PAD 5361  
Capstone Seminar  
Fall 2014

Sections 001, 585
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Office Hours: by appointment M-F, 8am-3pm.
Classroom: Plaza M202
Class Schedule: Fridays, Aug 22nd and Sept 5th, 5-7:45pm; and by appointment
Capstone website: www.spa.ucdenver.edu\capstone

Course Description
The Capstone Seminar is designed to integrate and synthesize your entire MPA course of study. According to the Faculty Guidelines:

This course provides a process and structure for SPA faculty to be able to ensure that all MPA graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum and can apply that knowledge to analysis of contemporary issues in public administration (including the administration of non-profit organizations) within their chosen concentration or other specialization. The written products of this seminar will be tangible evidence of a degree candidate’s qualifications and expertise—the centerpiece of a professional portfolio that candidates may use to secure or to be advanced in employment commensurate with their demonstrated abilities (From “Guidelines for Course Administration and Advising,” Revised 7/98).

Please note that while you may take another elective at the same time, all core courses should be complete when you take the Capstone Seminar course.

The Syllabus
The syllabus acts a contract between you and me. You should use this document as your first guide/reference for questions related to this course. Please read it carefully. It contains a great deal of information. You are asked to sign the memorandum of understanding at the end of this document as testament to your understanding of the content herein. Please note, if for any reason that you do not agree with the information and requirements discussed within this document and are unable to sign, you should consult the instructor. If accommodation cannot be reached, then you will politely be asked to withdraw from the course. August 25th, 5pm, is the deadline for dropping the course with tuition adjustment (with a $100 drop charge).

Course Goals
This course is designed so you can:
- Bridge your course of study to a practical experience should you chose a client oriented project;
- Use your capstone project to leverage your career and/or professional goals as they relate to completing the MPA degree;
Demonstrate knowledge, concepts and principles associated with the study of Public Affairs;
Think critically;
Write effectively;
Produce a written report and supplemental presentation document;
Give effective oral presentations; and
Work individually and in collaboration with others, in a timely and professional manner.

Competencies
Student proficiency in the program competencies is assessed through the products of the Capstone Seminar, the student’s client-oriented research project and presentation. In the general sense, student proficiency is evaluated by the student’s ability to demonstrate
1. knowledge of public affairs or nonprofit research, theory, and practice;
2. critical thinking skills;
3. written communication skills; and
4. oral communication skills.

Specific to each capstone, student performance is assessed for proficiency in five competencies:

1. **To lead and manage in public governance**
   1.1. The student understands the roles and realities of public administration in society
   1.2. The student understands the context of public and nonprofit management and how that context differs from private sector management
   1.3. The student understands organizational theory and behavior and can apply it to organizational improvement
   1.4. The student is able to set mission-driven goals and use data, performance indicators, economic concepts and continuous improvement approaches to manage and lead in service of the mission
   1.5. The student understands and is able to apply theories of leadership to motivate people, build teams, and manage change
   1.6. The student is able to effectively allocate and manage financial and programmatic resources
   1.7. The student is self-aware and is able to manage and lead with emotional intelligence

2. **To participate in and contribute to the public policy process**
   2.1. The student understands the process and context of policy making at all levels of democratic government
   2.2. The student understands and is able to apply tools for engaging citizens in the policy process
   2.3. The student understands and is able to apply techniques for generating and selecting among policy alternatives
   2.4. The student is able to identify common barriers to effective implementation and how to overcome them
   2.5. The student understands how policy and administrative process connect

3. **To analyze, synthesize, think critically, solve problems and make decisions**
   3.1. The student is able to select and use appropriate research methods and analytical tools for collecting and analyzing data
   3.2. The student is able to find and synthesize existing data to inform decisions
   3.3. The student is able to critically assess, review, and understand research
3.4. The student understands and is able to apply different perspectives and assumptions to generate policy and management decision alternatives
3.5. The student understands the factors affecting the decision-making process and is able to select and use appropriate criteria and processes for making decisions
3.6. The student is aware of and can apply different “ethical maps” to resolving ethical conflicts

4. To articulate and apply a public service perspective
4.1. The student is able to understand and apply professional codes of ethics to situations and decisions
4.2. The student understands and adheres to policies and practices advancing government and nonprofit transparency and accountability
4.3. Introduce student to public service values and public integrity
4.4. Have tools for identifying and dealing with conflicts between ethical values.

