Seminar in Public Administration: Capstone

Office Hours: Please utilize my office hours (listed above) if you have any questions or concerns regarding this class. Email should only be used as a secondary option if you are unable to see me during office hours. I check my email account once every weekday (Mon-Fri). If you send emails in the evening or weekend, please be aware that they may not be read and no response provided until the next weekday or Monday at the earliest. Finally, do not assume that I have received an email because you sent one. I will acknowledge email when I receive it.

Course Description: The Capstone course offers each student the opportunity to demonstrate mastery of the theory and practice of public administration by applying the skills and knowledge gained in the MPA program. This course is designed to allow students to apply the concepts in public administration literature to actual management and/or policy problems. Students accomplish this by completing a series of case studies that address the five competencies required of graduates from the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) programs. To enroll in this course, students must have successfully completed at least 30 hours of coursework in the MPA program including all core courses and be in his/her last long semester prior to planned graduation.

Student Learning Outcomes: As a member of NASPAA students must demonstrate five universal required competencies related to the current needs and status of the public service:

- Lead and manage in public governance by utilizing different theories and decision tools to identify and analyze management and public sector problems.
- Participate in and contribute to the policy process by successfully analyzing policy alternatives and use policy models, instruments and management tools to address social problems.
- Analyze, synthesize, think critically, solve problems and make decisions by utilizing analytical tools to analyze, present, and interpret data, including appropriate design, statistical, and evaluative techniques for both organizational decision making and policy decisions.
- Articulate and apply a public service perspective to administrative and policy decisions and actions by engaging public service principles that include inclusiveness; shared power and responsibility; public deliberation; accountability; aspiring to do the “right” thing rather than just do things right; respect and appreciation for diverse values and perspectives; wise stewardship of public resources, and an appreciation for lifelong learning.
- Communicate and interact productively with a diverse and changing workforce and citizenry by effectively communicating issues to a diverse set of stakeholders, in a manner that is accurate, clear, and concise, while also being tailored to varied audiences.
Preferred Methods of Scholarly Citations: For written assignments, please use Times New Roman, 12-pitch font, 1-inch margins, and double-spacing. Citations and note style should be consistent throughout, using *Chicago Manual of Style 16th Edition (Author-Date referencing)*. Papers should be of professional quality, thoroughly proofread, and clear of spelling and grammatical errors. References or sources of information for papers must consist of scholarly (peer-reviewed) articles or journals, government reports or legal citations, or the readings for the class. The use of Wikipedia or other Internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted.

Please DO NOT use the citation converter on Microsoft Word or the library databases. They are both incorrect. The following are user-friendly online guides to *Chicago 16th Ed Author-Date*:

http://www.chicagomanualofstyle.org/tools_citationguide.html
http://libguides.wwu.edu/content.php?pid=123723&sid=1063051
http://libguides.nps.edu/citation/chicagoad

Major Course Requirements

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<th>Case Studies and Presentations</th>
<th>100% (700 points)</th>
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<tr>
<td>Grading</td>
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<td>A</td>
<td>(626-700 points)</td>
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<td>B</td>
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<td>C</td>
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• Case Studies and Presentations (100 points each/700 points total): Students will complete seven (7) case studies regarding public administration issues and concepts during the semester. For each of the case studies the student must individually summarize the case, identify key stakeholders, the issues the stakeholders bring to the table, identify the public administration concepts and issues in the case, the decisions at hand, use public administration theory and concepts to solve the case, establish appropriate criteria and factors to measure case outcomes and their conclusions. Case studies will be uploaded onto Blackboard by 6:59 PM on the appropriate due dates and should be a MINIMUM of 2,500 words (not including title page or bibliography). Students will also present and lead their case study (15-20 minutes) during class. A grading rubric to assess each case study and presentation will be posted under each assignment in Blackboard. Students who miss class (and their presentation) will receive a 0 for their presentation. Students should make every effort to arrive 5 minutes before the start of class. No late assignments will be accepted in Capstone. There will be no extra credit in this course.

Course Policies

*Academic Misconduct:* University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct of any kind is unacceptable. THERE ARE NO EXCEPTIONS. Consequences for academic
misconduct or complicity in an act of academic misconduct on an assignment or test will result in an automatic F (0 points) for that assignment/test. If academic misconduct is suspected on any assessment, the instructor reserves the right to impose restrictions on future assessments for an individual or the entire class as needed. Please note that the university requires faculty members to formally report all instances of academic misconduct via an Academic Misconduct Incident Form.

Academic misconduct includes, but is not limited to, cheating, plagiarism, multiple submissions, collusion, and fabrication. Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. Cheating also includes: 1) the dependence of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments or 2) the possessing, using, buying, stealing, transporting, selling or soliciting in whole or in part items including, but not limited to, the contents of an un-administered test, test key, homework solutions or possession at any time of current or previous test materials without the instructor’s permission. Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge. Plagiarism also includes: 1) the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or 2) the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. Multiple submissions is the submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors of the class for which the student submits the work. Collusion is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments. Fabrication, falsification, or misrepresentation is the intentional altering or inventing of any information or citation that is used in assessing academic work.

If you have questions about the university’s policy on academic misconduct, please see the Student Code of Conduct and Procedure for Academic Misconduct Cases.

Dropping a Class: I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 7 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/Professional Behavior: Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the
peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility:** Texas A&M University–Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals Process:** As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Disability Services:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Academic Advising: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call (361) 825-3466.
Syllabus

Jan 23  Capstone Overview
Jan 30  (Blackboard)
Feb 6   Case Study #1 and Presentation
Feb 13  (Blackboard)
Feb 20  Case Study #2 and Presentation
Feb 27  (Blackboard)
Mar 6   Case Study #3 and Presentation
Mar 13  (No Class: Spring Break)
Mar 20  (Blackboard)
Mar 27  Case Study #4 and Presentation
Apr 3   (Blackboard)
Apr 10  Case Study #5 and Presentation
Apr 17  (Blackboard)
Apr 24  Case Study #6 and Presentation
May 1   (Blackboard)
May 8   Case Study #7 and Presentation

NOTE: Every attempt will be made to follow the guidelines outlined in this syllabus as closely as possible. However, I reserve the right to change the course from the guidelines outlined in this syllabus if circumstances require it.

(Current as of November 26, 2016)