

MPA Capstone (REVISED 3/30)
Spring 2015
Location: Seminar 2 E1105

Faculty	Phone & E-mail	Office
Amy Gould	360.867.6135 goulda@evergreen.edu	Sem 2 D2106
Glenn Landram	360.867.5434 landramg@evergreen.edu	Sem 2 D2110
Doug Mah	mahd@evergreen.edu	

TESC MPA Mission Statement: 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. “Be the change.”

Course Description:

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:

1) Demonstrate knowledge, skills, and abilities as competent transformational analysts of data, information, and decision making. 2) Exhibit an understanding of the practical applications of analytical techniques in public administration. 3) Integrate the concepts of science, service, government, and leadership into course discussions, writings, and projects focused on practical issues in public administration. 4) Utilize exemplary presentation skills to explain individual learning reflection, integration, and capstone projects.

Spring Books:

King, C. (2014). *Government is Us 2.0*. Routledge. ISBN: 978-0765625021.

Naim, M. (2014). *The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being In Charge Isn't What It Used to Be*. Basic Books. ISBN: 978-0465065691.

Sandberg, S. (2013). *Lean In: Women, Work, and the Will to Lead*. W.H. Allen. ISBN: 978-0753541630.

Wiseman, L., Allen, L., & Foster, E. (2014). *The Multiplier Effect: Tapping the Genius Inside Our Schools*. Corwin. ISBN: 978-1452271897.

Spring Article:

Meier, K. (2015, Jan-Feb). Proverbs and the Evolution of Public Administration. *Public Administration Review*. Vol. 75, Iss. 1, pp. 15-24.

Schedule (subject to revision by faculty):

Date	Topic	Reading/ Assignment
Monday, February 23 Monday, March 9		<u>Assignment #1:</u> Draft Proposal Final Proposal
Week 1 Thursday, April 2	Power to Govern? Guest Speakers: 6:00-7:30 Raj Manhas , Superintendent, N Thurston Public Schools Thomas L. (Les) Purce , President, The Evergreen State College Seminar: 7:45-9:00	<u>Reading:</u> Wiseman, <i>Multiplier Effect</i> Meier, <i>Proverbs & the Evolution of PA</i> <u>Assignment #2:</u> Learning Inventory & Resource List
Week 2 Thursday, April 9	Position Power? Guest Speakers: 6:00-7:30 Gerry Alexander , Chief Justice (retired), WA Supreme Court Mary Fairhurst , Associate Justice, WA Supreme Court Seminar 7:45-9:00	<u>Reading:</u> Naim, <i>The End of Power</i>
Week 3 Thursday, April 16	Personal Power? Guest Speakers: 6:00-7:30 Patty Belmonte , Executive Director, Hands On Children's Museum Cynthia Iyall – Nisqually Tribal Council Chair Leonor Fuller – SPSCC Board of Trustees Seminar 7:45-9:00	<u>Reading:</u> Sandberg, <i>Lean In</i> <u>Assignment #3:</u> Leadership walk n' talk
Week 4 Thursday, April 23	OFF	
Week 5 Thursday, April 30	Citizen Government Power? Guest Speaker: 6:00-7:30 Cheryl Simrell King , Faculty & MPA Director, The Evergreen State College Seminar 7:45-9:00	<u>Reading:</u> King, <i>Government is Us 2.0</i> <u>Assignment #4:</u> Draft1 product
Week 6 Thursday, May 7	OFF	<u>Assignment #4:</u> Draft1 visual aid
Week 7 Thursday, May 14	Practice presentations in small groups 6-10:00pm	<u>Assignment #4:</u> Draft 2 product
Week 8 Thursday, May 21 *need to add times*	Record presentations in CCAM 5:00-10:00pm (set time slot; only attend your own recording session)	<u>Assignment #4:</u> Draft 2 visual aid due Tuesday May 19th Brief Description of project due May 21
Week 9 Wednesday, May 27 Saturday, May 30	<i>Wednesday</i> Final presentations 6:00-10:00pm <i>Saturday</i> Final presentations 9:00am-2:00pm	<u>Assignments #4:</u> <i>Wednesday</i> Draft 3 product
Week 10 Wednesday, June 3	Final presentations 6:00-10:00pm	<u>Assignments #4:</u> Final product Final visual aid

Self evals and Faculty evals (for the faculty you worked with closely) are required to be posted in your my.evergreen.edu account by June 10, 2015. No evaluation conferences.

Assignment #1: Capstone proposal

Draft due February 23 posted to canvas by 6:00pm.

Final due March 9 posted to canvas by 6:00pm.

You can work on your projects individually or in teams of 2 to 4 students (*teams are encouraged*). Each project should submit a Capstone project proposal.

Fill out the form provided: Name(s), e-mail(s), are you open to others joining your project? (yes/no), project title (5 words or less), are you building on your 2nd year core project? (yes/no; if yes, how), 150 word abstract, relationship to MPA mission (3 sentences or less), essential KSAs to be demonstrated by student through the project (list max of 5), goal of project, output to be produced, original research component? [HSR required yes/no; if yes attach completed HSR application with instruments], supporting organization (yes/no, if yes then provide letter from org listing support to be provided), timeline of work to be done and persons responsible.

