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Spring, 2020
PADM 689
Capstone
Course Syllabus

I.   Introduction: Aims and Expectations
A. Purpose

This course is the culmination of the SPA masters' program coursework. The purpose of the course is for students to show that they have acquired the knowledge, skills, and abilities required of graduates of the SPA programs by integrating what they have learned in their coursework. To do so, students will work on a project to show proficiency in thinking through and applying what they have learned to real issues in public organizations. In completing the project, students are expected to utilize the principles of management theory and organizational behavior, a full array of research procedures, methods, and techniques, and employ them to administer human, budgetary, and financial resources for effective and efficient outcomes in public programs. To show and integrate what they have learned, students will work in teams on the project, as one would in the public sector workplace or in a public sector consulting opportunity. Also, students will demonstrate individual competence in background research and written communication. In addition, this course will look at public programs from a conceptual and analytical point of view and review key concepts for understanding and assessing public value and public organizations.

Graduates of public administration programs should be prepared to lead and manage in public programs in a public governance setting. All public programs, however well run, have the possibility of improving their processes, operations, and service delivery. The goal of the SPA is to assure that its graduates are capable of analyzing opportunities for improvement, recognizing the causes of underlying ineffectiveness, and identifying sound, evidence-based options for addressing them in practical settings. To do so, graduates will need to be able to think, plan, and direct public entities strategically. In addition, they must be able to apply the principles of management theory and organizational behavior to public organizations. Likewise, graduates must be able to collaborate in teams and groups, put their observations into clear, concise, and useful written form, and communicate these to their colleagues, co-workers, and clients. The ability to interact effectively with others will have a substantial effect on the ultimate ability of students to bring what they have learned in their graduate program to the workplace to improve it.

B. Learning Objectives

To carry out the purpose above, the Capstone course has four learning objectives. The classroom, individual, group, and field work in the class are aimed at accomplishing these objectives. By completing this course successfully, students will show that they are proficient in the knowledge, skills, and abilities imparted by their master's program in public administration and will be able to:

1. Interpret public organization and group dynamics to propose situational improvement
2. Analyze public organizational and group circumstances to improve administrative outcomes and effectiveness
3. Interpret public organizational and group environments, structures, and dynamics using suitable concepts and techniques
4. Develop strategies for organizational and group actions

C. Prerequisite Knowledge

Students taking this course are expected to have a working knowledge of public policy and management as laid out in PADM 500, of public organizations and organizational behavior as encountered in PADM 521, of public human resource management as covered in PADM 525, and of budgeting and financial concepts and techniques as practiced in PADM 544. In addition, students must be competent in the scoping, development, and conduct of literary, qualitative, and quantitative research as well as appropriate supporting methodologies, tools, and procedures as presented in PADM 595, 596, and 597. Moreover, having completed coursework for the master's degree, it assumed that students will be practiced in teamwork as well as competent in written communication and oral presentation.

D. Technical Skills and Requirements
1. Technical Skills

To participate and be successful in this class students are expected to have mastered the basic technical tasks listed below:

- Use email – including attaching files, opening files, downloading attachments
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Create, update, and upload MS Word and MS Word readable documents (Microsoft Office products are available free for all UNM students at UNM IT Software Distribution and Downloads page: http://it.unm.edu/software/index.html)
- Create, update, and upload MS PowerPoint and MS PowerPoint readable presentations
- Download, annotate, save and upload PDF files
- Conduct literature searches through the UNM libraries, create bibliographies and reference lists using electronic tools such as End Note or Zotero, and obtain copies of referenced readings and articles online

2. Technical Requirements

To participate and be successful in this class students must have certain digital tools and know how to use them. All are provided by UNM, either on the web or at computer support pods. Students who do not utilize these tools in the course will be dropped from it by the instructor. The basic technical tools necessary are listed below:

- A high-speed Internet connection
- A supported browser (these include: Chrome, Internet Explorer, Firefox, and Safari; detailed Supported Browsers and Operating Systems: http://online.unm.edu/help/learn/students/
- A computer capable of running a recently updated web browser (processor speed, amount of RAM and Internet connection speed can greatly affect performance; UNM's Computer Pods offer free high-speed Internet access
- A Web Camera, microphone and other distance tools

II. Texts and Other Readings and Course Materials
A. Texts

There are two texts recommended for the course as refreshers for public administration concepts. They have been used in courses in the MPA and may be useful for understanding some course references. These texts have not been ordered for purchase at the UNM bookstore. They may be purchased on-line from the publisher or another source. In addition, most texts are available for electronic purchase and use through digital textbook services.

