	Student demonstrates the ability to <b>research and utilize culturally sensitive and effective services</b> with children, families and/or vulnerable adults				
2	Student demonstrates the ability to effectively <b>translate research findings into effective practice</b> with children, families and vulnerable adults				
3	Student demonstrates the ability to <b>critically choose and implement interventions</b> to achieve practice goals and enhance capacities of clients and constituencies				
4	Student demonstrates the ability to <b>evaluate the processes and/or outcomes</b> of clinical practice with children, families and/or vulnerable adult clients				
5	Student submits professional research paper in APA style with no grammatical or spelling errors.				
6					
7					
8					
9					
10					
<b>Total</b>					

\_\_\_\_\_  
**[Faculty Signature]**

\_\_\_\_\_  
**[Date]**



## **References**

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## **Recommended Websites**

Agency for Healthcare Research and Quality: <http://www.ahrq.gov/>  
American Association of Suicidology: <http://www.suicidology.org/index.cfm>  
American Evaluation Association: <http://www.eval.org/>

American Psychiatric Association Practice Guidelines:  
[http://www.psych.org/psych\\_pract/treatg/pg/prac\\_guide.cfm](http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm)  
American Psychological Association: <http://www.apa.org/>

## STUDENT ACKNOWLEDGMENT AND AGREEMENT

By my signature, I acknowledge that I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course. I understand that it is my responsibility to follow all of the policies set forth in the syllabus. I understand and agree to satisfactorily complete all assignments and course work by the time specified in the syllabus.

I also acknowledge my understanding of the ASU Academic Honesty Policy, the ASU Honor Code, and all other handbook policies of Albany State University and the Department of Social Work and agree to fully adhere to them.

<b>Course Number and Title</b>	SOWK 7041: Evaluation of Practice with Children and Families
<b>Semester/Year</b>	Fall
<b>Student's Name [Please print]</b>	
<b>Student's Signature</b>	
<b>Date</b>	

<https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>

<https://www.asurams.edu/student-affairs/student-handbook/>

<https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>

<https://www.asurams.edu/student-affairs/student-conduct/>

<https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>

<https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>

**ALBANY STATE UNIVERSITY**  
**College of Professional Studies**  
**Counseling and Educational Leadership Department**

SEMESTER SPRING 2020 (16 Weeks)  
 COURSE LEAD 6061  
 COURSE TITLE Clinical Practice 3  
 CRN 30994  
 CREDIT HOURS 3.0 Semester Hours  
 PREREQUISITES Georgia Leadership Certification and Currently Serving in a Leadership Position  
 CO-REQUISITES LEAD 6001 Leading through mission, Vision and Core Values LEAD 6006, Leading through Professional Learning LEAD 6011, Leading through Teams and Collaborative work LEAD 6016

INSTRUCTORS Janis Carthon, Ed.D., Rosie Ladd Ed.D  
 Email | [janis.carthon@asurams.edu](mailto:janis.carthon@asurams.edu), [rladd@asurams.edu](mailto:rladd@asurams.edu)  
 Telephone | 912-424-8008  
 Alternate Telephone Number | ASU Office: 229.500.2180  
 ASU Office: Closes Daily at 5 PM  
 Virtual Office Hours: By Appointment

CLASS MEETING TIMES Online (16 Weeks)  
 Office Hours: Thursdays from 6:00 -7:00 PM  
 CLASS MEETING LOCATION Online | GaView | <https://albanystate.view.usg.edu/d2l/login>

**COURSE DESCRIPTIONS**

*Candidates will apply knowledge and skills introduced and developed in Sequences of Learning 6046, 6051 and 6056. Candidates will create and implement a school culture that values diversity, equitable access, safety, and high expectations for self and others. Candidates will maximize learning for students, faculty, staff, and community partners by modeling ethical behaviors including honoring the school community environment and promoting school improvement for all. Candidates will promote and maintain effective systems of communication which include shared decision making and equitable voice*

*Institutional Candidate Learning Outcomes (ISLOs)*

❖ ISLO 1: Candidates nearing completion of their educational program demonstrate effective communication skills that are appropriate for their major field of study, depth of study, and degree level.

❖ ISLO 2: Candidates nearing completion of their educational program demonstrate effective analytical problem-solving skills that are appropriate for their major field of study, depth of study, and degree level.