This project can take any form you choose, as long as it integrates the MPA mission statement and ultimately demonstrates the knowledge, skills and abilities you've gained in this MPA program. The output/deliverable of your project may be something like a research report, facilitation of a public meeting and action plan, creating and delivering a training, a case study, an organizational assessment, conflict resolution plan for an agency, a policy analysis, program evaluation, extensive white paper, strategic plan, business plan, communication plan, project management plan, developing an advocacy website, citizen's guide for communicating with legislators, creating a manager's desk reference/resource portfolio, volunteer handbook, documentary, press kit, drafting an initiative and collecting signatures, etc., etc., etc.

Projects need to be about public service. Public service is defined very broadly to include efforts of governments, agencies, programs, non-profits, networks, community-based organizations, individual community members, political organizations, private organizations doing public activities, policies, or laws.

Project parameters:

- 1) Produce an *output* of some kind (something tangible) as well as a presentation on the process/production of the output;
- 2) Be MPA mission-centric & represent KSAs learned
- 3) Be applied – output in application for an agency, community, organization, etc.

Assignment #2: Reflection Learning Inventory & Resource List. Due April 2nd posted to canvas by 6:00pm to be reviewed by colleagues in the class. ***Create a grid or outline or chart or power point or essay of your learning in the MPA program. How you present the information is up to you.*** The only requirements are: 1) include the titles, quarter, year, and a brief description of the classes, contracts, or internships you took that were most valuable to you in the MPA program, and 2) include at least one knowledge, skill, or ability you learned from each class, contract, or internship you identified. What did you take away from each experience? Additionally, submit a list of key resources that you have amassed during the program. This will be a “go to” list that you now use or anticipate using for your daily work in the PA field. The resources may be books, websites, blogs, newspapers, journals, magazines, or professional associations.

Assignment #3: Leadership Walk n' Talk

Due April 16 posted to canvas by 6:00pm to be reviewed by colleagues in the class. Contact a public servant/leader you respect. Ask them to meet with you in person to discuss their sources of inspiration, explanation, or direction in public service/leadership. If possible, meet with them while walking to another location or at a site out of their normal work environment. Write up a one page summary of what they recommend, why, and how you might be able to use some of their recommendations in your own career.

Assignment #4: Demonstration (Product & Presentation)

Capstone Product.

Draft 1 due April 30 posted to canvas by 6:00pm.
Draft 2 due May 14 posted to canvas by 6:00pm.
Draft 3 due May 27 posted to canvas by 6:00pm.
Final due June 3 posted to canvas by 6:00pm.

Submit your output. The purpose of this assignment is to demonstrate what you've learned in your MPA program through an applied project that integrates the MPA mission.

Capstone Presentation.

May 7: Draft 1 of visual aid due posted to canvas by 6:00pm.

May 14: Practice presentations.

May 19: Draft 2 of visual aid due posted to canvas by 6:00pm.

May 21: Students will sign-up for a specific time slot and record their presentation in our CCAM TV studio on campus. **Specific parameters for the dimensions/pixel size of the visual aid will be sent out.** Here is an example of what it will look like: <http://www.whitehouse.gov/state-of-the-union-2014> . Recordings will be uploaded to YouTube by CCAM staff by May 27.

May 21: One paragraph brief description of your Capstone project due posted to canvas by 6:00pm to be included in a public announcement sent out by faculty.

June 3: Final presentation visual aid is due posted on canvas by 6:00pm.

Limit presentation to 15 minutes plus 10 minutes for Q & A= 25 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.

Course Policies

Human Subjects Review (HSR): Data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB. Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty and possibly TESC IRB. <http://www.evergreen.edu/humansubjectsreview/application>

Format: All papers should be typed using a computer, double spaced (unless otherwise stated), 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant.

Attendance: Students are required to attend **each** class meeting in its **entirety**.

Late assignments: Turning in assignments late is unacceptable.

Credit: Students will receive 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may rarely be offered on case by case basis. Refer to MPA student handbook. Full loss of credit decisions will be made by the faculty team. ***Plagiarism (i.e., using other peoples' work as your own) will result in total loss of credit for the class and may result in expulsion from the MPA program.*** College statement on academic honesty: <http://www.evergreen.edu/advising/academichonesty.htm> . Failing to complete one or more assignments, completing one or more assignments late, or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

Evaluation: Written self-evaluations and faculty evaluations are required for credit at the end of the quarter. (All evals are to be submitted via my.evergreen.edu.) Write faculty eval for the faculty you worked with closely on your project.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Technology Use & Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: **Contact faculty** before class and Contact Access Services to receive a

letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC’s Students with Disabilities Policy.

Expectations of Students and faculty: to promote 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. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). *Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.*

We will abide by the social contract: WAC 174-121-010 College philosophy.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

We will abide by the non-discrimination policies and procedures at TESC:

<http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.htm>

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student’s responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel program meeting even if campus is open and we will send an all-program email prior to 3:00 pm. You are responsible for checking email and ensuring viable transportation options are available to you.

Events	Spring
Begin Quarter	Mar 30
Evaluation Week	Jun 8-11
End Quarter	Jun 6
Breaks (Spring)	Mar 23-29

Graduation June 12th, 2015. Hooding ceremony approx. 10:00am & campus wide ceremony at approx. 1:00pm.