Course Number: ADGR990203  Applied Research Project

Woods College of Advancing Studies  
Fall 2017 Semester, August 28 – Dec 16, 2017

Meeting Days: Tuesdays: 8/29, 9/26, 10/31, 11/21, 12/5

Meeting Time: 6:30:00 PM - 9:00:00 PM

Classroom Location: O’Neill Library, Room 307

Instructor Name: Kwasi Sarkodie-Mensah
BC E-mail: sarkodik@bc.edu
Phone Number: (617) 552-4465
Office: O’Neill Library Level 3, Room 312
Office Hours: By Appointment

In Class Meetings: (Tuesdays)

- August 29
- September 26
- October 31
- November 28
- December 5

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Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.
Course Description

The Capstone Project for Leadership and Administration is designed to give students the opportunity to apply the knowledge they have acquired throughout their graduate program to real-world situations. The culmination of such knowledge will be directed at a final presentation and major paper. In addition, the learning objectives of their particular MS specialization will be encapsulated through their in-depth, individualized research. A capstone applied research project is meant to be a cumulative experience. As such this course provides opportunities for students to integrate knowledge from their core and concentration courses, to gain insight into the meaning of professionalism and professional practice, and to produce a research project that can be utilized in their current work setting to showcase their skills and talents. Alternatively, it can also be used to highlight their background to prospective employers or in fields in which they have an interest but may not be currently employed.

Course Objectives

Successful completion of the course will include the following:

1. Students will demonstrate a thorough analysis, synthesis, distinction and application of theoretical knowledge to respond to some challenge or current issue in their specialized field of study. This will be documented through a final major project paper of no less than 35 pages including references and through a strong and convincing hypothesis or research question.

1. Students will demonstrate an understanding of the problem, challenge or issue and ability to articulate this understanding through a formal major power point presentation. This presentation as well as the paper will demonstrate a synthesis and practical application of the various strands of learning that comprise their program of study including the interdisciplinary nature of the program and what practical recommendation for the field arise from this research.

1. The student will demonstrate knowledge and competency across cultural settings and the impact of diversity in their area of specialization through its inclusion in the paper.

1. The student will demonstrate ethical knowledge and an awareness of ethical and moral issues in their specialization and their reaction to such by incorporation of current and past ethical dilemmas encountered in the field of specialization and how these have or may be addressed. In addition, they will complete the IRB ethical training course.

Major requirements for course:

You must attend all classes. Any missed class will be considered 20 percent off your grade. You must read all material required for that class. You will need to prepare a minimum 35-page research paper including references according to the APA standards. You will identify and clearly articulate a problem, challenge or issue in their field that warrants further study by providing a comprehensive review of relevant literature including a synthesis of a minimum of 12 primary and 6 secondary research studies or articles. You may choose to complete a full
qualitative or quantitative pilot study of the issue, or prepare everything needed to complete a study but without the actual proposed methods being completed. You will also demonstrate a level of competence and facility with the research literature and your ability to make an informed opinion and recommendations and field questions through a formal presentation of the topic. You will also demonstrate how this strategy is innovative and change oriented.

*Format and expectations for Presentations and Paper will be addressed in class.*

Course Meeting Dates and Assignments

**Before August 29**

1. Read “Producing the Capstone Project” (see required readings below)
2. Read

   **A. Meeting the Ethical Challenges of Leadership Casting Light or Shadow — Introduction, Leaders: The Bad News and the Good News, pages XVI -XXVII**

   **B. Take the Ethical Leadership Scale Test-- Self-Assessment 0.1**

   **C. Read Chapter One in its entirety. Take the Self-Assessment Tests 1.1 and 1.2**

3. Come to class with a research question or hypothesis that you would like to develop and explore for your capstone project.

4. **Complete the IRB ethics training below:**

   Online Ethics Training Courses:

   The [BC IRB Training Policy](Links to an external site.) requires all research personnel (including faculty advisors) to complete an online human subjects training course either through CITI (Collaborative Institutional Training Initiative) or NIH (National Institutes of Health). Copies of the training certificates should be submitted with all IRB applications.

**August 29**

Discuss the capstone project readings.

Discuss your hypotheses or research question and receive feedback.

Review elements of a research paper and presentation

Hand in your completed IRB certificates for the Training Course.
Discussion of specialty advisor/second reader for project

Discussion of the readings from *Meeting the Ethical Challenges of Leadership Casting Light or Shadow*

**Between August 29 and September 26**

- Submit your final topic along with Research question(s) or hypothesis. Create an outline for October 6 class (we will review each other’s outlines in class). Use Canvas Discussion to receive feedback, ideas and help from classmates and instructor. **Identify the second reader for your project and have their name to me before September 26 with their agreement to assist in the final paper and presentation. (This can be done through email).** You should have a preliminary reference list of articles and research studies from the field.