- **Recommended Texts**

R.B. Denhardt, J.V. Denhardt, M.P. Aristigueta, & K.C. Rawlings, (2020). **Managing Human Behavior in Public and Nonprofit Organizations** (5th Ed.), Thousand Oaks, CA: Sage

Moore, M. H. (1995). **Creating Public Value: Strategic Management in Government**, Cambridge, MA, Harvard University Press

   B. Other Readings and Course Materials
      1. Journal Articles
Students will be expected to read articles from academic journals as part of the course work. Readings are assigned for particular topics as indicated on the Course Schedule below. All assigned articles are available through the UNM Libraries http://library.unm.edu/ in full-text, PDF files. Students should read these articles before the class session on which they are assigned and come to class sessions with a thorough understanding of them and be able to respond to or ask any questions on them. Students may choose to download these articles or read them on-line. Citations for these articles are included in the Course Schedule under Readings and full citations can be found in References below.

      2. Assignment and Other Course Instructions
Microsoft Power Point Slides will be posted for all course assignments on the UNM Learn course site https://learn.unm.edu/. These slides will cover detailed expectations for submission of course assignments covered below. When posted, students are expected to review these slides and understand the content in them for application to and completion of course assignments and to arrive in class with any questions.

III.   Course Activities
   A. Class Presentations and Discussions
Some presentations will be given by the instructor as indicated on the Course Schedule as "Talks." These will cover knowledge, insights and techniques deemed of use for completing the course group project. When appropriate, class discussion will be held on these topics. On some occasions, when suitable, guests may contribute to the presentations.

   B. Team Project: Organizational Analysis
This course is built around students' application to a real-world problem of the knowledge, skills, and abilities acquired from core and required courses in the master's programs. Students will demonstrate that they have achieved a sufficient level of proficiency in these by completing a team analysis of an assigned organizational issue (problem or challenge). In addition, the team project will allow students to show adequate competence in collaboration and communication that evidences an achievement of the professional aims of the master's program. Students will work in teams to complete the organizational analysis project. Teams will be assigned by the instructor. Approximately five (5) students will compose a team.

   C. Project Team Meetings
      1. Class Meetings
During class sessions when presentations and discussions are scheduled, there will be extensive in-class-time provided for team meetings as indicated on the Course Schedule. In addition, as indicated on the Course Schedule, approximately mid-way through the course and until the final presentations, class sessions will be devoted mostly to team meetings on the organizational analysis project and presentation.

      2. Outside Team Meetings
It is expected that teams will meet, collaborate, and communicate outside of the time afforded in class (See Credit Hours, below). This is necessary to be successful in the course. Among other things, these meetings may include meetings of team subgroups to work on parts of the organizational analysis presentation and project, as well as other needs.

D. Project Research

Projects will necessitate that teams and individuals conduct both library and empirical research. The former may consist of background documentary or legal research as well as the review of academic, experimental, and professional writings pertinent to the problem and organization being analyzed. The latter may be qualitative and quantitative and may range from in-depth interviews to analysis of data collected for the project or existing data provided for the project.

E. Project Field Work

It may be necessary for individuals or team subgroups to conduct field work such as interviews, observations, or other individual meetings with organizational actors. This may include phone, video, or other contacts at organizations as well, or the administration of research instruments. Necessary field work is deemed a class activity and part of the course.

IV. Course Assignments and Points

There will be no tests. Students will accumulate points for a grade of Credit or Progress, by completing two (2) team assignments, two (2) individual assignments, and being reviewed on two (2) areas for course participation. Each assignment will be fully explained in instructions posted on-line for that assignment. Assignments will be completed in the order indicated on the course schedule (extensions to submit assignments are not given, but students may turn in assignments after they are due and should expect a deduction of points for lateness). No extra credit or make-up assignments will be given. Drafts or resubmissions will not be accepted. All assignments are to be posted to the UNM Learn site for the course. Brief explanations of each course assignment and tips on how to complete them successfully follow:

A. Team Organizational Analysis Project

As indicated above, the purpose of the course is for students to demonstrate proficiency in and integrate what has been learned in their coursework as referenced above. The course organizational analysis project is the main opportunity for students to do so by conducting research and applying what they have learned to an organizational problem, analyzing it, and reporting what they find. The organizational project or problem will be given to each team by the instructor This will be a course-long project and will require sustained effort, focus, and project management.

