

Capstone, Spring 2011
Thursdays 6:00pm-10:00pm, Location: TBA

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Course Website: <http://academic.evergreen.edu/curricular/atpsmpa/>

“You must be the change you wish to see in the world.”-- Mohandas K. Gandhi

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.

Quarter	Content Areas	Skill Development Objectives
Spring – Capstone	<ul style="list-style-type: none">• MPA Reflection, Integration, & Demonstration• Program Evaluation, Logic Models, Performance Measurement• Governing the Commons• Policy Design for Democracy	<ul style="list-style-type: none">• Applied learning with an organization, program, community, etc.• Produce MPA mission-centric output representative of your KSAs from the program that contributes to positive change

Course Description:

Students “cap off” their studies in the MPA program by taking the Capstone course (6 credits). Students must complete 40 credits in the program prior to enrolling in the Capstone course. Students are responsible for reviewing their student records at the end of Winter quarter to ensure that they are eligible to enroll in the course. In the Capstone course, students reflect upon their learning in the program and engage in an applied demonstration project of their own design (demonstrating the knowledge, skills and abilities gained in the MPA program).

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 experiences.

Books Spring 2011 (required):

Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press. ISBN: 978-0521405997

Vonnegut, K. (1999 printing). *Player Piano*. The Dial Press. ISBN: 978-0385333788

Articles Spring 2011 (required reading posted on course website):

Readings Week 1:

Kiel, D. (Jul/Aug 2003). The Call to Public Service: Entrance, Learning, and Reflection. *Public Administration Review*, 63 (4), pg. 498-502.

McSwite, O.C. (Jan/Feb 2001). Theory Competency for MPA- Educated Practitioners. *Public Administration Review*, 61 (1), pg. 111-115.

Schachter, D. & Schwartz, D. (Fall 2009). The Value of Capstone Projects to Participating Client Agencies. *Journal of Public Affairs Education*, 15 (4), pg. 445-461.

Readings Week 6:

McCawley, P. *Logic Model for Program Planning and Evaluation*. University of Idaho.

Priest, S. (Spring 2001). A Program Evaluation Primer. *The Journal of Experiential Education*, 24 (1). pg. 34

Kelly, J. (Jan/Feb 2005). The Dilemma of the Unsatisfied Customer in a Market Model of Public Administration. *Public Administration Review*, 65 (1), pp. 76-84

Resources for your reference only:

Program Evaluation Overview: University of Wisconsin

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Kellogg Foundation logic model guide:

<http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>

Readings Week 7:

Schneider, A. & Ingram, H. (June 1993). Social Construction of Target Populations: Implications for Politics and Policy. *The American Political Science Review*, 87 (2), pp. 334-347

Schneider, A. & Ingram, H. (June 1995). Social Construction (Continued): Response. *The American Political Science Review*, 89 (2), pp. 441-446

Schneider, A. & Ingram, H. (May 1990). Behavioral Assumptions of Policy Tools. *The Journal of Politics*. 52 (2), pp. 510-529

Spring 2011 Schedule (faculty reserve the right to alter the schedule)

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Week 1 3/31	<i>Capstone & PA</i> <ul style="list-style-type: none"> ▪ Review Syllabus ▪ Presentations of previous Capstones ▪ Project group formation ▪ Reading Groups 	<u>Readings:</u> Schachter & Schwartz article Kiel article McSwite article	<u>Assignment #1:</u> Capstone Project Abstract- Due Monday 3/28 <u>Assignment #2:</u> Learning Inventory & Resource List- Due Thursday 3/31
Week 2 4/7	<i>Society's Public Administrator</i> <ul style="list-style-type: none"> ▪ Reading Groups ▪ Faculty/Student mtgs. 	<u>Readings:</u> Vonnegut: <i>Player Piano</i> - ALL	<u>Assignment #3:</u> Capstone Project Proposal- Due Wednesday 4/6
Week 3 4/14	<i>Governing</i> <ul style="list-style-type: none"> ▪ lecture/workshop ▪ Seminar & check-in 	<u>Readings:</u> Ostrom, preface & chs. 1, 2, 3	
Week 4 4/21	<i>The Commons</i> <ul style="list-style-type: none"> ▪ lecture/workshop ▪ Seminar & check-in 	<u>Readings:</u> Ostrom, chs. 4, 5, 6	<u>Assignment #4:</u> Seminar paper
Week 5 4/28	<i>PROJECT TIME</i> --NO CLASS--	<i>PROJECT TIME</i>	
Week 6 5/5	<i>Program Evaluation, Performance Measures, & Logic Models</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar ▪ Faculty/Student mtgs. 	<u>Readings:</u> Articles listed for week 6	
Week 7 5/12	<i>Policy Design for Democracy</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar & check-in 	<u>Readings:</u> Articles listed for week 7	
Week 8 5/19	<i>Student Reading Selection</i> <ul style="list-style-type: none"> • Seminar & check-in • Faculty/Student mtgs. 	<u>Readings:</u> see assignment #5	<u>Assignment #5:</u> Student Reading
Week 9 5/26	<i>PROJECT TIME</i> --NO CLASS--	<i>PROJECT TIME</i>	<u>Assignment #6:</u> DRAFT Presentation & Product
Week 10 6/2 & Sat 6/4, 9-4	<i>Class Final Presentations</i> <ul style="list-style-type: none"> ◆ presentations to full class both days 		<u>Assignment #6:</u> FINAL Presentation & Product