5. To communicate and interact productively with a diverse and changing workforce and citizenry
5.1. The student understands and appreciates the value of diverse backgrounds and viewpoints in a democracy
5.2. The student is able to partner effectively and work in teams to accomplish goals
5.3. The student is able to communicate effectively in writing to a variety of audiences
5.4. The student is able to communicate effectively in a spoken format to a variety of audiences
5.5. The student understands the value of and can effectively incorporate citizen participation
5.6. The student understands the diverse workforce and knows how to engage and manage it.
5.7. The student can recognize and manage the ethics of competing values

While every student should demonstrate competency in Competency 3, by nature of the client-oriented project, it is expected that a student’s work would focus on some, but not all, of the sub-competencies. Instructors will be evaluating student work based on what competencies their project pertained, and on whether the student was proficient in demonstrating that competency in the project. (See Capstone Evaluation Form for Faculty)

Recommended/Optional Course Texts
ISBN: 978-0205309023

A Writer’s Reference with Writing in the Disciplines
By: Diana Hacker, Nancy Sommers
Pub. Date: 2011-04-08 Publisher: Bedford/St. Martin's
List Price: $49.00


Statement of Intellectual Development
The content of this course will require the use of basic cognitive thinking (e.g., recall and memory), convergent thinking (e.g., analysis using basic facts and knowledge), divergent thinking (e.g., use of opinion and prediction with support of the facts), and evaluative thinking (e.g., cost-benefit analysis and value judgments). A stronger performing student will demonstrate all modes of thinking throughout the course.

Class Format
This course is taught in seminar format and requires individual self direction. Throughout the semester, I will meet with you and your class colleagues to assist you in producing a strong research or client-based project. Between meetings, you are encouraged to consult with all project readers in order to achieve timely progression, ask questions, present drafts, and the like. You should expect to revise your paper several times before completion of your final project. It is your responsibility to meet with your second and third reader as s/he requires and as you need.

Policies and Procedures

Academic Honesty
Academic honesty and integrity are vital elements of a dynamic academic institution. The responsibility for ethical conduct rests with each individual member of the academic community—students, faculty, and staff. UCDHSC has an ongoing commitment to maintain and encourage academic integrity. Therefore, the University has created a set of standards of academic honesty and procedures governing violations of these principles. Copies of the Academic Honor Code document may be obtained at the University Library, from the SPA office, from the Student Services office, or from the Vice Chancellor's office. A self-paced online module can be accessed at:
http://www.ucdenver.edu/academics/CUOnline/FacultyResources/AcademicHonesty/Documents/student/introduction/index.htm

Forms of Academic Dishonesty
1. Plagiarism: use of distinctive ideas or words belonging to another person, without adequately acknowledging that person's contribution.
2. Cheating: intentionally possessing, communicating, using, or attempting to use materials unauthorized by the instructor, information, notes, study aids, or other devices, in any academic exercise.
3. Fabrication and Falsification: intentional and unauthorized alteration or invention of any information or citation in an academic exercise.
4. Multiple Submissions: submissions of substantial portions of either written or oral academic work that has previously earned credit, when such submission is made without instructor authorization.
5. Misuse of Academic Materials: intentionally or knowingly destroying, stealing, or making inaccessible, library or other academic resource material.
6. Complicity in Academic Dishonesty: intentionally or knowingly contributing to the academic dishonesty of another.

These examples of academic dishonesty shall not be construed to be comprehensive. All infractions will be dealt with on an individual basis according to university policies and procedures. Moreover, it is the obligation of each student to assist in the enforcement of academic standards.

This policy is strictly enforced. I reserve the right to randomly review for plagiarism any paper and/or assignment that is submitted for a grade. Plagiarism review consists of running your paper/assignment through various search engines and databases at my disposal in order to check for “borrowed” or “bought” information. If you are found in violation of academic dishonesty, you will not pass this course. No exceptions. No second chances. No apologies.

Email Policy
All students enrolled in this course are required to use the official university-assigned email. Any emergency notices pertaining to the class will be distributed via email.

The Writing Center
Students needing assistance with writing skills should refer to the Campus Writing Center. The purpose of the Center is to support those members of the university community who are endeavoring to become strong, independent writers. The Center is located in the Central Classroom, Room 206. Phone: 303-556-4845.

Grades of Incomplete
Grades of incomplete are not given for this course. Should you be unable to complete this course, you may register for the course again. Please note that re-registering for the course will require paying tuition for the second iteration of the course.