Also as indicated, a key capacity in public administration and an expectation of SPA graduates is the ability to work in teams. To demonstrate this, students will be assigned to teams and must work in them to complete the analysis project. Time will be given in class for team meetings and it is expected that teams will meet regularly outside of class and will divide labor to conduct research and fieldwork. Team members will be able to communicate asynchronously using course messaging and synchronously using the chat, discussion, and other conferencing tools and software built into the UNM Learn site and should collaborate on the site and post work there. The keys to successful teamwork are:

- Make sure to communicate in a timely way with all team members
- Copy all team members on items of general interest or collaboration
- Make sure to use the UNM Learn group site for communication and for developing materials
- Divide the work into smaller tasks and assign them to individuals or sub-groups
- Select a team leader; if desirable rotate the team leadership,
- Set time frames for completion of tasks that allow time for review of a final product by all
- Let the instructor know, if members are not participating

To accomplish the organizational analysis project, teams will complete two (2) assignments one worth forty (40) points and the other thirty (30) points for a total for seventy (70) points. The two (2) team assignments are:

1. Written Team Report (approximately 35 pages – 40 points)

Teams will prepare and submit a written report that details their research into the organizational problem assigned. This report will include details of the team's strategies, efforts, problem identification, field work, findings, and recommendations, among other things. Following is an *Illustrative Outline* of a written group report:

Illustrative Outline
a. Executive Summary for Organizational Review
b. Background: History and Development
c. Purpose: Enabling Legislation, Mission, Goals, Objectives)
d. Environmental Scan: Collaborators, Competitors, Challenges, Networks
e. Organization and Management: Structure, Function, Relations, Styles
f. Human Resources: Staffing, Personnel, Occupations, Wages
g. Financial Resources: Budget and Financials
h. Research Analytics: Problem Identification, Procedures
   i. Instruments
   ii. Data
   iii. Analysis
   iv. Summary
i. Recommendations for Organizational Review
j. References

2. Public Group Presentation (approximately 20 minutes – 30 points)

Each team will make a public presentation of its organizational analysis before submitting the written report. This will accomplish two things. First, it will give a chance for teams to receive feedback on the contents and scope of the final report before it is submitted. Second, it will be the opportunity for teams to demonstrate their mastery of communication, collaboration, and presentation skills and techniques.

B. Written Individual Projects:

In order to show competence in and integrate what has been learned in the SPA coursework, students will be asked to submit coursework that demonstrates individual as well as group proficiency. To do this, class members will submit short, individual written projects towards the end of the course. One may serve as a research input into the team project. The other will require a summary and analysis of the team's work. To fulfill the written individual project requirement, class members will complete two (2) assignments worth twenty-five (25) points each for a total for fifty (50) points:

1. Annotated Reference List/Literature review (15 articles – 25 points)

Individual class members are required to prepare a literature review and reference list from relevant academic public administration, peer-reviewed journals of sources pertinent to and useful for their team's organizational analysis project. A minimum of fifteen (15) sources must be submitted. Only published journal articles will be accepted (no books, technical reports, or other sources) and no article older than six (6) years will be acceptable. The list will be submitted in the APA 6th edition style. Each reference will be annotated in no fewer than three (3) lines and must summarize the article's approach, methods, and findings and indicate how the article relates to the organizational analysis.

2. Project Summary (approximately 3 pages – 25 points)

Class members must submit an individual narrative summary recounting their team's approach to the organizational analysis project. Among other things, the summary will include how the team organized,

what strategy the team used to identify problems and select research procedures, how the work was conducted, what methods were selected and why, and any challenges faced and how they were overcome. This summary should be a complete narrative essay that tells an integrated story and demonstrates the ability to communicate effectively in writing.

