

Global Policy Area Capstone Workshop
Humphrey School of Public Affairs, University of Minnesota

Spring 2016 PA 8081-008 (3cr)

Scheduled Meeting Time:

Fridays, 12:20-3:05

Blegen 235

*****NOTE: Each Section will meet separately as decided with the instructor*****

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Office Hours Tuesday and Friday, 10:00-12:00 or
by appointment.

Course Schedule

Attendance for all combined class sessions is required. Many class sessions will end early, allowing remaining time for team meetings. Sessions listed as “capstone team meetings” are optional, but recommended.

Instructor reserves the right to make changes to the schedule and topics below, with advance notice to students for any activities for which they must prepare.

Global Policy Area Capstone Workshop
Spring 2016 Meeting and Assignment Schedule

Fall 2015

There will be at least four meetings of team or all team (all class) during the Fall semester for:

- Class introductions and orientation
- Client project selection process
 - Team formation
- Progress updates and team/client preparations
- Questions about IRB or ITRAAC approval (as needed)
 - Winter Break research/project work planning
 - MOA/SOW preparation for client signature

Spring 2016

There will be at least four meetings of team or all team (all class) during the Spring semester for:

- Team presentations of projects and project updates
 - Team practice client presentation

| <ul style="list-style-type: none"> Team discussion across projects to share ideas, questions | | |
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| Week | Topics / Activities | Assignments |
| Week 1 Jan 22 | Capstone team meetings as scheduled with instructor | <ul style="list-style-type: none"> Review planning and schedule for semester Discuss planning for first stage of research |
| Week 2 Jan 29 | Team presentations of MOA/SOW | <ul style="list-style-type: none"> Final memorandum of agreement (MOA) and scope of work (SOW) with client should be completed by this date and posted on Moodle Teams needing IRB or ITRAAC approval provide progress update to faculty advisor |
| Week 3 Feb 5 | Capstone team meetings with instructors | <ul style="list-style-type: none"> |
| Week 4 Feb 12 | Capstone team meetings in assigned conference rooms | Teams should begin scheduling university presentation of project |
| Week 5 Feb 19 | Capstone team meetings in assigned conference rooms | Project update #1 posted on Moodle |
| Week 6 Feb 26 | All class meeting: Team presentations (project updates) | Individual Reflection Paper #1 submitted on Moodle |
| Week 7 Mar 4 | Capstone team meetings in assigned conference rooms | Teams traveling over spring break clarify with faculty advisor that all UMN travel policy requirements fulfilled |
| Week 8 Mar 11 | Capstone team meetings in assigned conference rooms | |
| Week 9 Mar 18 | Spring Break No Class | Teams may travel for research |
| Wk 10 Mar 25 | Team progress report presentations Class discussion on effective presentations | <ul style="list-style-type: none"> Project Peer Evaluation #2 submitted on Moodle Project update #2 posted on Moodle Teams organize brief professional presentation to class Teams report date of university presentation of project |
| Wk 11 April 1 | Capstone team meetings in assigned conference rooms | <ul style="list-style-type: none"> |

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| Week 12 Apr 8 | Capstone team meetings in assigned conference rooms | DRAFT project report or written product (written deliverable product) posted on Moodle |
| Wk 13 Apr 15 | Teams practice client presentations in class | <ul style="list-style-type: none"> ● Individual Reflection Paper #2 posted on Moodle ● Teams organize professional presentation to class |
| Wk 14 Apr 22 | Capstone team meetings in assigned conference rooms | <ul style="list-style-type: none"> ● Submittal of DRAFT project report or written product (written deliverable product) to clients |
| Wk 15 Apr 29 | Final client presentation review practice (as needed) or capstone team meetings in assigned conference rooms | <ul style="list-style-type: none"> ● Teams should have completed university presentation of project |
| Wk 16 May 6 | | <ul style="list-style-type: none"> ● Project Peer Evaluation #3 posted on Moodle ● Final presentation to clients must be completed, final product and all supporting documentation (including signed title page and submission to Digital Conservancy) submitted by May 13. |

Course Description

This capstone is designed for students in the global policy area (GPA), economic and community development (international) concentrations and students in any degree program or concentration at the Humphrey School with an interest in working on projects that have an international or global perspective, realized through the work of the client organization, with a particular focus on government, for-profit, or nonprofit organizations engaged in foreign and security policy, human rights, humanitarianism and other international issues. This class will be taught in cooperation with the Master of Development Practice (MDP) capstone, taught by Dave Wilsey, and the GPA capstone workshop focused on international development taught by Sherry Gray (PA 8081 section 9).

