



O'NEILL V600-9174 Prosperity Indiana Capstone Syllabus

Spring 2024

Required Zoom meeting dates at 7:00 pm EST 1/8, 1/22, 2/19, 3/18, 4/15, 4/22

Instructor: Laura Littlepage

E-mail: llittlep@iu.edu

Phone: 812-855-5263(o) 317-371-0468 (cell)

Office Hours: By appointment.

Zoom: <https://iu.zoom.us/j/3510607791> . Please use a screen name that indicates your full name.

Course Summary

About Prosperity Indiana

The Indiana Association for Community Economic Development d/b/a [Prosperity Indiana](#) is a statewide membership organization for the individuals and organizations strengthening Hoosier communities. Since its founding in 1986, Prosperity Indiana has grown to approximately 200 members, currently representing 900 community economic development practitioners from public, private, and nonprofit sectors. Prosperity Indiana builds a better future for our communities by providing advocacy, leveraging resources, and engaging an empowered network of members to create inclusive opportunities that build assets and improve lives.

About the Hoosier Housing Needs Coalition

Prosperity Indiana also advocates for policy solutions to issues & need in the community economic development sector on behalf of its members. One way that Prosperity Indiana does that is by convening statewide advocacy coalitions, including the [Hoosier Housing Needs Coalition \(HHNC\)](#). HHNC is only three years old, but it has over 2,000 members on its listserv, and is led by a diverse Steering Committee of approximately 20 leader organizations in the housing advocacy and education space.

About the Project

Groups/Deliverables

Advocacy Strategies for Engaging a Captured Legislature

Like many states, Indiana's housing progress is often held back by industry interests with a strong hold on legislators, which leads to the neglect of the real needs of Hoosiers. Housing advocates in Indiana lack the means to buy favor and do not want to harm relationships with legislators, seeing as many work on a number of other important issues as well.

Your task: Provide an analysis of the political environment and practical recommendations that can be taken up by housing advocates to make progress on these issues. Strategies should include detailed angles from which to approach the issue, such as the economic impact of housing needs. Identify specific, potential partners (legislative and non-legislative) to support advocacy efforts.

Funding Strategies for a Small Nonprofit Team

Many nonprofits that engage in advocacy have to resort to using precious, unrestricted funds to bankroll any advocacy activity the organization wants to engage in. This is due to difficulty finding funders who want to fund public education and advocacy, as opposed to direct services or the physical development of affordable housing. Prosperity Indiana is fortunate to have 2 grants through the National Low Income Housing Coalition for the time being, but more is always needed.

Your task: Research grant opportunities for Prosperity Indiana to fund its statewide housing advocacy efforts and draft ready-made applications the organization can submit. Propose alternative ideas for how to fund advocacy work.

Housing Policy Landscape for Midwestern and Otherwise Similar States

Every state is experiencing an affordable housing crisis, and every state is experimenting with different solutions. Not every legislature, however, struggles under the weight of industry interests that are against the advancement of tenant protections and prioritizing the housing needs of low income residents. States also have a tendency to borrow the policy solutions of other, similar states and use them as examples for why to try out a new policy solution.

Your task: Report on the housing policy landscape in Indiana and identify states experiencing similar issues. Propose successful policies passed in similar states that may be viable in Indiana. Analyze the measurable impact of the successful policies of other states.

Indiana Housing Data Dashboard & Graphics

Data documenting the affordable housing crisis in Indiana can be found in a number of places, such as the Indiana Housing & Community Development Authority Housing Dashboard, Eviction Lab, and annual reports from the National Low Income Housing Coalition. Having this information and more all in one place to be used in perpetuity would be a powerful tool when it comes to advocating for Hoosier housing needs.

Your task: Review available housing data resources and sources to determine the feasibility of constructing a comprehensive housing dashboard. Create the dashboard, or the framework for an annual report, as well as video tutorials for Prosperity Indiana staff to learn to maintain and continue to use the final tool.

Introduction

The V600 Capstone project is intended to provide students with the opportunity to work with an external client organization, with faculty coaching as necessary. Students work together in a collaborative learning format over the course of a semester. Projects culminate in a final report and public presentation that provides recommendations based on findings

The course will have a workshop format. Class members will divide into groups to address the various aspects of the project. Each group should focus on a specific topic or major element of the project. There could be combinations of the issues depending on client and student interest and the number of students enrolled in the course.

Most of the group work will take place outside of regular class sessions. Class sessions for which an all-class meeting is not required are identified as “Group Meetings” in the syllabus. These class sessions provide a time and location at which all group members should be available for meetings. For these classes, the Instructor will be available to meet with any groups or individuals who wish to consult.