C. Individual Participation

Individual participation in course activities is required to complete the course successfully. The course cannot be completed effectively without class members' full involvement in all course activities as outlined in this syllabus. Individual alteration of activities will not be negotiated. For the individual participation requirement, class members will be graded on two (2) areas worth fifteen (15) points each for a total for thirty (30) points. The two (2) areas are:

1. Class Attendance (16 weeks – 15 points)

Participation by attendance at scheduled classes is required as well as contribution to class discussions. Attendance will be taken at class sessions and those arriving after it is taken that will be marked absent. Although the courtesy is appreciated, notification to the instructor of absence will not excuse an absence. A course member missing more than two (2) scheduled class meetings will lose points in the course total and may be dropped from the course if the instructor deems the absences an impediment to successful completion of the course.

2. Team Participation (16 weeks – 15 points)

Each student is expected to participate fully in team activities and the team project. After discussion with the instructor and at the instructor's discretion, *students not participating in team assignments may have up to ten (10) points deducted from their total score*. In cases where team members are not participating sufficiently to guarantee the team's success and the student's success, the instructor may elect to drop them from the course. Teams will have an opportunity to evaluate the work of each member individually at the end of the course.

D. On-Line Course Evaluation (End of course – 2 points extra credit)

At the end of the course, students are given an opportunity to evaluate the course on-line. Students are *asked to complete this evaluation* and will receive *two (2) points* for doing so. Each student should receive an email indicating when the evaluation is available on-line and *must send a course message to the instructor after completing it in order to receive the two (2) points of extra credit*.

V. Grading

There are two regular grades possible for this course (this does not include an *Incomplete* which is detailed below). One regular grade is *Credit*, which means that the student has completed the course successfully. The other regular grade is *Progress* which means the student must repeat the course in another semester and attempt to get a grade of *Credit*. Points earned for completing the course requirements outlined above are the basis for the assignment of individual course grades. The value of each requirements has been detailed above and is repeated in a chart below. Individual grades will be assigned on the basis of the accumulated points earned on course requirements. A grading scale that shows the grades earned for levels of accumulated points is presented on a chart below.

A. Assignment Points Possible and Total and Grading Scale

Points Possible by Assignment and Total

Assignment	Points Possible
Written Team Project	40
Team Presentation	30
Annotated References	25
Project Summary	25
Attendance	15
Teamwork	15
TOTAL	150

Grading Scale

Grade	Points
Credit	=>120
Progress	< 120

B. Incomplete Grades

The grade of Incomplete MUST be requested in writing (electronic mail is acceptable) from the instructor. The grade of incomplete will not be assigned unless so requested. The request must state a reason appropriate to the UNM Office of Graduate Studies guidelines for incomplete grades. Per these guidelines…"the grade of "I" is given only when circumstances beyond the student's control have prevented completion of the course work within the official dates of a session."

VI. Course Communications

Course communications will take place in three main ways. First, through postings to the UNM Learn course site. Second, communications are handled through the Course Messaging function available as part of the UNM Learn site. The instructor attempts to respond to all Course Messages within (72) seventy-two hours. The instructor will not send out or respond to course related communications that are not sent in Course Messages. *Therefore, students should closely monitor the course web page and the course messages for updates, changes, and information*. Third, communication can occur through teleconferences or appointment consultations arranged with the instructor. Students are encouraged to phone the instructor at any time but are *reminded to leave a message with call-back information*.

VII. Course Attendance and Absences

According to the UNM Faculty Handbook D170: Student Attendance Policy and the *Pathfinder UNM Student Handbook*, students are expected to attend all meetings of the classes in which they are enrolled. No extensions of vacation periods are given to students, regardless of the location of their homes. A student with excessive absences may be dropped from a course by the instructor with a grade of W/P or W/F. The instructor may also assign a failing grade of "F" at the end of the semester. Also, in this course, students may request a grade of W by email. Reporting of absences does not relieve the student of responsibility for missed coursework. Verification (such as doctor's note, hospital billing, military orders, death notices, etc.) of a student's report of absence will be provided on request. In this course, attendance will be taken for class meetings. Students not "in class" when attendance is taken or unavailable when called upon or when an activity is conducted will be considered absent. Students may miss no more than two class sessions without penalty and may be dropped from the course by the instructor after this, if absence is considered excessive. Students may alert the instructor of an absence as a courtesy, but the absence notification does not excuse the absence.