Questions and Concerns
You may ask questions and voice concerns to me throughout the semester. I will be available for regular consultation. In addition, you may pose questions by email or telephone. It is reasonable for you to expect a response within two working days (I’m online mostly during weekdays).

You may schedule personal appointments outside of class time to meet with me about your project. At various times in the course, you will be required to meet (typically on Mondays-Thursdays). However, additional appointments may be scheduled at your request.

Required Assignments
Your capstone project will take the form of a client-based project. It will also include supplemental documentation.

Client-Based Project
A client-based project follows the following guidelines: (a) the project is undertaken for a client who is affiliated with a public or non-profit agency or organization after consultation with that client and the instructor; (b) the task to be accomplished should be of significance and practical use to that organization; (c) while the written paper is designed to be of use to that agency, it
must still meet the purpose of this Capstone Seminar by integrating scholarly knowledge from the MPA program and (d) client-based projects may NOT be conducted as part of ongoing work responsibilities. The issue selected should relate to your current or prospective professional career. If you are seeking a concentration in the MPA, then your capstone should also pertain to the area of concentration. The project may concern a subject internal to an organization, such as an aspect of human resources management, financial analysis, or reorganization; or an issue external to the agency, for example, an evaluation of a national welfare policy, implementation of a state environmental management program, or a local anti-crime initiative. Discussions between class members, potential clients and me will help you to sort out what topic may be best to work on as well as how to go about conducting research.

To begin, the student should
- Identify a client;
- Determine his/her needs through a series of meetings;
- Use the literature to provide background on the issue and inform the methodological approach;
- Review progress, draft reports, and/or other products with the client; and
- Ensure that the client agrees to be the 3rd Reader on the project and attend the oral presentation.

Supplemental Documentation
All projects must draw upon at least three areas of course competencies. In addition to your project, you are asked to submit a supplemental document (no more than five double spaced pages) that reports how the competencies, knowledge and skills gained from your MPA courses relates to your completed project. Please refer to competencies listed on pages 2-3.

Project Characteristics
Time Frame
You must be able to complete the project by the end of the semester according to the attached course schedule. Again, no incompletes are awarded. You should plan to be finished with conducting the bulk of your project within 10 weeks to allow adequate time for preparing your oral and written presentations.

Components of Final Project
All of the following elements must be present in the final completed paper.
- Cover page
- Table of contents
- Table of illustrations, graphs, and other relevant items
- Executive summary
- Introduction to problem and background of problem.
- Identification of goals, hypotheses, or questions to identify your purpose. It is useful to frame your inquiry as a research question, or sub-questions.
- Review of the pertinent scholarly literature, with summary that clearly connect research question and research design
- Methodology—collection and analysis of information or data (qualitative or quantitative or both). Include source of data, how it was collected, from whom, by what method, sample size, type of analysis, strength and limitations of research design.
- Results. Be sure that the results answer the research question.
• Discussion, Policy Recommendations, and Conclusions. This is the part where you present the implications, recommendations, and operationalizable next steps for your client. Be sure to draw on your coursework. Most students are likely to err by pitching their recommendations at the 10,000 foot level. It is better to shoot for the 2,000 foot level.
• References
• Appendices, if necessary
• Supplemental documentation regarding how project draws from what MPA competencies you have mastered
• All projects should be secured either in a notebook or bounded. Your first reader will establish individual project layouts with you.

Referencing the Literature
It is expected that you reference the practitioner and academic literature. This includes referencing refereed journals prevalent in the field and relevant to your project, such as Public Administration Review, Journal of Policy Analysis and Management, Public Budgeting and Finance, Nonprofit and Voluntary Sector Quarterly, Journal of Public Administration Research and Theory, Academy of Management Review, and International Journal of Public Management.

Data Collection and Analysis
It is expected that you will support your argument with data. You may use secondary data or generate primary data. All surveys and structured interviews must be approved by me before being used. If you are collecting information from a protected class (people who are unable to give informed consent, such as children, people with developmental disabilities, or other illnesses, prisoners) you will need to obtain approval from the Institutional Review Board. I will assist you with this process. Please make sure to ask your 2nd and 3rd Readers for their advice and perspective of your survey and interview instruments too.