The final set of deliverables will need to be negotiated with Prosperity Indiana. What you see above is the starting point in your negotiations. Students are expected to interview staff to get a better understanding of the issues to be addressed in this capstone before developing a mutually agreed upon list of deliverables. Students will be required to complete a scope of work plan (SOW) with the client as early as possible covering the deliverables and presentation dates.

Objectives

The immediate objective of this course is to prepare a high-quality and rigorous analysis for our client. Broader objectives are to help students develop the following skills: professionalism, sustainability, financial management, and public and nonprofit management. There will be some guidance by the instructor to accomplish the organizational goals, but part of the challenge of the course will be for the students to self-organize and then execute this project on their own. The instructor will serve as a consultant to the students. Prosperity Indiana may also be consulted, on a very limited and structured basis, about issues that are specific to their operations and interests.

Organization

This course will be centered around a group project that will require students with very different backgrounds and skill sets to work together to generate a product for a client in a collaborative manner. Because this course is a component of the required core curriculum of O'Neill, it will address an issue in an interdisciplinary manner that is designed to emulate how graduates of O'Neill will function in professional positions after leaving IU. Therefore, this V600 Capstone course is intended to integrate the wide variety of skills that students have obtained through previous coursework, including both the core curriculum of the MPA and MSES degrees, as well as knowledge from each student's individual concentration areas.

To accomplish this analysis, the students will need to establish an organizational structure that will be used to coordinate both within and across groups, to generate the final recommendations and summary analysis, and to work with the client organization. The precise organizational structure will be established by class members with input from the instructor.

All students are expected to fully engage in all aspects of this process. Even though this is a group effort, for it to be successful, everyone will need to contribute in order for the capstone to be successful.

Course Requirements and Grading Criteria

An oral and written work plan, an oral and written progress report, a draft of the final report and recommendations, a preliminary presentation of the final report and recommendations, and a final written report and presentation to the client will be part of the requirements. Grading will be a combination of class, group, and individual evaluations. The following grading criteria will be used:

Group/Class Work Plan (SOW): 10%

Group/Class Progress Report: 10%

Preliminary Project Presentation and Draft Report: 5%

Final Project Presentation: 15%

Final Written Report: 20%
Group Assessment: 15%
Peer/Self Evaluations: 10%
Class Participation: 15%

Everyone in the class will receive the same grade for the preliminary project presentation, the final project presentation, and the draft and final written reports provided to the client representatives. Group grades will be given for the work plan, progress reports, and the group assessment; this is the instructors' overall assessment of each group's effort. The peer- and self-evaluations will be done in the middle and at the end of the semester and will provide an opportunity for each student to assess the contributions of themselves, other group members, and other class members. The class participation grade is an assessment of individual contributions to the class from the instructors' perspective.

LEARNING OUTCOMES

1. Construct a team based on team member skill sets that optimizes the potential to produce very high quality project work. Establish, implement, and modify as needed effective means for managing the team's work, communicating with and among team members, and resolving disputes involving team members.
2. Inspire leadership skills within and across project teams to inspire and coordinate the work of classmates in order to complete project work in a timely way and to maximize its quality. Evaluate whether and how to supply input to leaders on a given issue, and perform work according to instruction and direction from leaders.
3. Establish realistic schedules for completion of project tasks, track progress efficiently and accurately, and adjust schedules appropriately to account for changes in scope and other circumstances that modify the project direction or deliverables.
4. Identify, assess, and incorporate into the project schedule and work a variety of time and resource constraints, and develop methods to maximize the time and resources available. Plan individual and team work to minimize the risk of delaying other parts of the project.
5. Integrate, as individuals performing work within a team, skills and knowledge acquired throughout the masters curriculum; integrate the work of team members contributing different skill sets and expertise, into a well-organized, holistic final product.
6. Enhance listening skills; design and deliver effective, audience appropriate communications that are responsive and professional in style, format, and tone.
7. Establish clear expectations with client on the project scope and planned deliverables; deliver swift, responsive, and professional replies to client inquiries; coordinate client

communications to maximize their value for the project and avoid inappropriate demands on client time and resources.

8. Plan and conduct research and analysis, and develop recommendations that expressly reflect and appropriately integrate any conditions of uncertainty.

9. Organize, write, and present a professional quality report, and PowerPoint presentation for (and to) the client and the O'Neill community both summarizing and detailing the project research, analysis, conclusions and recommendations.