- Read Chapter 2 of *Meeting the Ethical Challenges of Leadership Casting Light or Shadow--Stepping Out of the Shadows*

- **Take Self Assessments2.1 and 2.1 tests**

**September 26**

- Submit project proposal, outline and any research review and/or write-up for feedback by classmates and professor. Review how to incorporate the questions around professional ethics and diversity into your capstone project.
- **Discuss Chapter 2 of textbook-- reading, case studies and tests.**

**Between September 26 and October 31**

- Continue work on Capstone paper and presentation. Send in to me any rough drafts as well as to your second reader/advisor for comments, clarifications and feedback. Continue to use Canvas for help from Classmates. Work to complete the Statement of the Problem and the Literature review. Start addressing what methods and analysis you will use. Formulate some initial recommendations.
- Read Chapter 3 of *Meeting the Ethical Challenges of Leadership Casting Light or Shadow--The Leader's Character.*
- **Take self-assessment tests 3.1 and 3.2**

**October 31**

- Submit your preliminary statement of the problem and literature review. Have the initial section of Methods, Analysis and Future research/Recommendations completed. Initial stages of PowerPoint will be reviewed.

- **Discussion of assigned reading and self-assessment tests**
Between October 31 and November 28

Continue to get review and feedback from professor, second reader and classmates.

- Read Chapter 11 of *Meeting the Ethical Challenges of Leadership Casting Light or Shadow -- Ethical Crisis Leadership*
- Take self-assessment tests 11.1 and 11.2

November 28

Have the penultimate draft of your paper ready for presentation along with your PowerPoint

December 5 Final Presentations

Final paper is due today.

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Grading

The final paper is worth 55% of your grade. Composed of at least the following: Completion of all forms on time, IRB/CITI Training, Sign-off forms (SME and Final Project), Outline and Preliminary draft)

The Presentation is worth 30% of your grade. Graded upon the feedback from the readers using the Presentation Evaluation Form.

The assignments from the Textbook is worth 10% of your grade.

. 5% for participation and preparation for class.

The graduate grading system for Woods College is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00)
B- (2.67), passing but does not count toward degree
C (2.00), passing but not for degree credit
F (.00)
All students can access final grades through Agora after the grading deadline each semester. Students who complete course evaluations can access grades earlier, as they are posted.

**Deadlines** - All assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

**Required Texts/Readings:**

*Producing the Capstone Project (Links to an external site.) (Links to an external site.)* (Barnes and Noble $3.99)

This site allows for an eBook that is readable on any computer. The links are below.

http://www.lulu.com/shop/capstone-writer/producing-the-capstone-project/paperback/product-5233811.html (Links to an external site.) (Links to an external site.)

http://www.lulu.com/shop/capstone-writer/producing-the-capstone-project/ebook/product-17395277.html (Links to an external site.) (Links to an external site.)


There is a copy of this book on O'Neill Library Reserve-- HM1261 .J64 2015

**Canvas**

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources on using Canvas, click here (Links to an external site.) (Links to an external site.).

**Written Work**

Woods College students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center (Links to an external site.) (Links to an external site.).
Attendance

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Woods College courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) (Links to an external site.) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) (Links to an external site.) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

Scholarship and Academic Integrity

Students in Woods College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or
interfering with another student’s work. Please see the Boston College policy on academic integrity (Links to an external site.) (Links to an external site.) for more information.

**Subject Matter Expert Request and Reader Sign off form** Subject

As part of the degree requirement for the final project of my Master’s Degree in Leadership and Administration I must complete a “capstone” final applied research project. This project consists of two main components: 1) A major paper (minimum 35 pages) and 2) a final presentation (of 20 minutes with an additional 10 minutes for Q&A)

The Professor for my class is Kwasi Sarkodie-Mensah who will act as the first reader on all papers. However, since I am specializing in

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I have been asked to find a second reader for my paper who acts as a Subject Matter Expert in this topic. I would like to ask that you be that SME.

Requirements of the SME:

1. To assist in finding an appropriate topic in the field of study/specialization that can be addressed in a major paper within a semester
2. To read and help revise with the first reader all drafts of the paper
3. To review the presentation for content and structure and offer recommendations
4. To sign-off on the acceptability of the final paper at the graduate level
5. To be present for and help critique the final presentation. **These will occur on Tuesday, December 5.**

By signing this, I agree to help in the ways stated above:

_________________________________________________

Student Name

_________________________________________________

SME Name

Final Project Topic Sign-off
Title: ________________________________________________________________

Abstract:

Research Question/Hypothesis/

or Description of the issue to resolve:

Readers:

1)_________________________________________

2)_________________________________________

Presentation Evaluation Form:

<table>
<thead>
<tr>
<th>Student Name and Presentation Title:</th>
<th>Name of Reviewer:</th>
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<tbody>
<tr>
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</table>

