

SAMPLE SYLLABUS - subject to change; provided as an example only for prospective students. For current students, the syllabus you are given in class by your instructor is the one which applies to your course, and which you should follow.

Tennessee State University
Course Syllabus

Course Number: PADM 7140
Title: Applied Quantitative Techniques in Public Administration
Course Credit: Three Credits

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Course Description: This course is structured in survey format in order to inform the public administration student about statistical computer applications in public administration. The prerequisite class for this course is PADM 7130 or the equivalent thereof.

Course Objectives:

- Research & Technical Writing Skills
- Oral communication skills
- Utilization of case study evaluations and research for decision-making
- Research & Writing skills pertaining to a policy & rule techniques
- Techniques associated in program evaluation as a mgt. tool
- Ethical conduct and decision-making in organizations
- Techniques for motivating employees in the workforce
- Organizational Design & Development
- Utilizations of statistical techniques for forecasting in PA
- The role of public administration in policy formulation and implementation

Topical Outline: The topics that will be discussed throughout the semester in Statistical Computer Applications In Public Administration will include: measures of central tendency, multivariate

analysis, multivariate regression, time series analysis, factor analysis, logistic regression and other topics necessary for applying and understanding statistical techniques in public affairs.

Teaching Strategies: Lectures, class discussion, individual projects, weekly assignments, exams

Required Text:

Babbie, Earl. 2009. The Practice of Social Research, 11th edition. CA: Wadsworth/Thomson Publishing. ISBN: 0-495-09325-4.

Mertler, C. A. & Vannatta, R. A. (2010). Advanced and multivariate statistical methods: Practical application and interpretation (4th ed.). Los Angeles: Pyrczak. ISBN: 1-884585-84-1.

Course Requirements:

Midterm Exam	100 points
Final Exam	100 points
Class Projects (Conference Paper & Presentation)	100 points
Weekly Assignments	<u>200 points</u>
Total	500 points

Grading Scale: Final Grades will be premised on cumulative points as follows: A = 500- 440; B = 439 - 380; C = 379 - 300; D = 299 - 220; F = below 220.

Individual Project Grading Scale: A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = below 60.

Exams: Each student will be required to complete a midterm and final exam. A midterm exam will be given during the designated midterm exam Class and will be administered in class. The final exam will also be in class and the student will have one class period to complete the exam. The exam will resemble a focused question on the preliminary exam for completion of the Ph.D. Each exam will consist of questions about important topics discussed throughout the semester.

Conference Paper: Each student will be required to write the equivalent of a quantitative conference paper as their class project. The purpose of this exercise is to equip the student with the necessary skills for conducting research and presenting that research at professional conferences in the social sciences. Therefore, the student will write and submit two copies of their conference paper on the day they present their findings to the class. Papers and presentations

will be due at the end of the semester (date has not yet been determined).

Content of Conference Papers:

- **Abstract/Executive Summary**
 - A summary of the purpose and findings of the study.
- **Introduction**
 - The overture of the manuscript and why this research is important to public administration.
- **Literature Review**
 - Discussion of the relevant literature pertaining to your topic and the literary gaps that exists warranting further research into this important issue.
 - The stated *Problem* addressed by the article
 - The *Purpose* of the article
 - The *Methods* used to gather the data in the Article (this may not be applicable in all cases since most of the articles are theoretical arguments)
 - The *Findings and Conclusions* of the Article
 - Your *Opinion* of the validity of the Article in helping us understand public organizations and why you tend to believe this way
 - Also, the theoretical foundation from the literature that justifies the importance of this research topic.
- **Hypotheses**
 - A section containing the hypotheses tested in the manuscript (written as null hypotheses).
- **Data**
 - Conceptual Definitions: What variables are you going to use in your manuscript and why.
 - Operational Definitions: Where you are going to collect the data you plan to use in your manuscript.
- **Research Methods**
 - The statistical method you are going to use to test the data and why you believe this technique is the most appropriate for your manuscript.
- **Findings**
 - The reported findings of the statistical computations you conducted on your data set. These findings should be presented in some kind of table in your manuscript.
- **Discussion**
 - The interpretation of the findings of your data analysis.
- **Conclusion**
 - The practical applications that your research contributes to both the practitioner and academic in public administration. In other words, the policy implications, and limitations of your study, along with possibilities for future research on this topic.

- **References**
 - No less than 25 academic sources are to be used in conducting this research.

Minimum Requirements

- At least 20 - 25 pages in length, not counting the title page but no more than 25 pages.