❖ ISLO 3: Candidates nearing completion of their educational program demonstrate sufficient expertise in their major field of study or disciplinary specialization as appropriate for their depth of study in the field and degree level.

**COURSE REQUIREMENTS**

*Candidates will use books identified in LEAD 6001, LEAD 6006, LEAD 6011, & LEAD 6026. In this class, we will use current literature, videos, and engaged discussions where students will take turns to lead sessions.*

PERFORMANCE OUTCOMES/COMPETENCIES (POC):	EPP Conceptual Framework	GA EL STDs
Candidates will:		
1. Reflect on the Change Project and its implementation.	1a, 1c	10
2. Use research to evaluate the quality of formative and summative assessments of learning related to the Change Project.	1b, 2b	10
3. Evaluate the results of the Change Project.	1b, 2b	10
4. Identify next steps in the continuous improvement of this change.	2	10



## I. Course Schedule/Map

COURSE/SCHEDULE MAP			
Date	Unit Level Objective	Activity	Assessment
Unit 1	Review and reflect on current research related to culturally responsiveness  POC 6	<b>Activity 1</b> Watch the video in GaView on <i>Responsive Teaching Through Data Driven Planning</i> by Powhatan Elementary School.	<b>Part 1: Critical Assessment (CA)</b> <b>Assessment 1: Critical Reflection</b> Write a reflection (300-500 words) using these questions to guide your response: 1. How did each step in this process shape your views on culturally responsive practice? 2. After watching the video, what connections can you and your staff make to a culturally responsive learning environment? 3. As an administrator what is your role in supporting teachers in establishing culturally responsive classroom?  <b>Total Points 100</b> <b>Due Feb 10 Midnight</b>
Unit 1  Feb 11-Apr 27	<b>EVALUATE</b> with your team the effectiveness of your data cycle.  POC 1,2,3,4,5,6	<b>Activity 2</b> Conduct a reflection process with your team and evaluate the effectiveness of the culturally responsive data cycle.  <b>Activity 3</b> How might you leverage this work to expand the use of culturally responsive data cycles in your school?  <b>Activity 4</b> <b>Clinical Logs due (by 12:00 am)</b> 1. Monday, February 10, 2020 2. Monday, March 2, 2020 3. Monday, March 23, 2020	<b>Part 1: Key Assessment (KA)</b> <b>Assessment 2: Applying a Culturally Responsive Lens to a Data Cycle (Bloomboard)</b> Write a 300 - 500 word narrative (or record a video) responding to the following questions: 1. Were you and your team successful at achieving the goals laid out in the intervention (Change Project Problem of Practice)? Describe the key successes and challenges. Provide examples from Implement to justify your response. 2. How did each of the steps in this process shape you and your team's views on culturally responsive practices and guide you to analyze data more effectively using a culturally responsive lens? 3. After going through this process, what connections can you and your team make to the <a href="#">Tennessee Leaders for Equity Playbook</a> ?  <b>Due in GaView by Friday, April 17, 2020</b> <b>(upload your written narrative and artifacts)</b>  <b>Due by (Monday) April 27, 2020</b> <b>Final submission in Bloomboard</b>  <b>Total Points 300</b>
Unit 2  Apr 28-May 5	Evaluate this experience and its impact on your learning and leadership. POC 1,2,3,4,5	<b>Activity 5</b> Reflect on these questions: 1) What did you learn from this process? What were your top 3 takeaways? 2) What impact did your Change Project have on school improvement? Did you reach your goal?	<b>Part II: Assessment 3: Experience/Impact</b> Write a 300 – 500- word narrative reflecting on the school improvement process and your Change Project by addressing the activity questions. <b>Due (Reflection) by Monday, May 4, 2020</b> <b>Total Points 100</b>

		3) What challenges did you encounter? How did you overcome them? 4) What did you learn about teamwork and leading a team? 5) What are the next steps you would address for continuous improvement?  <b>Activity 6</b> Change Project Presentation at Albany State University; Saturday, April 25, 2020  <b>Activity 7</b> <b>Clinical Logs due (by 12:00 am)</b> 4. Monday, April 13, 2020 5. Monday, May 5, 2020	<b>Due date to upload Change Project presentation:</b>  <b>Thursday, April 23, 2020 by 12:00 pm in GaView</b>  <b>Total Points 100</b>
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## II. Method of Candidate Evaluation

The activities specific to Bloomboard only will not be included in the candidate's grades. Bloomboard will provide essential feedback that can be used to fulfill the requirements for the Micro-Credential in Applying a Culturally Responsive Lens to a Data Cycle.