Writing and Revising
The quality of the final Capstone Seminar project is much higher than that of a traditional term paper, and the final product will show much more depth and sophistication than a term paper. Many more hours will be spent in conducting literature searches, reading related articles and reports, meeting with others for input, collecting data/information, interpreting findings, and writing results. Unlike a term paper which you typically write only once, you will submit drafts to me and your other readers. We will give you feedback and ask you to revise accordingly. Be prepared for several revisions. The quality of our feedback will be consonant with the quality of your draft, so it behooves you to take the first draft seriously. Aim for the highest quality first draft so readers can provide you with substantive feedback so that your next revision meets the criteria of the Capstone Seminar Project. Experience shows that students who have submitted very sketchy first drafts have failed to produce an adequate final product because their first draft was insufficient for readers to give substantive feedback. Lastly, please share with all your readers the comments/revision suggestions that are made by each reader [a cc: on an email suffices]. Students are expected to demonstrate writing proficiency.
Project Formatting

At minimum, papers should follow the following guidelines.

- Set paper size for 8.5 by 11 sheets of white paper
- The Prospectus should be 1-3 typed pages
- Final projects should not exceed 25 typed pages, excluding front and back matter
- Use proper citation and grammatical styles
- Number each page (with the exception of page one and the cover sheet)
- Include a cover sheet that identifies your project, client, course and instructor information, and your name
- Check spelling (at a minimum, use the computer software)
- Proofread for awkward sentence styles and construction
- Use 1 inch top/bottom and left/right margins
- Use 12 inch font /pitch
- Use a readable font, such as Times Roman
- Write out the word percent
- Write out numbers one through ten and use the actual number for 11 or higher
- Do not write in first person, or use the personal person/use of “I” in a formal paper (unless otherwise instructed)
- Left justify (versus left and right justify) body of text
- All final written projects should be bound or placed within a binder with supplemental documentation

Students are required to use a standard writing format such as APA or Chicago. For this class, I have recommended texts for writing and presenting with the APA style. For frequently asked questions, please visit [http://www.apastyle.org/previoustips.html](http://www.apastyle.org/previoustips.html). You may also access style guides at the Auraria Library, through their website, or via [http://www.liunet.edu/cwis/cwp/library/workshop/citation.htm](http://www.liunet.edu/cwis/cwp/library/workshop/citation.htm).
Deliverables
Project Information Sheet
Due September 1st, 2014, 5pm

Memorandum of Understanding
Due September 1st, 2014, 5pm.

Project Prospectus
Once you have selected either a client or research project, you are ready to write your project prospectus. You are required to write and submit a prospectus for your chosen project. The prospectus is considered a proposal of your intended project. This prospectus is due by September 1st, 2014, 5pm. At minimum, your prospectus should:

- Refer to the project formatting standards and proper citation style.
- Range in length from one to three pages. No need for a cover page.
- Provide a description of the problem or activity to be studied.
- Identify the key issue to be addressed, pose as a research question.
- Identify the method(s) to be used for researching the identified problem.
- Designate the areas of competency you intend to emphasize and will be demonstrated in the project. Be specific about knowledge and skill areas from the core that will be employed in the conduct of the project.
- Provide a sequential list of all significant project activities and times for their completion.
- Provide references for relevant literature (professional reports and academic articles) as well as interviews necessary to begin the study. In the prospectus, you should include at least 10 references, at least half of which are from academic (vs. practitioner) sources.

Prospectus Presentation
You are required to present your prospectus orally to the class on September 5th, 2014. During this time you will have the opportunity to engage in open dialogue about your intended project in order to gain perspective and feedback from course participants. Please note, this is an opportunity for the instructor to also give you feedback on your oral and presentation skills. Use this time wisely for you can gain valuable insight that may help you when you present your final oral presentation. Plan for a 3-minute presentation, to be made without handouts and slides, to cover:

1. Client
2. Research question
3. Short description of project
4. Literature you’ll review
5. Methods you might use

Selection and Securing of Readers
You are required to select and secure two readers in addition to the instructor, and submit Reader Agreement Forms for the second reader and client by September 1st, 2014, 5pm. SPA faculty may send me an email acknowledging their commitment to be your second reader. Please see the following section on Committee for more detail.

1st Draft
At minimum you are required to turn in your draft to me. You should submit them to your second and third readers in conformance with their requirements. Your draft of first half of the
paper is due **September 22**nd, **5pm** and should include at least an Introduction, Review of the Literature, Purpose, (Organizational Information), Methodology, and Reference List.