Notes for the Ph.D. student to remember:

- All sections in the paper should begin with an introductory paragraph that discusses what issues will be addressed in each section of the paper.
- The use of active voice in writing papers at the Ph.D. level of study is encouraged because it separates the doctoral student from the master and undergraduate student in writing style. Furthermore, it demonstrates to the instructor that the student has a skillful understanding of the English language. Plus, it makes your writing much more interesting to read!

Grading Criteria for Papers:

- 1) *Analysis:* A sufficient number of public policy implementation concepts are used to analyze the situation discussed in the paper;
- 2) *References:* A variety of pertinent and timely references were sought and obtained in preparing the paper;
- 3) *Organization:* The main points are stated clearly and arranged in a logical sequence;
- 4) *Coherence:* The development of ideas, arguments and discussion shows consistency and logical connection;
- 5) *Clarity:* The ideas, arguments and discussion shows consistency and logical connection;
- 6) *Conciseness:* The language is direct and to the point, using sufficient space to say exactly what is intended and be readily understood by the reader;
- 7) *Grammar:* The written is in standard American English, with proper sentence structure, syntax, punctuation and spelling;
- 8) *Drafting:* The writing shows evidence of being drafted and revised before submission of the final copy.
- 9) *Following Directions:* Identifying and addressing all components of the project the instructor outlines.
- 10) *Timeliness:* Simply turning the project in on the specified date given by the instructor.

Class Presentations:

Each student will present the conference paper they prepared for this class during the latter end of the semester. This presentation will resemble a conference panel similar to those found at SECOPA, ASPA, Southern Political Science Association and Western Social Science Association. The purpose of this presentation is to prepare the doctoral student for presenting their research at the dissertation stage of the degree.

Furthermore, for the ambitious student, this project will prepare them for research presentations on their road to tenure in the academic community. The presentations will be critiqued as follows:

- 1) Organization – There is a structured format in which the student displays throughout the presentation.
- 2) Planning – There is evidence of rehearsing and the presentation flows well and is properly paced according to time.
- 3) Visual Aids – Adequate use of visual aids to assist in explanations during the presentation.
- 4) Speaker Enthusiasm – Displayed adequate knowledge of the subject, and exhibited sufficient self-confidence during the presentation.
- 5) Voice Projection – Good articulation, proper delivery rate, no distracting gestures (e.g., chewing gum, too many “uhs”, etc).

Participation/Attendance:

Students are expected to be present in order to participate in class discussions. For every absence the instructor will deduct 10 points from the student’s participation and attendance grade. Excessive absences will lead to a substantial lowering of a student’s grade. General criteria used to assess class participation include:

- 1) *Content Mastery:* Students must display an understanding of facts, concepts, and theories presented in the assigned readings and lectures. This ability is the basis for all higher-level skills and must be made evident by classroom comments and/or response to questions.
- 2) *Communication Skills:* Students must be able to inform others in an intelligent manner what she/he knows. Ideas must be communicated clearly and persuasively. Communication skills include listening to others and understanding what they have said, responding appropriately, asking questions in a clear manner, avoiding rambling discourses or class domination, using proper vocabulary pertinent to the discussion, building on the ideas of others, etc.
- 3) *Synthesis/Integration:* Students must illuminate the connections between the material under consideration and other bodies of knowledge. For example, one could take several ideas from the reading or class discussions and combine them to produce a new perspective on an issue, or one could take outside materials and combine them to create new insights. Students who probe the interdisciplinary roots of the theories presented or who are able to view the author or the materials from several viewpoints demonstrate this skill.
- 4) *Creativity:* Students must demonstrate that they have mastered the basic material and have gone on to produce their own insights. A simple repetition of ideas from the articles will not suffice, nor will simply commenting on what others have said. Students must go beyond the obvious by bringing their own beliefs and imagination to bear. Creativity may be displayed by showing further implications of the material, by applying it to a new field, or by finding new ways of articulating the materials, which produce significant insights.

- 5) *Valuing*: Students should be able to identify the value inherent in the material studied. The underlying assumptions of the author should be identified. Furthermore, students should be able to articulate their own positions by reference to basic underlying values. Students must not simply feel something is wrong or incorrect; they must be able to state why, based on some hierarchy of values. In either accepting or rejecting a position, the operative values must become explicit.
- 6) *General Enthusiasm and Interest in the Class*: This can be shown by regularity of attendance and thoughtful insights given throughout the semester in class discussions.