Expectations of Students

- **SOW:** Students must produce a client-approved SOW within the first month of the semester. The SOW shall be considered binding, and will only be modified if agreed upon by mutual consent.
 - The work plan is a critical element of the course. It should be designed by all class members to address each group's anticipated major tasks, the timeline for these tasks, and the overall method and timeline for integrating group contributions into a comprehensive final report and presentation. The work plan should include an organizational strategy for ensuring cooperation and coordination across groups during the semester, particularly since the project's components are interdependent and can only be adequately addressed through a coordinated strategy. Formal presentation of the work plan and discussion with the instructor (and possibly the client) should result in a revised document. This revised work plan will guide each group and the class throughout the remainder of the semester.
- **CONFIDENTIALITY:** Students will respect client confidentiality and privacy as outlined in the confidentiality clause of the statement of work. Students must sign a confidentiality agreement if requested by the client
- **CLIENT-TEAM INTERACTIONS:** All interactions with the client must be structured, professional, and timely, as agreed upon in the Deliverables section of the SOW.
 - Each group within a Capstone must designate one student to act as Client Liaison for each client for the duration of the process, clearly delegated to be the main group contact for the client. When multiple clients or client consultants exist, multiple liaisons may be designated.
 - Client Liaisons must coordinate across groups to ensure that client contact is efficient and information acquisition is maximized.
- **TIME COMMITMENT:** Each student shall expect to dedicate approximately 150 hours over the course of the semester to this project.

- **PROGRESS REPORTS:** Students must deliver regular progress reports, structured and timed as stipulated in the Deliverables section of the SOW.
 - The progress report should discuss work accomplished to date, upcoming challenges and anticipated problems, anticipated changes to the work plan, and any other necessary details. These progress reports should report on work completed by each group in a separate section and work toward the completed integrated final analysis with its set of recommendations.
- **FINAL REPORT:** A draft of the final report must be ready for editing and initial client comments and approval approximately one month before the final presentation date. The Capstone will culminate in a final report of professional quality, a professional presentation, presented to the client and (if agreed to by the client, the O'Neill community).

Expectations for Final Deliverables

- **FINAL REPORT:** The final report must be of *professional quality* with regards to the following:
 - Writing (grammar and style)
 - Organization and layout
 - Depth of analysis and insight
 - Presentation of product, which shall include:
 - Index
 - Cover page
 - Executive Summary
 - Acknowledgements
 - Table of Contents
 - Table of Terms
 - Bibliography
 - Final report shall be timely with regards to the following:
 - A first draft of the final report must be ready approximately two weeks before the final presentation date. The draft will be submitted to the client for comments and review.
 - Students shall expect to perform at least two rounds of editing between the first and final drafts of the final report.

- **FINAL PRESENTATION:**

- Slides shall be of professional quality, and will be reviewed by the faculty mentor.
- Presentation of report will be rehearsed, organized, and professional. Presenters will be appropriately/professionally dressed.
- Invitations will be sent out to all invitees two weeks prior to the presentation date. These invitations will be formally written and include a report abstract..
- Presenters shall plan for a 45-minute oral presentation, followed by at least 45 minutes for Q & A.

Class Professionalism Policy

Students are expected to act in a professional manner that emulates the real world. This includes all relationships (person to person, group to group, class to client). Violations of professionalism will result in a significant reduction in the participation portion of an individual's grade for the course, and could result in an intervention leading to expulsion from the course.

Tentative Schedule of Class Sessions: Subject to Change

Date	Class Topic & Readings	Assignment Due
Week 1		
1/8	Zoom: Monday at 7:00 pm (EST) Introduction to the course and class project; our client will attend.	Introduce yourself Discussion Written assignment
	Form groups- Group structure, membership and coordination discussion	Discussion and written assignment
Week 2 1/15	Work plan in progress	
Week 3 1/22	Zoom: Monday at 7:00 pm (EST) Final Work Plan -Written plans will be provided to class, Instructor and client	Work Plan due
Week 4 1/29	Group Meetings	
Week 5 2/5	Group Meetings	
Week 6 2/12	Group Meetings	
Week 7 2/19	Zoom: Monday at 7:00 pm (EST) Progress Report	Progress Report due Midterm peer/self evaluations due
Week 8 2/26	Group meetings	
Week 9 3/4	Group meetings	
	SPRING BREAK	

Week 10 3/18	Zoom: Monday at 7:00 pm (EST) Class Discussion of Presentation and Final Report Progress Report	Progress Report due
Week 11 3/25	Group Meetings	
Week 12 4/1	Group Meetings	
Week 13 4/8		
Week 14 4/15	Zoom: Monday at 7:00 pm (EST) Practice Presentation	Submit draft presentation And draft report
Week 15 M 4/22	Zoom: Monday at 7:00 pm (EST) Final Presentation to client representatives and other stakeholders	Final Presentation to Client
F 4/26	Final Report distributed to Instructor, client representatives and posted on Canvas Forum Reflection and Peer Evaluation	Final Report

