



Online Undergraduate Studies

PBA 4050 Capstone: Cross-Sector Collaborations

3 units

Meeting days, times, and location: Online/Asynchronous

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Office Hours: By appointment, reach out via email with two suggested days/times

PLNU Mission: To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department of History and Political Science Mission

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

Course Description

This capstone course provides students the opportunity to weave together program learning to propose a partnership with organizations from other sectors that addresses a pressing societal issue of their interest. Students will assess all aspects of their proposed partnership and produce a final project.

Course Learning Outcomes

Course Learning Outcomes (CLOs):

You will:

1. Synthesize program concepts to propose a cross-sector partnership addressing a societal issue.
2. Assess the feasibility, sustainability, and impact of the proposed partnership.
3. Apply a public service perspective, ensuring ethical alignment and community needs.

4. Communicate a proposal clearly to an audience of professionals and peers.

Program Learning Outcomes

Students who complete the public administration program will be able to:

1. Demonstrate critical skills to lead and manage in public governance.
 2. Appraise pressing problems using critical thinking, ethical thinking, and analytics to consider solutions and apply best practices.
 3. Articulate and apply a public service perspective to their role in their institution.
 4. Evaluate the role of public administration officials as participants in the public policy-making and implementation process.
 5. Demonstrate the ability to communicate and interact productively with a diverse population with varying needs.
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Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

NOTE: Students are responsible for having the required course textbooks **prior to the first day of class**. Students are also encouraged to begin reading the books in preparation for the class as soon as possible. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

There is **no textbook to purchase** for this course. All readings/media assignments are required and are available on Canvas.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Estimated Time to Complete Course

<i>Activity Category</i>	<i>Time-to-Complete (Hours)</i>
Weekly Proposal Deliverables	25
Weekly Proposal Revisions	35
Final Proposal	30
Final Pitch	25

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

<i>Assignment Category</i>	<i>Percentage of Total Grade</i>
Weekly Proposal Deliverables	25%
Weekly Proposal Revisions	15%
Final Proposal	30%
Final Pitch	30%
Total	100%

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 84 – 86% = B
- 81 – 83% = B-
- 78 – 80% = C+
- *75 – 77% = C
- 73 – 74% = C-
- 71 – 72% = D+
- 68 – 70% = D
- Below 68% = F

Incompletes and Late Assignments

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

Students are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. You may use tools such as Grammarly to conduct grammar/spelling checks and to help you gain skills to improve your writing. If you have any questions about using AI, please contact your instructor.

- [MLA Style Center: Citing Generative AI](#)
 - [APA Style: How to Cite ChatGPT](#)
 - [Chicago Manual of Style: Citing Content Developed or Generated by AI](#)
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PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through

the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.

2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
 - [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
 - [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
 - [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.
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Assignments-at-a-Glance

Students will develop a proposal and pitch for a collaborative governance project to address a local social issue, demonstrating their ability to integrate theory and practice in Public Administration.

PART 1: Cross-Sector Collaboration Proposal (see Canvas for full assignment instructions)

Week by week, you will develop a written proposal for a collaborative governance project that addresses a local social issue. Your proposal will integrate Public Administration theory with practical solutions, detailing the issue, stakeholder involvement, goals, resources, strategy, and assessment. This proposal will serve as the basis for your pitch presentation at the end of the course. Each week, you will submit a section of the proposal, receive feedback from your instructor, and resubmit the section with completed edits.

Weekly Breakdown (See Canvas for full assignment instructions)

Week 1 Introduction

You will introduce your chosen social issue, explain its significance to the community, and identify the level of collaboration (Federal, State, or Local) for your project.

Week 2 Issue Analysis

You will provide an overview of the issue's background, current status with relevant statistics, key groups impacted, and its overall community impact.

Week 3 Stakeholder Analysis

You will create a stakeholder map, describe each stakeholder's potential contribution, and develop an engagement plan involving at least one partner from each sector (Public, Private, Social) and a community partner.

Week 4: Strategic Planning Part I: Building a Shared Vision

You will develop an initial vision statement for the collaboration and outline a plan for involving stakeholders in the creation of vision and mission statements.

Week 5 Strategic Planning Part II: Setting Objectives

You will define 1-2 initial goals and corresponding objectives, and explain how these objectives align with your vision and mission.