The grades in this course will be based on a **point** system as described on the syllabus. The maximum possible points that can be earned in this course is 1000 points.

### B. Sequence of Learning Grading Policy

Activity and/or Description		Maximum Possible Score
Assignment		
1	Critical Reflection: Culturally Responsive	100 pts
2	Specialized Certificate: Bloomboard Applying a culturally responsive Len to a Data Cycle	300 pts
3	Critical Reflection Part II: Experience/Impact	100 pts
4	Final: Change Project Presentation (Rubric in GaView)	400 pts
5	Clinical Log (5)	100 pts
<b>Total Points</b>		<b>1000 pts</b>

### C. Assessment

The final grade in the course will be determined as follows:

Critical Reflections	10%
Clinical Log (8)	20%
Applying a culturally responsive Len to a Data Cycle	15%
Final Exam: Change Project Presentation	40%
<b>Total</b>	<b>100%</b>

### D. Course Grades The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent	Indicator
A	1000 – 900	Demonstrated-5
B	899 – 800	Progressing-3
C	799 – 700	Not Progressing-1
D	699 – 600	Not Progressing-1
F	below 600	Not Progressing-1

## III. Course Policies

### A. Course Information and Instructor Expectations



Consideration will be given to the submission of a late or missed assignment on a case-by-case basis for reasons beyond the candidate's control, such as illness or family emergency. No late or missed assignment will be accepted without proper and timely submission of official verifiable documentation to support an extenuating circumstance. A written statement of circumstances must be submitted to the professor within one week following the missed assignment so that a decision can be rendered. Please note the professor has the right to accept or not accept late assignments even with the submission of documentation based on his/her evaluation of the documentation and circumstances. Following the notification of the decision, the assignment must be completed within three days of the exception or the assignment WILL NOT be scored for credit. If a written statement of circumstances is not submitted to the professor within one week following missed assignment, the assignment WILL NOT be scored for credit.

Course engagement is a critical component of academic performance and content mastery. Each candidate is responsible for being an active and consistent participant in this course, contact the professor if you are unable to participate in this course.

#### B. Academic Honesty/Integrity

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)

<https://www.asurams.edu/docs/darton-college-health-professions/2017-2018-Undergraduate-Student-Handbook-BSN.pdf#search=student%20handbook>

**UNDER CONSTRUCTION**

**The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment. Add any additional information related to your discipline.**

#### C. Students with Disabilities

- a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurams.edu/student-affairs/counseling-disability-services/rights-and-responsibilities.php>

##### Students with Disabilities:

If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

#### D. Campus Carry Information

- a. Please refer to the following link for Campus Safety Information:

<https://www.asurams.edu/docs/legal-affairs/policies/HB-280-Campus-Carry-Policy-at-ASU.pdf#search=campus%20carry%20information>

#### E. Sexual Misconduct Policy (Harassment Policy)

- a. Please refer to the following link for Title IX: Sexual Misconduct Policy: <https://www.asurams.edu/legal-affairs/title-ix/sexual-misconduct-policy/>

#### F. University Math and Writing Centers Reinforcement Policy

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center.php> OR <https://www.asurams.edu/academic-affairs/asuonline/online-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php> OR [https://www.asurams.edu/docs/learning-centers/Chapter-2\\_Presenting.pdf#search=math%20center](https://www.asurams.edu/docs/learning-centers/Chapter-2_Presenting.pdf#search=math%20center)
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

#### G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU email account, know how to send and retrieve email messages with and without an attached file, know how to attach a file to an email message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your email address. All candidates should also know how to access the course in GA VIEW and be able to complete and submit assignments.

**\*NOTE: "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](http://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 BannerWeb."

## Course Attendance Policy

Please refer to the following link for attendance policy: <https://www.asurams.edu/academic-affairs/academic-catalogs/>

### H. Class Cancellation Policy

The cancellation of classes is not applicable for this course.

