

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	School of Public Administration Department College Dorothy F. Schmidt College of Arts and Letters		
Current Course Prefix and Number PAD 6139		Current Course Title Capstone Seminar in Public Administration	
Syllabus must be attached for ANY changes to current course details. See Guidelines . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Public Service Capstone Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add ☐ Remove ☐		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2022		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Robin Larson rlaron2@fau.edu 561-297-4569			
Approved by Department Chair <u>A. Sapat</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 9/16/2021 9/27/21 09/27/2021 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

PAD 6139-002

CRN: XXXXX

Public Service Capstone

Day, Time
3 credits

Fall 202X

TBA

Office: TBA

Office hours: TBA

Telephone: 561-297-XXXX

Email: TBA



Course Description (Catalog):

Combines administrative history with analysis of concrete situations in public administration. Portrays clash of forces, personalities, and issues in attempting solution to administrative problems. Typically taken in last or next to last semester. M.P.A. core course.

Course Description (Expanded):

This capstone is designed to give you the opportunity to synthesize, integrate, and apply the knowledge you acquired from the MPA program through active and reflective learning. You will achieve that goal by observing government entities, analyzing real-world public sector challenges, and self-reflection.

We begin the semester by examining citizenship, which includes personal and professional interactions with your city's commission/council. We then delve into governance and public service values. From that point, we focus on leadership of public organizations and services. Each week we closely examine critical and current issues in public administration: ethics, collaboration, public service motivation, and workforce planning. As we explore all of these topics, you will have the opportunity to assess your competencies that are vital to becoming a dynamic and competent public administrator by completing a portfolio of your MPA academic and/or professional careers.

Instructional Method

This course is hybrid, meaning at least 21% of instructional time is delivered in-person, live. The remaining instructional time is asynchronous via Canvas. The different modalities are outlined in the course schedule.

COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>.

In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.

Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

Prerequisites/Corequisites:

All core courses in the MPA program.

Course Objectives/Student Learning Outcomes:

At the completion of this course, students will:

- Understand the role of citizenship in public administration.
- Observe governance in action and apply MPA knowledge to that public sector context.
- Improve competencies in leading and managing in public governance.
- Synthesize, integrate and apply public administration literature and concepts.
- Develop creative strategies to address challenging public sector situations.
- Apply knowledge about ethical public decision making.
- Integrate all MPA coursework in order to assess learned competencies.
- Reflect on service experience, personal development and future career objectives.

By achieving these objectives, the SPA faculty believe you will improve your abilities to:

- Lead and manage in public governance;
- Participate in and contribute to the public policy process;
- Analyze, synthesize, think critically, solve problems, and make decisions;
- Articulate and apply a public service perspective; and
- Communicate and interact productively with a diverse and changing workforce and citizenry.

Course Evaluation Method

Assignment/Activity	Points per assignment/activity	Total possible points
Discussions (10)	@ 10	100
Resume (Draft) (1)	@ 25	25
Statement of Philosophy (Draft) (1)	@ 25	25
Reflection Papers (6)	@ 25	150
Artifact Captions (1)	@ 15	15
Portfolio (Complete) (1)	@175	175
Attendance/Participation	10	10
TOTAL		500

Course Grading Scale (based on a total of 500 points):

A	466-500	C	366-385
A-	451-465	C-	351-365
B+	436-450	D+	336-350
B	416-435	D	316-335
B-	401-415	D-	301-315
C+	386-400	F	0-300

Course Policies:

- Discussions (your own postings and two required responses to your colleagues) require you to access Canvas **on different days throughout the week** to make your own contribution or comment on colleagues' posts. Your earned points (for that assignment) will be reduced if you do not meet these requirements.
- Late work/assignments
 - Late written assignments will only be accepted when bona fide reasons are presented **in advance** (including documentation where appropriate).
 - Late assignments must be completed **within two calendar days** of the original deadline, unless alternative arrangements have been made with the instructor.
- Grades of Incomplete ("I") are reserved for students who are passing the course but have not completed all the required work because of **exceptional circumstances**.

Policy on the Recording of Lectures:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Assistance and Accommodations:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Course Materials (required):

- There is no textbook required for this course.
- Articles/documents/websites will be indicated and/or linked in Canvas.