I will evaluate your project within roughly one week of submission, based on order of submission. Once feedback is available, you should plan to meet with me as soon as possible to get my feedback, preferably **September 29**th or **30**th. You should make similar arrangements with your other readers.

2nd Draft
At minimum you are required to turn in your draft to me. You should submit them to your second and third readers in conformance with their requirements. Your full draft of the paper is due **November 3**rd, **5pm** and should include all sections.

I will evaluate your project within roughly one week of submission, based on order of submission. Once feedback is available, you should plan to meet with me as soon as possible to get my feedback, preferably the **week of November 10**th. You should make similar arrangements with your other readers.

**Final Oral Presentation**
An oral presentation of your project is required. All presentations must be scheduled no later than **December 5**th, **5pm**. Students are responsible for scheduling their presentation for a time when the entire committee is available. Plan a one-hour block. Your second and third readers are required to be in attendance. Scheduling of rooms and times is done through our online site at [http://www.ucdenver.edu/academics/colleges/SPA/CurrentStudents/CapstoneSeminar/Pages/form.aspx](http://www.ucdenver.edu/academics/colleges/SPA/CurrentStudents/CapstoneSeminar/Pages/form.aspx). Remember to first secure a time and date with your readers, and then submit the form. **Upon scheduling your presentation, you are required to notify ALL readers with verification of time, date, and place via email.**

Your oral presentation should adhere to the following minimum standards:
- Be between 10 – 15 minutes in length;
- Include a professional presentation, which could utilize PowerPoint;
- Include a printout of your presentation material or PowerPoint slides; and
- Include supplemental handouts, if needed.

You are required to dress professionally and treat the presentation as a formal presentation of your work. [To that end, you are strongly encouraged to practice the presentation in advance.]

**Final Project**
Based on feedback from drafts and the presentation, the final project is due in written form three (3) days prior to your oral presentation. You are to make three (3) **hard copies** of your final project and deliver them to the 1st, 2nd, and 3rd Readers. Please also verify that your 2nd and 3rd readers have submitted an evaluation sheet to me by **Wednesday, December 10**th. Early submissions are welcome.
Committee
Your committee is comprised of three persons: the first reader (course instructor), a second reader (SPA faculty member), and a third reader (client or substantive expert). All three readers assist in guiding you on your project and in evaluating your work for your final grade. You are required to select and secure your second and third readers by September 1st. You are required to share the reader agreement form with each reader and have him/her confirm with me, by signing form or through an email, that he/she agrees to serve. It would suffice to forward an email if you already have an email confirming his/her participation.

The Second Reader
The second reader shall be another full-time SPA faculty member who is not listed as an instructor of record for PAD 5361 for that term. It is highly suggested that you find your second reader as soon as possible and choose a person who has substantive content knowledge related to your chosen topic. You are required to give your second reader the attached “Reader Information” document and submit a either a signed “Reader Agreement Form” or confirming email. Eligible persons are listed at http://www.ucdenver.edu/academics/colleges/SPA/capstone/Documents/Interests%20and%20Skills%20of%20SPA%20faculty-staff.pdf.

The Third Reader
The third reader is the client contact. The third reader is considered an outside expert. You are required to give your third reader the attached “Reader Information” document” and submit a signed “Reader Agreement Form.”

Each reader must be present for the presentation and available to student and me throughout the semester. If a student wants a third reader from out of state or out of country and that person cannot be present for the final presentation, then the student should add an additional local person and form a four-member committee. All readers are subject to the approval of the instructor of record.

Please note the general responsibilities for the second and third readers. While the instructor of record (first reader) will have primary responsibilities for supervising the student’s project, the second and third readers will have responsibility for: (1) reviewing the rough draft of a student’s prospectus, (2) commenting on and approving the final project report (3) attending the juried presentation of the oral summary, and (4) evaluating both the oral and written project. Additionally, the third reader serves to link the student with the organization.

If a student has declared a concentration, the second reader must teach in that concentration area and the capstone should relate to the concentration.
Grading
Determination of the final grade will rest ultimately with the first reader but will be made only after careful consultation with the second and third readers. To pass this course you need to make a B-. Again, no incompletes are permitted. If you fail to complete your project by the due date or fail the course, you must repeat the course.

Grading Criteria
Written Deliverables
Assignments are graded according to three functional areas: knowledge of public affairs, critical thinking skills, and written communication.