### I. Important University Dates

a. Please refer to the online calendar for additional information:

<https://www.asurams.edu/docs/academic-affairs/master/FY-19-to-FY-23.pdf#search=university%20calendars>

## IV. Directions and Rubrics

(Candidates will be provided with a rubric for each graded assignment or opt for a general rubric to grade your assignments)

### Rubric 1: Critical Reflection: Culturally Responsive

Critical Reflection: Culturally Responsive			
Category	Demonstrated (D) - 5	Progressing Acceptable (P) - 3	Not Progressing (NP) - 1
Original/Future Implications Wt. 40%	<i>The reflection narrative includes:</i> a) an explanation of the candidate's own thinking and learning processes, as well as implications for future learning;	<i>The reflection narrative includes:</i> a) a simple explanation of the candidate's own learning processes;	<i>The reflection narrative fails to address:</i> a) the candidate's thinking and/or learning,
In-depth Analysis Wt. 40%	<i>The reflection narrative includes:</i> b) an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the leadership skill set; and	<i>The reflection narrative includes:</i> b) an analysis of the learning experience and the value of the derived learning to self or others; and	<i>The reflection narrative includes:</i> b) does not move beyond a description of the learning experience, and/or
Connection Wt. 20%	<i>The reflection narrative includes:</i> c) a description of the connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	<i>The reflection narrative includes:</i> c) a description of the connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	<i>The reflection narrative fails to address</i> c) does not articulate any connection to other learning or experiences.
Scale	90-100	80 - 90	Below 79



## Rubric 2: Clinical Log

Rubric for Clinical Log (Assignment 2)			
Category	Demonstrated (D) - 5	Progressing Acceptable (P) - 3	Not Progressing (NP) - 1
Clinical Log 1 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Clinical Log 2 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Clinical Log 3 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Clinical Log 4 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Clinical Log 5 Wt. 20%	Completed 100% all required fields for the clinical log. Including required sign offs.	Clinical Log is somewhat detailed and addresses about 80% of required fields.	Clinical Log is incomplete does not addresses the required fields.
Scale	180-200 points	160-180 points	Below 160 points

## Rubric 3: Specialized Certificate: Applying a culturally responsive Len to a Data Cycle

Rubric Specialized Certificate: Applying a culturally responsive Len to a Data Cycle			
Category	Demonstrated (D) - 5	Progressing Acceptable (P) -3	Not Progressing (NP) -1
Impact of Using Culturally Responsive Lens  Wt. 30%	<input type="checkbox"/> The team reflection describes the relative success in achieving the goals of the intervention. The successes and challenges of the intervention are clearly described, with data and examples. <input type="checkbox"/> Reflection includes specific examples of the impact of using a culturally responsive lens. <input type="checkbox"/> Reflection includes consideration of supports/barriers to implementation in other contexts within or beyond the school.	<input type="checkbox"/> The team reflection describes the relative success in achieving the goals of the intervention. The successes and challenges of the intervention are clearly described, though not with reference to data. <input type="checkbox"/> Reflection includes some references relating the culturally responsive lens to impact, though detailed examples are not provided.	<input type="checkbox"/> The team reflection describes the relative success in achieving the goals of the intervention. Successes and challenges of the intervention and references to data are omitted. <input type="checkbox"/> Reflection does not include examples of the impact of using a culturally responsive lens.
Impact on Team  Wt. 35%	<input type="checkbox"/> The narrative or video includes leader-initiated questions about the impact of intervention implementation on each team members' practices and perspectives on student cultural identities, culturally-responsive teaching, or established school practices. <input type="checkbox"/> Reflection includes relevant connections to the Tennessee Leaders for Equity Playbook	<input type="checkbox"/> The narrative or video includes leader-initiated questions about the impact of intervention implementation on general teaching practices and perspectives on student cultural identities, culturally-responsive teaching, or established school practices. <input type="checkbox"/> Reflection includes relevant connections to the Tennessee Leaders for Equity Playbook	<input type="checkbox"/> The narrative or video includes leader-initiated questions about the general impact of the intervention without specific references to educational practices, culturally-responsive teaching or student cultural identities. <input type="checkbox"/> Reflection does not include relevant connections to the Tennessee Leaders for Equity Playbook



<b>Leveraging the Data Cycle</b>	<input type="checkbox"/> The narrative articulates how the leader will utilize the teacher team and specific steps to support further implementation of culturally responsive data cycles.	<input type="checkbox"/> The narrative articulates how the site leader will utilize the teacher team but does not articulate specific steps to support further implementation of culturally responsive data cycles.	<input type="checkbox"/> The narrative does not articulate how the site leader will utilize the teacher team to support further implementation of culturally responsive data cycles.
Wt. 35%			
Scale	300 points		

