



## Capstone! Spring 2017

Lecture meets in Purce xxxxxxx

See Canvas for seminar rooms, up-to-date schedule, and assignment information

Faculty	Email	Office Hours
Marc Baldwin	<a href="mailto:baldwinm@evergreen.edu">baldwinm@evergreen.edu</a>	By appointment
Larry Geri	<a href="mailto:geril@evergreen.edu">geril@evergreen.edu</a>	By appointment
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### **TESC MPA MISSION STATEMENT**

#### **“Be the Change”**

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

### **COURSE DESCRIPTION AND OBJECTIVES**

Students “cap off” their studies in the MPA program by completing a Capstone project. In the Capstone course, students engage in an applied demonstration project of their own design (demonstrating the knowledge, skills and abilities gained in the MPA program) as related to the MPA mission statement.

### **LEARNING OBJECTIVES**

- Demonstrate KSAs (knowledge, skills, and abilities) as competent transformational analysts of data, information, and decision making.
- Exhibit an understanding of the practical applications of analytical techniques in PA.
- Integrate the concepts of social science, public service, governing, and leadership into course discussions, writings, and Capstone projects focused on practical issues in public administration.
- Utilize exemplary presentation skills to explain individual learning reflection and how this is integrated and demonstrated throughout Capstone projects.

## **EXPECTATIONS**

**Review Assignment Requirements Thoroughly Before Drafting Submissions:** This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

**Format of Assignment Submissions:** All papers will be submitted as requested by your seminar faculty member. All papers must meet assignment parameters and cite works using the American Psychological Association style (<http://www.apastyle.org/>) All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please contact the Graduate Writing Assistant. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

**Late assignments:** Are not accepted without prior (to deadline) approval by your seminar faculty member. Multiple late assignments put you at risk for no credit.

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, *faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case.* Make-up work must be completed by the end of the quarter in question for course credit. Multiple absences put you at risk for no credit.

**Use of Electronic Devices:** The class is participatory and the learning community is dependent upon people being present to what is happening in class. Research shows that using electronic devices can be distracting and deleterious to the learning experience and to the learning community. Further, research suggests that typing notes on a keyboard rather than writing out longhand results in shallower processing of the concepts. Yet we acknowledge the limited, key situations where these devices are necessary. These situations include: accessing the Canvas site when course materials are being explained; workshops where laptops help teams track requirements and output; practical exercises in class where spreadsheets or other templates are needed; and individual situations where accommodation must be made through technology. In short, put away your devices (laptops, phones, tablets) except when otherwise instructed (we recognize that some may be accessing readings electronically and will use a device in seminar). If an emergency requires you to track activity on your phone, please inform a faculty member.

**Teamwork:** The expectations of students as individuals applies to expectations of individuals in project teams as well. Each team member is expected to behave as part of a learning community. The division of labor in teams should respect differences among members while ensuring maximum participation of all team members. Conflicts with the team should be resolved by team members to the greatest extent possible. It is not the role of faculty to adjudicate conflicts within teams unless they involve violations of college policies.

**Credit:** This MPA Core course is taught a bit differently than other Cores: students will receive 12 graduate credits at the completion of the Winter quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

**Evaluation:** As noted above, ATPS is a two quarter course. Successful completion occurs at the end of the second quarter of the course, for 12 credits. Seminar groups will be assigned to faculty on the basis of research group participation. Faculty advisors will meet with research groups as groups during the evaluation period, but will not submit written evaluations. Faculty advisors will hold brief evaluation conversations with individual team members at that time to share thoughts on individual student progress. Written self-evaluations are required at the end of each quarter. Evaluations are considered “submitted” only when posted through the College portal.

**Accommodations:** are provided for any student who desires them through Access Services, the Graduate Writing Assistant, and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC’s Students With Disabilities Policy [here](#).