- Knowledge of public affairs or nonprofit research, theory, and practice:
  - The ability to demonstrate main public or nonprofit sector problem addressed;
  - The ability to identify key management and/or policy concepts connected with the main problem; and
  - The ability to demonstrate knowledge of scholarly public affairs literature relevant to the subject (including selecting and using relevant literature and references; correctly applying relevant theory; and correctly defining important terminology)

- Critical Thinking Skill:
  - The ability to identify and consider the influence of the context on the main problem;
  - The ability to identify and assess the quality of relevant existing literature/evidence;
  - The ability to select, articulate and apply appropriate methods, and demonstration of limitations of those methods;
  - The ability to understand the results and balancing evidence to reach valid conclusions and recommendations;
  - The ability to evaluate implications, conclusions, and consequences of the project’s findings for public/nonprofit management and/or policy; and
  - The ability to demonstrate appropriateness of analysis and recommendations to client’s problem.

- Written Communication Skills:
  - The ability to demonstrate sound and effective writing, strong and easy-to-follow organization.
  - The ability to write without misspellings or grammatical errors.
  - The ability to effectively use graphic and visual aids.
  - The ability to follow an accepted citation style throughout project.
  - The ability to effectively summarize theory, research, and practice from the literature, as well as clearly and completely explain methods used and results/findings.
Final Oral Presentation
Oral presentations are graded according to the student’s demonstration of oral communication skills.

- **Oral Communication Skills:**
  - The presentation is appropriate to the audience’s knowledge level and interests.
  - Student displays clear introductory and closing remarks.
  - Student can succinctly and clearly communicate the research question, method, findings, and interpretation.
  - Presentation material is attractive, appropriate, easily viewed, and relevant to the topic.
  - Student addresses questions satisfactorily.
  - Student presents sufficient detail in presentation so audience can understand the nature of progress.
  - Student communicates effectively with client and instructor to understand requirements and feedback.
# Course Due Dates and Weights

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorandum of Understanding</td>
<td>September 1&lt;sup&gt;st&lt;/sup&gt;, 5pm</td>
<td>No additional points are allocated if due date is honored. However, a project’s final grade will be reduced by a half letter grade if the due date is missed.</td>
</tr>
<tr>
<td>Project Information Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prospectus</td>
<td>September 1&lt;sup&gt;st&lt;/sup&gt;, 5pm</td>
<td></td>
</tr>
<tr>
<td>Attendance, participation, and scheduling and meeting with instructor on a timely basis</td>
<td>Per course schedule</td>
<td>5</td>
</tr>
<tr>
<td>Securing 2&lt;sup&gt;nd&lt;/sup&gt; and 3&lt;sup&gt;rd&lt;/sup&gt; readers by deadline</td>
<td>September 1&lt;sup&gt;st&lt;/sup&gt;, 5pm</td>
<td>No additional points are allocated if due date is honored. However, a project’s final grade will be reduced by a half letter grade if the due date is missed.</td>
</tr>
<tr>
<td>First draft of project</td>
<td>September 22&lt;sup&gt;nd&lt;/sup&gt;, 5pm</td>
<td>5</td>
</tr>
<tr>
<td>Second and full draft of project</td>
<td>November 3&lt;sup&gt;rd&lt;/sup&gt;, 5pm</td>
<td>5</td>
</tr>
<tr>
<td>Oral presentation of project</td>
<td>December 5&lt;sup&gt;th&lt;/sup&gt;, 5pm</td>
<td>20</td>
</tr>
<tr>
<td>Final written project</td>
<td>December 2&lt;sup&gt;nd&lt;/sup&gt;, 5pm , 3 days prior to oral presentation</td>
<td>65</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; and 3&lt;sup&gt;rd&lt;/sup&gt; Reader Evaluations</td>
<td>December 10&lt;sup&gt;th&lt;/sup&gt;</td>
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**Percent Scale**

- A+ = 97-100 points
- A = 93-96 points
- A- = 90-92 points
- B+ = 87-89 points
- B = 83-86 points
- B- = 80-82 points
- C+ = 77-79 points
- C = 73-76 points
- C- = 70-72 points
- D = 66-69 points
- F = 65 points or below
## Course Schedule