This capstone will allow students to learn by doing on projects organized in Fall 2015 and completed in May 2016. This capstone may allow or require students to travel in the US or abroad at their own expense, with some possibility of support from the client or the Humphrey School. Depending upon project structure, students may begin preliminary capstone work for the client in latter half of 2015. Clients and project teams will be developed before registration for this course.

A capstone course is a culminating experience – a course designed to provide opportunities for students to integrate knowledge from their core, concentration, and elective courses, to gain insight into the meanings of professionalism and professional practice, and to reflect on the

norms of a discipline or profession. At the Humphrey School, capstones have been designed to give students exposure to the policy process through projects and other assignments with emphases on integrating aspects of research or analysis, policy-making, management, science and technology. Students learn by practicing skills learned in this and other courses, through feedback from clients or partners, and from reflection on their experiences.

This course is designed to help students learn in five domains of professional work: Empirical, methodological, theoretical, interpersonal and ethical. Students will gain empirical knowledge and perhaps new facts about the challenges of international and/or institutional development, practice different methodologies to produce policy relevant information, and gain new interpersonal skills through students work with teammates and students clients. And in wrestling with complex problems and questions of fact and value, students will gain new insights into the ethical dimensions of professional practice.

The GPA capstone workshop mostly will be self-taught in that students will learn by listening, doing (action), practice and reflection. The faculty advisor will provide guidance and serve as an advisor or coach. Teammates will review and critique written work and presentations. The client also will provide useful feedback and constructive criticism.

In addition to scheduled class sessions, students will meet independently in teams to discuss work assignments and to collaborate on tasks. Teams will assign tasks, including how frequently, where and when students meet. The critical issue is to begin work on tasks early, to stay on task and to always save time for analyses and for revising and rewriting the final written product.

Course Objectives

The principal objectives of the GPA capstone workshop are for students to practice using the knowledge and skills students have acquired at HHH while working as a member of a team on a research or analysis project. The specific objectives of the GPA capstone workshop are to:

- Negotiate with a client organization a memorandum of agreement (MOA) and prepare a scope of work or services that outlines research/ analysis to be completed;
- Conduct and complete research/analysis outlined in project MOA and scope of work;
- Work together with consulting team colleagues to respond appropriately to client and relevant stakeholder(s) needs and expectations during project implementation;
- Prepare draft and final professional report(s) or written product (written deliverable product) and perhaps a poster summary of students research or analysis;
- Present students findings to students client organization and to other professionals, including to audience(s) at the University of Minnesota; and
- Reflect on student's own performance as well as the performance of student's teammates.

An additional objective is for students to learn to recognize the myriad ways that public goals, objectives, policies, programs, projects and initiatives interrelate across sectors of society and academic disciplines or professions. All public policy issues of significance involve the public,

private and nonprofit sectors and are multidisciplinary and cross-cultural, and involve diverse sets of stakeholders, participants, audiences, and may have international, transnational or global consequences or influences. To address significant issues, therefore, students must have an understanding of the respective roles of each sector and the ways that tensions among them may be addressed or resolved and be able to address complex issues within a diverse and comparative framework.

Course Assessment (student grades)

Grades in this course will be based primarily on the quality of the final report or written product (written deliverable product) for the client organization, with evaluation from the client and the faculty advisor both. Other elements impacting the final grades will derive from faculty advisor assessment of the quality of students' presentation(s) to the client and in class and of each student's individual contributions to the team effort both in and out of class sessions throughout the semester. Each student will be involved in the evaluation process through periodic self-evaluation and evaluation of teammates.

Attendance at all course and team meetings and completion of all assignments by deadline is both assumed and required. Teams should ensure regular updates to their faculty advisor. All team members are expected to participate equitably in planning and executing the fieldwork, meeting the client and faculty advisor, preparing deliverables and presenting findings.