**Other Expectations of Students and Faculty:** We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

**We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college’s [Student Conduct webpage](#) for more.**

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

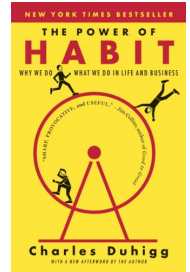
**Guest Policy:** Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student’s responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

**Inclement Weather:** In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel class even if campus is open. If we do this we will send an all-class email by 3:00 pm. If you’ve not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

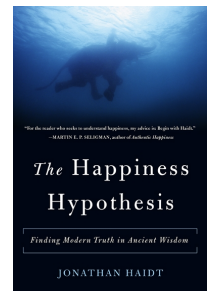
**Communicating with Each Other:** Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

## READINGS

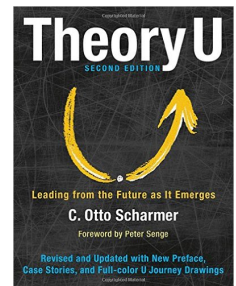
- Duhigg, Charles (2014) [The Power of Habit: Why we do what we do in life and Business](http://charlesduhigg.com/the-power-of-habit/). ISBN-13: 978-0812981605. Random House. (~\$10.00). <http://charlesduhigg.com/the-power-of-habit/>



- Haidt, Jonathan (2006) [The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom](http://www.happinesshypothesis.com). ISBN-13: 978-0465028023. Basic Books. (~\$10.00). <http://www.happinesshypothesis.com>



- Scharmer, C. Otto (2016) [Theory U: Leading From the Future as it Emerges](https://www.presencing.com/theoryu). (2<sup>nd</sup> Edition). Berrett Koehler. 978-1626567986. (~\$36.00). We do not recommend the Kindle edition of this book because of the extensive (beautiful!) illustrations. <https://www.presencing.com/theoryu>



- **BringYourOwnBook** – choose your own book that brings you full circle from Year 1 through Year 2. Must be policy/administration related and your choice must be approved by your Capstone project faculty sponsor. You will prepare a short talk (time, TBD) on your BYOB. You will give this talk, formally, to your seminar colleagues and will be videotaped. Right now, it looks like BYOB night is Week 4 (April 27) of Spring term.
- Other readings (internet based) assigned, TBA.

## **ASSIGNMENTS**

**Learning Inventory (Week 2, April 13):** Create a document (table, grid, outline, chart, power point, beautiful visualization, or essay) that contains an inventory of your learning in the MPA program. How you present the information is up to you. The only requirements are:

- include the book titles, quarter, and a brief description of the classes, contracts, or internships that were most valuable to you in the MPA program, and why; and,
- include the most important knowledge, skills, and/or abilities (KSAs) you learned from each class, contract, or internship you identify. What are you taking away from each experience? What are your aggregate take-aways?

**BYOB Book Talk (Week 4, April 27):** This is another BYO opportunity like last quarter's Bring Your Own Research. This time you select a book. Write a brief summary of the key lessons and findings, research strategies, and reactions that you had. You will submit written remarks to Canvas, but will do a 5 minute verbal presentation for videotaping in class.

**Interview a Leader (Week 7, May 18):** this is your chance to interview someone you've been pinning to interview. Ask them to coffee, for a walk, or a meeting. Construct the interview questions as you see fit; keep in mind the sage advice to not overly construct the interview. There is only one required question: "What does 'leading from the future as it emerges' mean to you?" Write up the results of the interview. 2-4 pages, double spaced. (We recommend reading *Theory U: Leading from the Future as it Emerges* before the interview)

**Life "Fit" Exercise (Week 8, May 25):** Readings this week and the lecture discussion focus on work/life "fit" and how to improve it. In class we'll be building on the reading and creating a "project" that is your life in the next few months (AFTER Evergreen!). Not required, but you may want to check out "The Happiness Project" online.

**Capstone Presentations (Week 10, June 8 and 10):** Presentations are limited to 10 minutes plus 5 minutes for Q & A= 15 minutes total. As part of your presentation, be sure to state the following about your project:

- How does your project demonstrate your KSAs?
- How does your project integrate the MPA Mission?

Students will present their final Capstone projects publicly. Presentations can take myriad forms, but must include a visual aid. You are encouraged to invite family, friends, colleagues, and project stakeholders to your presentation.