Week 6 Strategic Planning Part III: Action & Evaluation Plan

You will present a detailed action plan outlining how the strategy will be implemented and will share ideas of how the actions can be evaluated for effectiveness in reaching the goals of your partnership.

Week 7 Cross-Sector Collaboration Proposal Pitch

You will create and present a pitch based on your proposal to a panel of experts and stakeholders. This pitch will help you develop and showcase essential skills such as public speaking, stakeholder engagement, and project management.

COURSE SCHEDULE

WEEK #	TOPICS COVERED	ASSIGNED READINGS & MEDIA	ASSIGNMENTS
WEEK 1	Project Introduction & Social Issue Identification	Required Reading/Media: 1. Video: Professor John McKnight on the Five Basic Resources People Use to Make Things Better (4 min) 2. Review list of suggested social issues for project 3. Review a relevant case study on Intersector that closely matches your issue of concern	1. Watch Lecture 2. Post Lecture question/comment 3. Deliverable: Issue Choice and Introduction 4. Weekly Assignment Resubmission

WEEK #	TOPICS COVERED	ASSIGNED READINGS & MEDIA	ASSIGNMENTS
WEEK 2	Issue Analysis	<p>Required Reading/Media:</p> <ol style="list-style-type: none"> 1. Community Toolbox: Ch. 3, Sec 5 Analyzing Community Problems 2. Review resources (studies, statistics, media reports) to gather information on the scope and current impact of the issue. 	<ol style="list-style-type: none"> 1. Watch Lecture 2. Post Lecture question/comment 3. Deliverable: Issue Analysis 4. Weekly Assignment Resubmission
WEEK 3	Stakeholder Analysis	<p>Required Reading/Media:</p> <ol style="list-style-type: none"> 1. Community Toolbox: Ch. 3, Sec. 8 Identifying Community Assets and Resources 	<ol style="list-style-type: none"> 1. Watch Lecture 2. Post Lecture question/comment 3. Deliverable: Stakeholder Analysis 4. Weekly Assignment Resubmission
WEEK 4	Strategic Planning Part I: Building a Shared Vision	<p>Required Reading/Media:</p> <ol style="list-style-type: none"> 1. Community Toolbox: Ch. 8, Sec. 2 Developing Vision and Mission Statements 2. Locate and read the vision and mission statements of your stakeholders from Week 3 	<ol style="list-style-type: none"> 1. Watch Lecture 2. Post Lecture question/comment 3. Deliverable: Building a Shared Vision 4. Weekly Assignment Resubmission
WEEK 5	Strategic Planning Part II: Setting Objectives	<p>Required Reading/Media:</p> <ol style="list-style-type: none"> 1. Community Toolbox: Ch. 8, Sec. 3 Creating Objectives 2. If applicable: Locate existing goals and objectives of the groups in your proposed collaboration 	<ol style="list-style-type: none"> 1. Watch Lecture 2. Post Lecture question/comment 3. Deliverable: Setting Objectives 4. Weekly Assignment Resubmission
WEEK 6	Strategic Planning Part III: Action & Evaluation Plan	<p>Required Reading/Media:</p> <ol style="list-style-type: none"> 1. Community Toolbox: Ch. 6 Sec. 5 Developing an Action Plan 2. Review Action Plan Template and Example 3. Community Toolbox: Ch. 36 Sec. 5 Developing an Evaluation Plan 	<ol style="list-style-type: none"> 1. Watch Lecture 2. Post Lecture question/comment 3. Deliverable: Action & Evaluation Plan 4. Weekly Assignment Resubmission

WEEK #	TOPICS COVERED	ASSIGNED READINGS & MEDIA	ASSIGNMENTS
WEEK 7	Conclusion & Pitch Preparation	<p>Required Reading/Media:</p> <p>1. Video: Professor Marshall Ganz on Public Narrative (16 min)</p> <p>2. Video: Solutions-oriented framing by Frameworks (2 min)</p>	<ol style="list-style-type: none"> 1. Watch Lecture 2. Post Lecture question/comment 3. Deliverable: Executive Summary 4. Deliverable: Rough Draft Pitch Outline & Pitch Deck 5. Weekly Assignment Resubmission
Week 8	Proposal Pitch & Feedback	<i>No reading, focus on your final products!</i>	<ol style="list-style-type: none"> 1. Deliverable: Final Proposal 2. Deliverable: Pitch Deck 3. Deliverable: Pitch Presentation