Here are scenarios that illustrate how professional norms will be used to assign team grades (each member of the team receives the same grade, which will comprise 70% of each student's total grade):

- **“A” scenario for a team grade.** A team defines a research or analysis question clearly; proceeds from a well written plan of work; meets with the client regularly to ensure that the research or analysis remains relevant; executes original data collection (e.g., survey research or analysis, key informant interviews) or well defined secondary analyses of existing data; prepares final draft reports for review; revises and rewrites draft reports; and summarizes recommendations clearly in presentations. The team submits a final report or written product (written deliverable product) that adds value to the client, provides new understanding of a problem or course of action, is well organized, includes ***no*** typographical errors, and includes appropriate citations and supporting material in appendices. In addition, the team makes ***no*** errors of fact in its presentation or its report and bases all conclusions on evidence and sound logic. The final report or written product (written deliverable product) presents a story that is clear, cogent, and persuasive.
- **“B” scenario for a team grade.** A team defines an ambitious research or analysis agenda; proceeds according to a well written plan of work; meets with the client regularly to ensure that the research or analysis remains relevant; executes original data collection (e.g., survey research or analysis, key informant interviews) or well defined secondary analyses of existing data; but runs out of time to revise and rewrite draft report; and submits a final report or written product (written deliverable product) that is generally

well written but still a first draft. The draft is imbalanced, for example, with more of the paper devoted to a literature review than to the analyses, more of the paper devoted to analyses than to conclusions and recommendations, or with results critical to conclusions buried in the appendix rather than in the body of the report without any textual reference to their location. Although the research or analysis may be excellent, these team members receive grades of B because it is evident the team ran out of time to polish the document, the final document isn't accessible or easily interpreted, or the document includes typographical errors or inconsistencies in style. The final report or written product (written deliverable product) may be serviceable, but the client must go to considerable effort to make use of the findings because the story it tells is not clear or cogent, the logic used to develop recommendations from analyses is not readily apparent, and the conclusions do not reflect the richness of the research or analysis and analyses completed during the semester.

- **“B-C” scenario for a team grade.** A team struggles to define its research or analysis agenda; fails to make the project a priority early in the semester; neglects to interact periodically with client to ensure that their research or analysis addresses priorities; undertakes parallel tasks but fails to use common protocols, thus making results incomparable; recognizes limitations of their research or analysis and works hard to salvage the report but runs out of time; and submits a final report or written product (written deliverable product) is clear and readable but really adds nothing of value to the client and does not extend knowledge of issue, problem, or process. Although the team may have put in many hours and worked hard, this team receives grades of B or C because the final product is of little value to the client. Members of teams that submit final report or written product (written deliverable product)s that are incomplete, have sections still to be written, multiple typographical errors, or include text references that indicate more information is to be added will automatically receive grades of “C.”
- **“C-D” scenario for a team grade.** A team struggles to define its research or analysis agenda; agrees generally on a topic but bickers over approaches and methods of analysis; fails to meet periodically with the client to confirm direction of analyses; never gels and completes tasks independently; submits drafts of reports to clients independently with instructions to disregard previous submittals by other team members; submits a final report or written product (written deliverable product) that includes questionable interpretations of data, different interpretations of comparable data in parallel sections, several different writing styles, typographical errors, and no references to materials in appendixes. Although individual team members may have worked very hard and put in many hours, the team receives grades of C or D because the final product does not meet professional standards.

Note that team grades are based on the quality of the final report or written product (written deliverable product), not on effort by individual team members. Hard work and class attendance is expected and the grade is for the team's collective output and potential impact of the work as judged according to professional norms. It is assumed that all team presentations to a university audience will be completed in a professional and clear manner.

Individual grades (30% of each student's grade) will vary among team members and be based upon the following assessments: faculty advisor observation of individual contribution to classroom discussion, team presentations and team meetings; client feedback, two self-reflection papers and three peer evaluations (the latter two of the three peer evaluations will carry the most weight). At HHH, students are not hesitant to identify teammates who have failed to show initiative or complete assignments and clients can be equally forthcoming. The most common problem within teams that leads to significant variation in grades is the failure by individuals to do their fair share of the work. This problem generally stems from different priorities and commitment to the class and the project. Sometimes, individuals who have been pegged as *free-riders* by their teammates or the client have complained that they didn't realize their team members or client felt they weren't doing their fair share of the work. This is not an excuse that will mitigate adverse effects on a student's grade.

Course Policies

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain

dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Grading and Transcripts:

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect

C- 1.667

D+ 1.333

D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility, *for courses that involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*