VIII. Guidelines and Decorum for Distance Students

Students taking the course through the Synchronous On-line modality (Distance Education using the

Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance. Students that do not meet these expectations may be dropped from the class. These expectations include:

- **Working Digital Equipment** – Distance students must have access to a computer with access to the internet and a working camera and microphone. The available internet bandwidth must be robust and reliable enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor or not responding when called upon will not be considered to be in attendance.
- **Appropriate Location** – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.
- **Appropriate Dress** – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.
- **Other Activities** – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting. They should be attentive, ask questions, and participate

IX. Credit Hours

This is a three (3) credit-hour course* and lasts for the full sixteen weeks of the semester. By the Federal Credit Hour standard, students are expected to complete a *minimum* of nine (9) hours of out-of-class work (homework, study, assignment completion, and class preparation) each week. This is in addition to three (3) hours of in-class time.

*Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. 34CFR 600.2 (11/1/2010).

X. Plagiarism

The policy on plagiarism in this class follows the definitions used in the UNM Faculty Handbook. Plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit. It is done intentionally. Ideas and quotations from others must be cited appropriately. This includes all sources even the author's own work used elsewhere. Such work in the course will not be accepted to complete any assignment

XI. Additional UNM and Course Policies: Title IX; Netiquette; ARC; Academic Integrity
A. Title IX

To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg. 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf).   This designation requires that

any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

B. Netiquette

In accord with the UNM Student Handbook, it is expected that students will show respect to fellow students and to the instructor when interacting in person or on-line in this course. Netiquette suggestions should be taken seriously. All course posts should demonstrate respect for others and for their views and those that do not will be taken down immediately. The UNM Learn Netiquette document can be found at http://online.unm.edu/help/learn/students/pdf/discussion-netiquette.pdf

C. ADA Accommodation

In keeping with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and University Policy 2310 academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. The University provides reasonable academic adjustments to qualified students with disabilities as necessary to ensure equality of access to the courses, programs, services, and facilities of the University. However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Further information about accommodation and contact with the University's Accessibility Resource Center (ARC) can be found by reviewing Policy 2310 at https://policy.unm.edu/university-policies/2000/2310.html

D. Academic Integrity

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Course Schedule

Session	Month	Date	Topic	Activity	Readings
1.	January	27	Introduction to the Course Organization and Grading	Talk: Course Expectations Team and Project Organization	*NA*
2.	February	3	Public Value Theory and Public Organizations	Talk: Public Value Theory Team and Project Organization City: Janelle Johnson; Haley Kadish	Moore, Part 1 Nelson and Svara (2015) Williams and Shearer (2011)
3.	February	10	Public Value and Public Organizational Strategy	Talk: Creating Public Value Team Meetings	Alford and Greve (2017) Benington (2009) Crosby, 't Hart, and Torfing (2017) Höglund, et al (2018) Johnsen (2015)
4.	February	17	Applying Public Value in and to Public Organizations	Talk: Recognizing Public Value Team Meetings	Clarke and Craft (2019) Mintrom and Luetjens (2017) Mintrom and Luetjens (2018)
5.	February	24	Organizational Research and Organizational Analysis	Talk: Organizational Analysis Team Meetings	Denhardt, et al Ch. 1-5 & 14 Biazzo (2002)
6.	March	2	Organizational Analysis and Organizational Behavior	Talk: Organizational Behavior Team Meetings	Denhardt, et al Ch. 6-11 Bryson, et al(2017) Grant (2016) Howlett and Ramesh (2014) Kelman and Myers (2011)
7.	March	9	Organizational Analysis and Organizational Management	Talk: Management and Leadership Team Meetings	Alford and Yates (2014) Campbell (2011) Gerrish (2016) Noto and Noto (2019) Spano (2009) Wallis and Gregory (2009)
8.	March	16	*Spring Break*	*No Class Meeting*	*NA*
9.	March	23	*TBD*	*No Class Meeting*	*NA*
10.	March	30	Organizational Research and Field Work	Team Meetings and Research	*NA*
11.	April	6	Organizational Research and Field Work	Team Meetings and Research	*NA*
12.	April	13	Organizational Research and Field Work	Team Meetings and Research	*NA*
13.	April	20	Organizational Research and Field Work	Team Meetings and Research	*NA*
14.	April	27	Reviewing Findings	Project Discussions Final Team Presentations	*NA*
15.	May	4	Analysis Recommendations	Final Team Presentations Annotated Bibliographies Due	*NA*
16.	May	11	Analysis Recommendations	Final Team Projects Due Individual Narrative Due	*NA*

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