Course Structure and Schedule:

Assignments are due by 11:59 pm on Sundays. Rare exceptions may be made, in advance, if you are going to submit an assignment late. Late assignments will not be recognized without some prior notice to me.

Detailed assignment descriptions and directions are available on Canvas

Week	Dates	Delivery Mode	Topics Readings (to be completed by the in-person/live class session)	Assignments Due (due date)
1	/ – /	Live on Wednesday	Welcome! Expectations On Canvas	- Discussion: Biography (/) - Discussion: NASPAA Competencies (/) - Tables 1 through 5 (/)
2	/ – /	Asynchronous	Citizen Participation On Canvas	- Discussion Part 1 (/) - Discussion Part 2A (/) - Discussion Part 2B (/) - Discussion Part 3 (/)
3	/ – /	Asynchronous	Public Service Values On Canvas	- Discussion (/) - Reflection Paper 1 (/) Reminder: Application for Degree is due
4	/ – /	Live on XX	Portfolio Overview	- Resume (draft) (/) - Statement of Philosophy (draft) (/)
5	/ – /	Asynchronous	Public Service Motivation On Canvas	Discussion (/)
6	/ – /	Asynchronous	Culturally Competent Leadership On Canvas	Reflection Paper 2 (/)
7	/ – /	Asynchronous	Ethical Foundations On Canvas	- Discussion (/) - Reflection Paper 3 (/)
8	/ – /	Asynchronous	Portfolio Components	Artifact Captions (/)

9	/	Live on XX	Social Equity and Justice • On Canvas	• Discussion (/)
10	/	Asynchronous	Inclusion and Collaboration • On Canvas	• Reflection Paper 4 (/)
11	/	Asynchronous	Workforce Planning • On Canvas	• Discussion (/) Reminder that assignments from Week 2 are also due this week: • Discussion Part 2B (/) • Discussion Part 3 (/)
12	/	Live on XX	Portfolio Evaluation	• Reflection Paper 5 (/)
13	/	Asynchronous	Achieving Your Potential • On Canvas	• Reflection Paper 6 (/)
14	/	Asynchronous	The Future of Public Administration • On Canvas	• Discussion (/)
15	/	Asynchronous		• Portfolio (complete) (/)
There is no Final Exam in this course				

Rubric for Reflection Paper(s)

Reflection Paper(s)				
10 points	10		5	0
Written Communication – Organization & Language Use; References/citation system; general APA compliance Score: _____	Writing is clearly organized. Each paragraph is clear and relates to others in a well-organized framework; Writing is excellent. Word usage, spelling, grammar, and punctuation are excellent. All sources are cited correctly and thoroughly (in text and on reference page); the accepted citation system is used consistently and correctly.		Writing demonstrates sufficient organization with a clear thesis and supporting details; Writing is sufficient. Adequate use of wording, grammar, and punctuation. Errors are minimal. All sources are cited, the majority cited correctly (in text and on reference page); the accepted citation system is used correctly for majority of citations.	Writing is rambling and unfocused. Major topic and supporting arguments are presented in a disorganized and unrelated way; Writing is poor. Significant deficiencies in word use, grammar, punctuation, and/or presentation. Some sources are cited correctly (in text and on reference page); the accepted format is not used or used for a minority of citations, or no reference page is present.
15 points	15		10	5
Application of theories/principles/Critical thinking Score: _____	Personal reflections are founded in course materials, particularly based on specific reference to course readings and research literature. Concepts, assumptions, inferences, and conclusions are clearly and thoroughly expressed. Analysis is logical and thorough.		Personal reflections related to course materials and research literature, but these are not specifically cited. Concepts, assumptions, inferences, and conclusions are expressed clearly in most cases but are not expressed thoroughly. Analysis is mostly logical but may be absent or flawed in some places	Reflections are entirely personal without evidence of engagement with course readings, academic sources or experience. Concepts, assumptions, inferences, and conclusions are unclear, may be absent or flawed logic may be present. Analysis is minimal or absent, or the logic used in argument may not be discerned.
Total: _____ of 25 points				
Comments:				