

Central Michigan University
College of Graduate Studies
Master of Science in Administration

Master Course Syllabus

<u>MSA 698</u>	<u>Directed Administrative Portfolio</u>	<u>3 (3-0)</u>
Desig. & #	Full Title of Course	Credits (Mode)

I. Bulletin Description:

Intensive writing course integrating MSA core and concentration courses by developing a series of applied research projects or significant papers germane to current administrative issues. This course may be offered in an online format.

II. Prerequisites, Pre/Co-requisites, Co-requisites, Recommended:

MSA 600; 601; 602; 603; 604 all with a grade of C or better; 27 hours of graduate credit.

III. Rationale for Course Level:

This course is specifically designed for graduate students in the MSA program. This is a capstone course and contains the amount of complexity appropriate for graduate students. This course is placed at the graduate level to reflect the social and intellectual maturity required to integrate and synthesize knowledge, skills, and applications with real-world experiences. MSA students are required to take either MSA 699 or MSA 698 to complete degree requirements

IV. Suggested Textbooks (Texts used in core courses will be referenced throughout the course. Students are encouraged to keep texts from core courses, but texts are on file with reference librarian.):

Foundations of Research Methods in Administration (MSA Custom, current edition). Boston, MA: Pearson

OR

Leedy, P.D. & Ormrod, J.E. (2016) *Practical Research: Planning and Design* (11th ed.). Boston, MA: Pearson

Organizational Dynamics (MSA Custom, current edition) New York, NY: McGraw Hill.

OR

Robbins, S. P. & Judge, T.A. (2017) *Organizational Behavior* (17th ed.). Boston, MA: Pearson

Financial Analysis, Planning, and Control (MSA Custom; current edition). Boston, MA: Pearson.

OR

Keown, A.J., Martin, J.D., & Petty, J.W. (2017) *Foundations of Finance* (9th ed.). Boston, MA: Pearson

Strategic Planning for the Administrator (MSA Custom; custom edition). Boston, MA: Pearson.

OR

Hill, C.W.L., Schilling, M.A. & Jones, G.R. (2017) *Strategic Management: Theory & Cases: An Integrated Approach* (12th ed.). Boston, MA: Cengage Learning

Administration, Globalization, and Multiculturalism (MSA Custom; current edition). Boston, MA: Pearson.

OR

Butcher, R.D. (2015). *Diversity Consciousness: Opening our Minds to People, Cultures, and Opportunities* (4th ed.). Boston, MA: Pearson

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author

V. Other Requirements and/or Materials for the Course:

All students (online and face-to-face) must have ready access to an up-to-date computer with high speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plugins (such as Flash Player) and/or client side software (such as a PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools at global.cmich.edu/system-check.

VI. Student Learning Course Objectives:

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

1. Construct applied research projects in the field of Administration.
2. Analyze administrative issues and problems critically and creatively.
3. Identify, collate, synthesize, analyze, and use scholarly research sources to generate research questions to examine a professional work- related problem.
4. Propose and apply quantitative and or/qualitative research methods to examine a professional work-related problem.
5. Evaluate research findings and make recommendations based on literature and data analysis.
6. Select and effectively present findings and recommendations to solve or improve upon professional work related problems.

7. Choose key concepts from MSA core and concentration courses to produce meaningful research.

VII. Suggested Course Outline:

The course is centered on the development of four comprehensive research-based papers, covering MSA 601, 602, 603, and 604 and a 5th critical analysis paper. Central to each paper is the integration of the student's area of concentration. This research is then folded into a fifth critical analysis paper which summarizes the learning that has taken place throughout the degree program.

Content	Percentage
Classroom activities (face-to-face or online) Introduction/Overview Explanation of the format Review of resources (library, writing center, etc.) Discussion of expectations (APA, citations, graduate level writing, etc.) Strategies for success Grading rubric	60%
Individual one-on-one meetings with instructor for all 5 papers	40%

A suggested format follows.

Unit 1 Week 1	Introductions Review of syllabus Overview of Directed Portfolio experience
Unit 1 Week 2 Discussion of paper one (based on MSA 601)	Review APA Review of plagiarism Graduate writing, organization, grammar, content Strategies for success Introduce grading rubric Discuss Library Services Discuss Writing Center
Unit 2 Week 3	On-line Individual one-on-one sessions
Unit 2 Week 4 Discussion of paper two (based on MSA 602)	First paper, MSA 601 submitted for instructor review

Unit 3 Week 5	On-Line Individual one-on-one sessions
Unit 3 Week 6 Discussion of paper three (based on MSA 603)	Second paper, MSA 602 submitted for instructor review
Unit 4 Week 7	On-line Individual one-on-one sessions
Unit 4 Week 8	Third paper, MSA 603 submitted for instructor review
Unit 5 Week 9 Discussion of paper four (based on MSA 604)	On-Line Individual one-on-one sessions
Unit 5 Week 10	Fourth paper, MSA 604 submitted for instructor review
Unit 6 Week 11 Discussion of Critical Analysis Paper	On-Line Individual one-on-one sessions
Unit 6 Week 12	Final critical analysis paper should be well underway by now
Unit 7 Week 13	On-Line Individual one-on-one sessions
Unit 7 Week 14	Final critical analysis paper submitted for instructor review
Unit 8 Week 15/16	Student discusses project with the instructor/class presentations (at instructor's discretion)

VIII. Suggested Course Evaluation:

Assignments	Percentage
Paper 1 (MSA 601)	20%
Paper 2 (MSA 602)	20%
Paper 3 (MSA 603)	20%
Paper 4 (MSA 604)	20%
*Final Critical Analysis paper/presentation	20%
Total	100%

*Must complete the critical analysis paper to receive credit for the course.

Syllabus Prepared By:

Patricia Chase Ed.D. _____
Typed Name of Faculty, Credentials

1/11/17 _____
Date