**Rubric 4: Change project Presentation (see rubric in GaView)**

Change project Presentation (see rubric in GaView)			
Category	Demonstrated (D) - 5	Progressing Acceptable (P) -3	Not Progressing (NP) -1
<b>Part II Leadership Style and Reflection</b>	The narrative includes leader self-analysis about the impact of the Instructional Change Project on their personal leadership growth and articulation of specific next steps.	The narrative includes leader self-analysis about the impact of the Instructional Change Project on their personal leadership growth	The narrative minimally includes leader self-analysis about the impact of the Instructional Change Project
Scale	90 -100 Points	80 – 90 Points	Below 80 Points

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Candidate Name: (Print) \_\_\_\_\_

Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**REFERENCES AND RESOURCES READINGS/VIDEOS:**

Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., Peters, M. L., & Zuniga, (Eds.). (2000). *Readings for diversity and social justice*. London, UK: Psychology Press.

Ganz, M. (2007). *Telling your public story: self, us, now*. Cambridge, MA, Kennedy School of Government.

Howard, T. C. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms* (Vol. 39). New York, NY: Teachers College Press.

Rebore, R. W. (2001). *Human resources administration in education: A management approach*. Boston, MA: Allyn & Bacon, A Pearson Education Company.

Reeves, D. B. (2004). *The case against the zero*. Phi Delta Kappan, 86(4), 324-325.

Singleton, G. E. (2014). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin Press.

Wormeli, R. (2018). *Fair isn't always equal: Assessing & grading in the differentiated classroom*. Stenhouse Publishers. Portland, Me.

# Change Project Presentation Scoring Rubric

Candidates will utilize the data and materials gathered to finalize a Change Project Presentation. The candidate will collect relevant data from the implementation, reflect and analyze the outcome, and use this information to complete the final Change Project Presentation.

Candidate's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Scorer's Name: \_\_\_\_\_

Title of Change Project Presentation

Composite Score:	
Composite Change Project Rating:	
Composite GA EL Standards:	
Composite SLS:	

## Change Project Rating:

Exemplary (220-198)	Satisfactory (197-180)	Needs Improvement (179-166)	Unsatisfactory (165 or below)
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## Georgia Educational Leadership (GA EL) Standards Rating:

Demonstrated (9-7)	Progressing (6-4)					Not Progressing (3-1)				
<i>Circle the appropriate rating for each standard.</i>										
GA ES Standards/Demonstrated:	1	2	3	4	5	6	7	8	9	10
GA EL Standards/Progressing:	1	2	3	4	5	6	7	8	9	10
GA EL Standards/Not Progressing:	1	2	3	4	5	6	7	8	9	10

## Service/Leadership Standards (SLS) Rating:

Demonstrated (5-4)	Progressing (3-2)	Not Progressing (1)				
<i>Circle the appropriate rating for each standard.</i>						
SLS Standards/Exemplary:	1	2	3	4	5	
SLS Standards/Satisfactory:	1	2	3	4	5	
SLS Standards /Needs Improvement:	1	2	3	4	5	

## Leadership Assessment of Professional Standards (LAPS)

Demonstrated (8-7)	Progressing (4-6)					Not Progressing (3-1)		
<i>Circle the appropriate rating for each standard.</i>								
LAPS Standards/Exemplary:	1	2	3	4	5	6	7	8
LAPS Standards/Satisfactory:	1	2	3	4	5	6	7	8
LAPS Standards /Needs Improvement:	1	2	3	4	5	6	7	8