Additional information for students:

O'NEILL Student Honor Code:

The O'NEILL [student honor code](#), passed by O'NEILL Faculty in 2007, outlines the honesty and integrity expected from each student. The Code outlines the scope, violations, reporting, handling of academic honesty, and civility and professional conduct for all students taking O'NEILL courses. I expect and mandate that all students follow this honor code. No form of academic dishonesty will be tolerated. Violations will result in failed assignments as well as potentially worse ramifications, depending on the severity of the violation. You are responsible for understanding the concept of plagiarism and for avoiding it all times.

Online Course Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Counseling and Psychological Services

TimelyCare

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Emergency Food Relief

If you find you are in need of food and do not have the resources to purchase it, please consider utilizing the emergency food relief system on campus and in the community. The following units/agencies are here to assist with food relief:

Crimson Cupboard: <https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>

Emergency Meal Project @ IU: <https://www.dining.indiana.edu/news-updates/emergency-meal.html>

Mother Hubbard's Cupboard Food Pantry: <https://www.mhcfoodpantry.org/>

Other pantries: <https://www.foodpantries.org/ci/in-bloomington>

Emergency Funding

For emergency funding issues, please visit the Student Advocates Office (SAO) [website](#). For additional concerns not covered by the SAO, apply for funding from the O'Neill School [here](#).

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Resources for Project, Time and Team Management (with Leadership and Communication skills included):

- Consider browsing through the MindTools.com site, there's a lot of good free (and briefly presented) information about all aspects of project and time management, including team management and communication guidance. Link: <http://www.mindtools.com/index.html>
- Use Microsoft Teams. (Put this skill on your resume, it's a great software skill for management jobs.)
- Review the steps for project time management. Here's one quick summary, others are available. Link: http://www.tutorialspoint.com/management_concepts/project_time_management.htm. This website (tutorialspoint) also provides some short summaries of key issues in communication issues associated with project (and team) management.
- Leadership can be taken on by one, by several, by the whole team. For this project, leadership and leadership roles can be decided by the group, and can change around at logical places in the project. For example, there are 3 distinct phases of a project that overlap somewhat: data gathering and clarification, analysis, writing and presentation preparation. For some projects, a new coordinator is chosen for each phase based on a number of factors including but not limited to skills or knowledge, time availability, and burn out.
- When the class decides on leadership structure, it will be helpful to evaluate what qualities the class will need in their leaders, and then choose leaders according to leadership skills. I have noticed that often the people who most want to be leaders do not necessarily make the best leaders, or may be most effective as part of a leadership team.
- Here's some guidance on leadership skills. Link: <http://www.nwlink.com/~donclark/leader/leader.html> A good overview of leadership issues and guidance. Links to each sub-topic: <http://www.projectmanagementguru.com/team.html> Business oriented. Short.
- Team management is for everyone, not just the chosen or elected leader(s). A small group needs to be thinking and working together the whole time to get work done efficiently, and you will need to utilize all the skills of everyone, even those you didn't realize you had. Here's some quick reads to start your exploration in and thinking about team management:

- Link: <http://www.forbes.com/sites/glennllopi/2012/10/01/6-ways-successful-teams-are-built-to-last/#4d00555a268d>
- Link: <http://www.smashingmagazine.com/2009/09/03/professional-team-management-tips-for-creative-folks/>
- One of the big problems with teams, both intra-team and between team and leader, tends to result from poor, inefficient, ineffective, misleading, or non-existent communication. Communication needs to include goals, expectations, assumptions (about the work, about each other, about what you and the others are going to do...), feelings (often resulting from ineffective communication, but also from stress from outside sources), choices about how to resolve disagreements/difficulties/uncertainties, etc.
- Here's a bit to get you going:
 Link: <http://www.forbes.com/sites/mikemyatt/2012/04/04/10-communication-secrets-of-great-leaders/>
 Link: http://www.interlinktc.com/public_html/achieving.html Includes info about bad communication.
 Link: <http://leadchange.org/five-ways-to-improve-communication-with-your-teams/>
 Link: (great basic interpersonal communication skills comments)
<http://archive.tlt.psu.edu/suggestions/teams/student/communicate.html>
- Finally, remember to communicate regularly with the client(s). Make sure you follow the same rules of communication with the clients as you do with your team members: ask, verify, respect, and regular reporting in/reporting back. Link: <http://www.blastmedia.com/blog/2013/06/11/client-communication/>