The course schedule shows the times which the class will meet together, critical dates when assignments are due, and the nature of activities occurring at various periods during the semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Assignment</th>
<th>Item Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 22(^{nd})</td>
<td><strong>Class meets:</strong> Syllabus review Elements of a good capstone Referencing Meet with client and discuss project, negotiate the scope and purpose of study. Begin/continue library research</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>September 1(^{st})</td>
<td>Secure 2(^{nd}) and 3(^{rd}) readers Hash out proposal idea with client Literature review research</td>
<td>1. Memorandum of understanding 2. Project Information Sheet 3. Prospectus 4. Submit 2(^{nd}) and 3(^{rd}) reader agreement forms</td>
</tr>
<tr>
<td>3</td>
<td>September 5(^{th})</td>
<td><strong>Class meets:</strong> Effective oral presentations Literature review research Client information research—agency and project</td>
<td>Prospectus presentation</td>
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<tr>
<td>4</td>
<td>September 12(^{th})</td>
<td>Draft introduction, agency and problem review, and literature review</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>September 19(^{th})</td>
<td>Continue literature review Based on literature review and client/research needs, establish methodology. Write draft methodology</td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>September 22(^{nd})</td>
<td><strong>Project draft due</strong> to all readers—should include introduction, review of the literature, organizational profile (mission, history, vision, etc for client-based), purpose of the study, and methodology (including survey instrument if relevant). <strong>early submissions welcome</strong></td>
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</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Class Assignment</td>
<td>Item Due</td>
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<tr>
<td>6</td>
<td>September 26th</td>
<td>Refine and write up methodology</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>October 3rd</td>
<td>Collect data</td>
<td>Meet with instructor September 29th or 30th</td>
</tr>
<tr>
<td>8</td>
<td>October 10th</td>
<td>Collect data</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>October 17th</td>
<td>Revise draft based on feedback</td>
<td>Meet with instructor week of November 10th</td>
</tr>
<tr>
<td>10</td>
<td>October 24th</td>
<td>Collect and analyze data ; write up results</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>October 31st</td>
<td>Write up results; draft policy implications</td>
<td></td>
</tr>
<tr>
<td>11.5</td>
<td>November 3rd</td>
<td>Set up final project presentation time.</td>
<td>Draft of the entire paper—disseminate to all readers for comments.</td>
</tr>
<tr>
<td>12</td>
<td>November 7th</td>
<td>Refine results and policy implications</td>
<td>Meet with instructor week of November 10th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>While draft is being reviewed, work on supplementary material, formatting, cleaning up citations and references,</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>November 14th</td>
<td>Revise full draft based on feedback</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>November 21st</td>
<td>Revise full draft based on feedback</td>
<td>Presentation by December 5th, 4pm.</td>
</tr>
<tr>
<td>15</td>
<td>November 28th</td>
<td>Prepare and present Presentation</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>December 5th</td>
<td>Final revisions</td>
<td>Submit final capstone by December 2nd, 5pm., at least 3 days prior to presentation</td>
</tr>
<tr>
<td>17</td>
<td>December 10th</td>
<td>Evaluations</td>
<td>2nd and 3rd reader evaluations due December 10th</td>
</tr>
</tbody>
</table>

*If 2nd and/or 3rd readers request to review draft after 1st reader, then due dates for dissemination are within 2 weeks after due date for 1st reader.

If necessary, I reserve the right to make changes to the syllabus, but only for good reason and with adequate notice.
PAD 5361  
Capstone Seminar in Public Policy and Management  

Reader Information  

The Capstone Seminar in Public Policy and Management is designed to integrate and synthesize the course of study related to the MPA degree. According to the Faculty Guidelines:

This course provides a process and structure for SPA faculty to be able to ensure that all MPA graduates can demonstrate knowledge of the concepts and principles conveyed in the core curriculum and can apply that knowledge to analysis of contemporary issues in public administration (including the administration of non-profit organizations) within their chosen concentration or other specialization. The written products of this seminar will be tangible evidence of a degree candidate’s qualifications and expertise—the centerpiece of a professional portfolio that candidates may use to secure or to be advanced in employment commensurate with their demonstrated abilities (From “Guidelines for Course Administration and Advising,” Revised 7/98).

Students have a choice between conducting an individual research project or a client-based project. Please know that a client oriented project may be characterized as:

- a project that takes place within a public or non-profit agency;
- a project that has a specific task to be accomplished; and
- a project that should be of significance and practical use to an organization.