Criteria: Please check or mark "X" for each category.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Topic lacks relevance or focus.</td>
<td>Topic would benefit from more focus.</td>
<td>Topic is adequately focused and relevant.</td>
<td>Topic is tightly focused and relevant.</td>
<td></td>
</tr>
<tr>
<td>B. Organization / Clarity</td>
<td>Ideas are not presented in proper order; no transition; unclear presentation; did not manage time well.</td>
<td>Some ideas not presented in proper order; some transitions needed; some parts of presentation unclear; time management adequate.</td>
<td>Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear; good time management.</td>
<td>Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise; time management was excellent and helped focus the presentation.</td>
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<tr>
<td>C. Completeness</td>
<td>Additional depth is needed in places.</td>
<td>Presentation provides adequate depth.</td>
<td>Presentation provides adequate depth; presentation is within specified length.</td>
<td>Presentation provides good depth and detail; ideas are well developed.</td>
</tr>
<tr>
<td>D. Grammar / Mechanics</td>
<td>Presentation contains several major grammar/usage errors.</td>
<td>Presentation may contain some grammar or sentence errors.</td>
<td>Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable.</td>
<td>Presentation contains almost no grammar errors.</td>
</tr>
<tr>
<td>E. Documentation</td>
<td>Little or no message support provided for major ideas; visual aids are missing or inadequate.</td>
<td>Some message support provided by facts and visual aids.</td>
<td>Adequate message support provided for key concepts by facts and visual aids.</td>
<td>Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas.</td>
</tr>
<tr>
<td>F. Delivery</td>
<td>Low volume or energy; pace too slow or fast; distracting gestures or posture; unprofessional appearance.</td>
<td>More volume / energy needed at times; pace too slow or fast; could improve professional appearance.</td>
<td>Adequate volume and energy; generally good pace and diction; professional appearance.</td>
<td>Good volume and energy; proper pace and diction; very professional appearance.</td>
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<tr>
<td>G. Interactions</td>
<td>Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions.</td>
<td>Additional eye contact needed at times; better-listening skills needed; some difficulty answering audience questions.</td>
<td>Fairly consistent eye contact with audience; displays ability to listen; provides adequate answers to audience questions.</td>
<td>Establishes and maintains eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy.</td>
</tr>
<tr>
<td>H. Ethical Awareness</td>
<td>Little to no support for ethical considerations; student shows limited awareness of issues of diversity; presentation fails to address any ethical dilemmas and possible strategies.</td>
<td>Several ethical issues in the area of study are highlighted demonstrating some awareness of &amp; appreciation for issues of diversity; limited scope of possible ethical dilemmas and strategies.</td>
<td>Some inclusion of ethical issues in the area of study with support for ethical considerations; student shows some awareness of &amp; appreciation for issues of diversity; presentation addresses several ethical dilemmas and possible strategies.</td>
<td>Proper inclusion of ethical issues in the area of study, with support for ethical considerations; student shows awareness of &amp; appreciation for issues of diversity; highlights well many ethical dilemmas and possible strategies.</td>
</tr>
<tr>
<td>Project Description</td>
<td>Level 1: Failed to Use Sound Research Methods</td>
<td>Level 2: Limited Use and Understanding of Materials</td>
<td>Level 3: Demonstrate Use of Basic and Appropriate Research Methods</td>
<td>Level 4: Able to Utilize Sound Research Methods</td>
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<tr>
<td>I. Understanding of Research Methods</td>
<td>Failed to utilize sound research methods for area of study including statistical methods / financial models / analysis.</td>
<td>Limited use and understanding of materials for area of study with limited use of statistical methods / financial models / analysis.</td>
<td>Demonstrate use of basic and appropriate research methods for area of study and included appropriate use of statistical methods / financial models / analysis.</td>
<td>Able to utilize sound research methods for area of study including appropriate use of statistical methods / financial models / analysis; can elaborate well on this extemporaneously.</td>
</tr>
<tr>
<td>J. For those following &quot;Producing the Capstone Project&quot;- Clear Rationale, Results and Implementation</td>
<td>Did not follow the appropriate structure and method for Capstone project.</td>
<td>Engaged the structure and method for Capstone project but with limited rationale and results.</td>
<td>The appropriate structure and method for Capstone project was utilized; rationale and results were clear but with limited implementation.</td>
<td>Included the appropriate structure and method for Capstone project in all respects.</td>
</tr>
<tr>
<td>K. Demonstrates how Leadership relates to the topic</td>
<td>Did not make connection between research topic and leadership.</td>
<td>Made minimal references to leadership and how it connects to research topic, but did not incorporate it into presentation in coherently or effective manner.</td>
<td>Built leadership into most stages of project and demonstrated understanding of its connection and importance to research topic.</td>
<td>Effectively communicated the role of leadership in research topic and presented it at every stage of the project in a coherent, clear and concise manner.</td>
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</table>