Clinical Director

Date

LCST Member

Date



## Change Project Presentation Scoring Rubric

	Demonstrated 16-20 Points	Progressing 11-15 Points	Not Progressing 5-10 Points	Project Score 20 Pts. Possible Per Item Standards Score Demonstrated- 3 Progressing- 2 Not Progressing - 1
<b>Abstract</b>  <b>LEAD</b> <b>6026</b> <b>6021</b> <b>6041</b> <b>6061</b>	Complete and thorough description of the project's purpose, subjects/participants, methods and procedures, and results/ findings is presented in no more than 250 words	Includes required components of the project's purpose, subjects/participants, methods and procedures, and results/ findings in no more than 250 words	Includes some required components of the project's purpose, subjects/participants, methods and procedures, and results/ findings. Length is too long or too short.	GA EL Std. 1 ____
<b>Introduction</b>  <b>LEAD 6026</b>	Provides background for the project that engages the reader's interest; The context of the project is described well; The purpose of the project is articulated clearly; The organization of the paper is described clearly. Discusses policies and laws that influence this project.	The introduction engages the reader's interest.  The context and/or purpose of the project is articulated.  The organization of the paper is adequate.  Vaguely discusses policies and laws that influence this project.	An introduction exists, but is lacking in engaging the reader's interest.  The context and/or purpose of the project is not articulated well. The organization of the paper is not articulated well.  Does not discuss policies and laws that influence this project.	GA EL Std. 1 ____  GA EL Std. 10 ____ LAPS Std. 2 ____ LAPS Std. 4 ____
<b>Theory of Action (TOA)</b>  <b>LEAD 6026</b>	The TOA is specific, insightful, and clearly stated.	The TOA is specific and clearly stated.	TOA is not stated in the correct format.	GA EL Std. 1 ____  GA EL Std. 5 ____ GA EL Std. 6 ____ GA EL Std. 7 ____ GA EL Std. 9 ____ SLS Std. 4 ____ LAPS Std. 2 ____
<b>Methods and Procedures</b>  <b>LEAD</b> <b>6026</b> <b>6021</b>	Complete and thorough description of data collection techniques and data analysis methods; Subjects/participants are well described, thoroughly ensuring confidentiality	Complete description of data collection techniques and data analysis methods;  Subjects/participants are well described, ensuring confidentiality  Candidate describes procedures to attempt to provide some supportive	Description of data collection techniques and data analysis methods are weak and not organized  Subjects/participants are described, but Confidentiality is not ensured	GA EL Std.2 ____  GA EL Std. 4 ____ GA EL Std. 5 ____ GA EL Std. 6 ____

## Change Project Presentation Scoring Rubric

	Candidate describes procedures to provide supportive workplace conditions, accountability, and empowerment of stakeholders.	workplace conditions, accountability, or empowerment of stakeholders.	Candidate does not clearly describe procedures to attempt to provide some supportive workplace conditions.	GA EL Std. 7 _____ GA EL Std. 8 _____ GA EL Std. 9 _____ SLS Std. 1 _____ SLS Std. 2 _____ SLS Std. 5 _____ LAPS Std. 1 _____ LAPS Std. 3 _____ LAPS Std. 4 _____ LAPS Std. 5 _____
	<b>Exemplary</b> 16-20 Points	<b>Satisfactory</b> 11-15 Points	<b>Needs Improvement</b> 5-10 Points	<b>Project Score 20 Pts.</b> <b>Possible Per Item</b> <b>Standards Score</b> Exemplary - 3 Satisfactory - 2 Needs Improvement - 1 Unsatisfactory - 0
<b>Evidence</b>  <b>LEAD</b> <b>6026</b> <b>6021</b> <b>6041</b> <b>6061</b>	Sources chosen are appropriate with regard to the focus of the TOA;  Review contains at least 10 recent research-based sources; A comparison of the findings of the Change Project is made to the related literature.  Candidate cites examples of impact that stakeholder involvement has can have on a change project.	Review contains at least 10 outside sources  Discussion of comparison of the findings of the Change Project to the related literature is evident.  Sources chosen are appropriate with regard to the focus of the Change Project.  Candidate recognizes the impact that stakeholder involvement can have on a change project.	Review contains at least 10 outside sources but is quite limited in a description of those sources.  Discussion of comparison of the findings of the Change Project to the related literature is weak.  Not all sources chosen are appropriate with regard to the focus of the Change Project.  Candidate does not address the impact that stakeholder involvement can have on a change project.	GA EL Std. 8 _____ GA EL Std. 9 _____ SLS Std. 1 _____ SLS Std. 2 _____ SLS Std. 3 _____ LAPS Std. 3 _____ LAPS Std. 5 _____
<b>Data Sources and Collection</b>  <b>LEAD</b> <b>6026</b> <b>6021</b>	Data sources are appropriate and justified by a connection to the TOA; Data is collected based on disaggregated populations and developmental levels. Data collection instruments are	Data sources are appropriate for the TOA;  Data collection instruments are described in the text and are included as an appendix.	Data sources are not appropriate for the TOA;  Data collection instruments are described in the text but not included as an appendix.	GA EL Std. 6 _____ SLS Std. 1 _____ SLS Std. 2 _____