**** All papers (including organization design paper) should use the following format: Times New Roman, 12 point font, 1" margins from left to right and top to bottom, and double spaced. Paginate all papers you submit to me for a grade. Late projects will automatically be reduced one letter grade for each day they are late not each class period.*

Note: *Following explicit directions is an important aspect of graduate school training. Therefore, it is important that the student follow the stated guidelines in this syllabus, throughout the course of this class, because failure to do so will result in point reductions.*

Accommodations for Students with Disabilities: Any student who feels the need for academic accommodations due to a recognized disability by the TSU Handbook, will be given such adjustments only after the student goes through the proper channels at the university to receive such accommodations. The TSU Handbook is a good place to start if you are unaware of the "proper procedures."

**** Note this syllabus is subject to change at the discretion of the instructor.*

Presentation Evaluation Forms

100	Superior, outstanding	75	Not quite what was expected
95	Very Good	70	Less than expected
90	Much Better Than Expected	65	Much less than expected
85	Better Than Expected	60	Considerably less than expected
80	What was expected	59 - 0	Pure charity

Name: _____

Topic: _____

Factor	Strong	Weak
	Comments:	Comments:
1) Organization (20)	_____	_____
2) Planning (20)	_____	_____
3) Visual Aids (20)	_____	_____
4) Speaker Enthusiasm (20)	_____	_____
5) Voice Projection (20)	_____	_____

Overall Grade: _____ (100/Perfect Score)

Grading Criteria for Conference Papers

100	Superior, outstanding	50	Not quite what was expected
90	Very Good	40	Less than expected
80	Much Better Than Expected	30	Much less than expected
70	Better Than Expected	20	Considerably less than expected
60	What was expected	10	Pure charity

Name: _____

Title: _____

Comments:

1) *Analysis*: (10) _____

2) *References*: (10) _____

3) *Organization*: (10) _____

4) *Coherence*: (10) _____

5) *Clarity*: (10) _____

6) *Conciseness*: (10) _____

7) *Grammar*: (10) _____

8) *Drafting*: (10) _____

9) *Following Directions*: (10) _____

10) *Timeliness*: (10) _____

Overall Grade: _____ (100/Perfect Score)

Course Outline

Class One

- Class Introduction
- Requirements For the Course

The Behavioral Movement & Research Design

Class Two

Basic & Preliminary Statistics

“The Financial Implications of Casino Gaming on State and Local Education Policy in Mississippi.” In von Hermann’s *Resorting to Casinos: The Mississippi Gambling Industry*, 2006. Mississippi University Press.

Class Three

Mertler & Vannatta, Chapter 1: Introduction To Multivariate Statistics

Class Four

Mertler & Vannatta, Chapter 2: A Guide to Multivariate Techniques

Class Five

Mertler & Vannatta, Chapter 3: Pre-Analysis Data Screening

Class Six

Mertler & Vannatta, Chapter 4: Factorial Analysis of Variance

Class Seven

Mertler & Vannatta, Chapter 5: Analysis of Covariance

Class Eight

Midterm Exam

Class Nine

Mertler & Vannatta, Chapter 6: Multivariate Analysis of Variance and Covariance

“Measuring Perceived School Board Effectiveness in Tennessee: The Latest Survey Results,” *Public Administration Quarterly*, Vol. 31, Issue 2, pgs. 211-243. w/French & Peevely, 2008.

Class Ten

Mertler & Vannatta, Chapter 7: Multiple Regression & 2 Stage Least Squares

Book Chapter: Reservation Gaming: A Catalyst for Self-Governance for the Tribes of Arizona, 2007, Published By the University Press of Wyoming, w/Joy Clay.

Class Eleven

Additional Readings: Time-Series Analysis

Pooled Time Series Analysis

“The Lottery, Southern States, and the Federal Government: A Formula For Perpetual Success Or Inevitable Destruction In Education Policy?” *Public Administration Quarterly*, Vol. 28, No. 4 (Winter), pgs. 403-42, 2005. With P. Edward French.

Class Twelve

ARIMA Time series Analysis

“Measuring the Impact of Lotteries on State Per Pupil Expenditures for Education: Assessing the National Evidence.” *Review of Policy Research*, Vol. 22, Number 2, 2005, with Sangho Moon and Jaeun Shin.

Class Thirteen

Mertler & Vannatta, Chapter 11: Logistic Regression

“The Recent Adoption of the Voluntary Tax in the Volunteer State. Journal of *Public Budgeting, Accounting and Financial Management*, Vol. 16, No. 4, 2004. With P. Edward French.

Class Fourteen

Mertler & Vannatta, Chapter 8: Path Analysis

Class Fifteen

Mertler & Vannatta, Chapter 9: Factor Analysis

Class Sixteen

Paper Presentations

Class Seventeen

Paper Presentations

Class Eighteen

Paper Presentations

Class Nineteen

Final Exam, August 4th