The student before you is requesting that you serve as a reader for his/her capstone project. As you may already know, the role and responsibilities of readers include: having substantive content knowledge and/or a background in an area related to the student’s project; attending the juried presentation of the oral summary; evaluating both the oral and written project and assigning the final grade, in consultation with the instructor of record; and meeting with the student to review drafts. A reader who is also a client has the added responsibility of helping the student direct the project and serving as a link to the organization.

In order to maintain forward progression during the semester, I have students adhere to these minimum course deadlines. As a reader you may require additional meetings and materials as you deem necessary.

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Prospectus</td>
<td>September 1st, 5pm</td>
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<tr>
<td>Securing 2nd and 3rd readers by deadline</td>
<td>September 1st, 5pm</td>
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<td>Student should secure 2nd and 3rd readers by this date. Readers should sign Reader Agreement Form.</td>
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<td>Task</td>
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<td>No later than December 5(^{th})</td>
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<td>Final written project</td>
<td>December 2(^{nd})</td>
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<tr>
<td>Evaluation</td>
<td>December 10(^{th})</td>
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</tbody>
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As a reader, if you would like a student to turn in a draft copy of the project at a time that is not specified in the aforementioned time line, please inform the student directly and note your requirements on the Reader Agreement Form.

**Evaluating a Student’s Performance**

As a reader, you are asked to provide input to a grade on both the written and oral projects. Evaluation Sheets will be given to you at the time of final submission for the written project and during the oral presentation. For the written project, you are asked to return the grading criteria sheet at the time of the oral presentation directly to the 1\(^{st}\) Reader (Instructor of Record). Final Course Grades will be determined by the 1\(^{st}\) reader after considering the comments of all readers. The student’s work will be evaluated on the following general criteria:

1. Knowledge of public affairs or nonprofit research, theory, and practice;
2. Critical thinking skills;
3. Written communication skills; and
4. Oral communication skills.

Thank you in advance for your consideration of serving as a reader. Please feel free to contact me, the instructor of record, with any questions directly:
Christine Martell, School of Public Affairs
University of Colorado Denver
1380 Lawrence Street, Suite 500
Denver, CO 80204
Tel: 303-315-2716 Fax: 303-315-2229 Christine.Martell@ucdenver.edu
Student’s name: __________________________________________
Project title: ___________________________________________
Semester: ____________________
Year: ____________________

- I agree to serve as a reader for the student named above as s/he participates in SPA’s Capstone Seminar in Public Policy and Management.
- I have read the Reader Information sheet and agree to the responsibilities identified.
- I either agree to the following schedule, or prefer an alternative arrangement as identified below.

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**Additional alternative requirements:**
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Reader’s name: ______________________ 2nd Reader____ 3rd Reader/Client_____  
Reader’s signature: _____________________________  
Date: ________________________________________
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University of Colorado Denver
1380 Lawrence Street, Suite 500
Denver, CO 80204
Tel: 303-315-2716   Fax: 303-315-2229   Christine.Martell@ucdenver.edu
PAD 5361  
Capstone Seminar in Public Policy and Management  
Reader Agreement Form

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Project title: _______________________________________________  
Semester: ____________________  
Year: ____________________

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Additional alternative requirements:
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  

Reader’s name: ____________________________________________  2nd Reader_____  3rd Reader/Client_____  
Reader’s signature: __________________________________________ ________  
Date: ________________________________________________________
PAD 5361
Memorandum of Understanding

I understand that this syllabus acts as a contract of understanding between the professor (Dr. Martell) and me for PAD 5361, Fall 2014. I have read the syllabus and understand what is required of me during the duration of this course. By affixing my signature, I agree to abide by the content herein.

Student Signature: ___________________________ Date: ________________

PRINT ALL INFORMATION PLEASE

Contact Information

Student Name: ________________________________________________________________

Address: ___________________________________________________________________

City: _________________________ State: _________________ Zip: ___________________

Home Phone Number: _______________ Work Phone Number: _______________

E-mail: _______________________
Name
Address
Work Phone_ Home Phone_
Email_
MPA Degree Concentration/Specialization (if any)

A. Type of Project
B. Title/Topic

C. Course Areas to be Incorporated:
  1.
  2.
  3.

D. Brief Description of Project

E. Second Reader Information
Name
School/Dept.
Phone_ Email_

F. Third Reader/Client (Outside/Community Member) Information
Name
Organization
Title
Mailing address
Phone_ Email_

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