## Change Project Presentation Scoring Rubric

	provided in an appendix. (Example: Assessment Data Analysis Template, Survey,)			SLS Std. 3 _____  LAPS Std. 1 _____
<b>Findings</b>  <b>LEAD</b> <b>6041</b> <b>6061</b>	Findings are presented as a synthesis of data; Findings appropriately and accurately described in extensive detail in relation to the TOA Findings are linked to student learning and stakeholder impact. Evidence is provided from data sources to support findings.	Findings are presented organized around the TOA and supported by the data analysis.  Findings are linked to student learning.	Findings are presented organized around the TOA but are not complete based on analysis.  Findings are somewhat linked to student learning.	GA EL Std. 5 _____ GA EL Std. 7 _____ GA EL Std. 8 _____ GA EL Std. 9 _____ GA EL Std. 10 _____ SLS Std. 4 _____ SLA Std 5 _____ LAPS Std. 2 _____ LAPS Std. 5 _____
	<b>Exemplary</b> 16-20 Points	<b>Satisfactory</b> 11-15 Points	<b>Needs Improvement</b> 5-10 Points	<b>Project Score 20 Pts.</b> <b>Possible Per Item</b> <b>Standards Score</b> Exemplary - 3 Satisfactory - 2 Needs Improvement - 1 Unsatisfactory - 0
<b>Data Analysis Techniques</b>  <b>LEAD</b> <b>6026</b> <b>6021</b> <b>6041</b> <b>6061</b>	Analysis techniques are clearly explained so that reader understands the path of the analysis; Analysis description includes all data sources;  Analysis methods are appropriate for data collected. Analysis of data is disaggregated.	Analysis techniques are explained.  Analysis description includes all data sources.  Analysis techniques are appropriate to support the findings.	Analysis techniques are vaguely explained.  Analysis description includes all data sources.  Analysis techniques are appropriate, but better techniques could have revealed deeper findings.	GA EL Std. 2 _____ GA EL Std. 3 _____ GA EL Std. 6 _____ LAPS Std. 1 _____ LAPS Std. 3 _____



## Change Project Presentation Scoring Rubric

<b>Actions</b>  <b>LEAD</b> <b>6061</b>	The candidate actions are clearly described; The candidate actions are a direct result of the Change Project findings	Candidate actions are described.  The candidate actions are linked to the Change Project findings.	The candidate actions are unclear.  The candidate actions have a weak link to the Change Project findings.	<hr/> GA EL Std. 2 _____ GA EL Std. 3 _____ GA EL Std. 4 _____ GA EL Std. 5 _____ GA EL Std. 6 _____ SLS Std. 2 _____ SLS Std. 3 _____ LAPS Std. 4 _____
<b>Conclusion</b>  <b>LEAD</b> <b>6061</b>	A thoughtful reflection on the Change Project process and results is provided; Examples of future improvement projects are included.	A reflection on the Change Project process and results is provided.  Examples of future improvement projects are provided but only in a cursory manner.	A reflection on the Change Project process and results is provided, but is limited in its reflective nature.  Examples of future improvement projects are not provided	<hr/> GA EL Std. 3 _____ GA EL Std. 10 _____ SLS Std. 4 _____ SLS Std. 5 _____
	<b>Exemplary</b> 16-20 Points	<b>Satisfactory</b> 11-15 Points	<b>Needs Improvement</b> 5-10 Points	<b>Project Score 20 Pts.</b> <b>Possible Per Item</b> <b>Standards Score</b> Exemplary - 3 Satisfactory - 2 Needs Improvement - 1 Unsatisfactory - 0
<b>Clarity of Writing</b>  <b>LEAD</b> <b>6026</b> <b>6021</b> <b>6041</b> <b>6061</b>	The Change Report reads well. The Report is polished and grammatically error free. Reference list is consistent in APA style and error free.	The Change Report reads adequately; Few problems with mechanics and grammar exist;  Reference list is consistent with regard to APA style.	The Change Report reads adequately; Problems with mechanics and grammar exist;  Reference list is inconsistent with regard to APA style.	<hr/> LAPS Std.7 _____ LAPS Std. 8 _____



## Change Project Presentation Scoring Rubric

<b>Final Score</b>		220 Points Possible for Project Score  <hr style="border: 0; border-top: 1px solid black;"/> 9 Points Possible for Each Standard
GELS Score by Standard: 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ 9_ 10_	Total Score_____	
SLS Score by Standard: 1_____ 2_____ 3_____ 4_____ 5_____	Total Score_____	