Assignment #1 Capstone project abstract. Due Monday March 28th posted to moodle by 6:00pm. The purpose of this assignment is to provide a general idea of what you would like to do for your Capstone project. Write your name, the rough title of your project, and an abstract explaining what you want to do and why in 250 words or less. **MAKE SURE YOUR TITLE APPEARS IN THE SUBJECT LINE OF YOUR POST.** All students are expected to peruse their classmates' postings in order to find potential collaborators. Group work is encouraged for Capstone.

Assignment #2 Reflection: Learning Inventory & Resource List. Due March 31st posted to moodle by 6:00pm. 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 the most important knowledge, skills, or abilities 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 MPA field. The resources may be books, websites, blogs, newspapers, journals, magazines, or professional associations.

Assignment #3 Integration: Capstone project proposal. Due Wednesday April 6th posted to moodle by 6:00pm. Be sure to list the names of all group members. Clearly explain how your project will integrate each component of the MPA mission statement. Select at least one of the KSAs mentioned in your Learning Inventory assignment. Explain how you will integrate the KSA(s) into your Capstone project. Additionally, please provide the following pieces of information:

- ◆ Background about your topic,
- ◆ Objective(s)/Purpose/Intentions of project,
- ◆ Deliverables/Outputs – outputs are the actual products of your work,
- ◆ Methods or Techniques you will use to create the output (note if your project will require HSR clearance or not),
- ◆ If you will collaborate with an organization or persons outside the MPA program, please list and explain,
- ◆ Timeline/Work Plan/Team Charter

This project can take any form you wish, as long as it integrates (and ultimately demonstrates) the knowledge, skills and abilities you've gained in this program. The output/deliverable of your project may be a research study, facilitation of a public meeting, creating and delivering a training, a case study, an organizational assessment or intervention, a policy analysis, program evaluation, extensive white paper, strategic plan, developing a website, creating a manager's desk reference/resource portfolio, 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 in an agency, community, organization, etc.

You can work on your projects individually or in teams (teams are encouraged). All individuals/teams should submit and complete a project proposal.

Assignment #4 Seminar paper on Ostrom. Due April 21st posted to moodle by 6:00pm. Please provide a critical review of Ostrom's book. At a minimum, this should critique her thesis, evidence provided, and the arguments she made. How does her work compare and contrast to other readings, lectures, and seminar discussions throughout the course? What did you take away from reading this text?

Assignment #5 Student reading selection. Due May 19th. Contact a public servant/leader you respect. Ask them to recommend a book to you that they value as a source of inspiration, explanation, or direction in public service/leadership. Read the book they recommend and come to class prepared to discuss it in a small group. Also, please e-mail faculty 1) a citation of the book you are using, and 2) who recommended it. Faculty will compile a list and send it out to the entire program.

Assignment #6 Drafts of presentation and product e-mailed to project faculty advisor. Due May 26th by 6:00pm.

Assignment #6 Final Demonstration: Capstone Project. Final is due June 4th and posted to moodle if project format makes this possible. Submit your output/deliverable. The purpose of this assignment is to demonstrate what you've learned in your MPA program through an applied demonstration project.

Capstone Presentation. Students will present their demonstration projects during week 10; presentations can take a myriad of forms (discussion, research report, power point, training, workshop, video, etc.). You are encouraged to invite family, friends, colleagues, and project output/deliverable stakeholders to your presentation. Limit presentation to 15 minutes plus 5 minutes for Q & A= 20 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 demonstrate the MPA Mission?
- How did/will your project contribute to positive change?

Human Subjects Review (HSR) All original research data collection activities involving human subjects are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB, according to our course lectures and discussions throughout the year. Any major changes to your research tool or sample respondents must also be cleared.

<http://www.evergreen.edu/deans/humansubjectsreviewapp.htm>

Format: All papers should be typed, double spaced (unless otherwise stated), 12 point font, and follow APA format (see Hacker, 2009). 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.

Late assignments: Turning in assignments late is unacceptable. However, if there is a genuine need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure full receipt of course credit.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, speaking 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, seminar faculty should 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. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on case by case basis. Refer to MPA student handbook. Credit denial decisions will be made by the faculty team. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), 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 a seminar faculty evaluation are required for credit, at the end of each quarter along with faculty evaluations of students. Student evaluations of their seminar faculty are due the Monday of evaluation week. (Students may elect to submit faculty evaluations to faculty directly or to Program Secretaries: Ruth Joynes & Pat Kolstad.)

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.

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, reading unrelated materials, playing with a PDA, IPOD, laptop, or cell phone are not appropriate.) Please consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations will be provided for any student who desires them through a working relationship with Access Services, the Writing Center 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). 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 after class and/or Contact Access Services in Library 1407-D, 867-6348. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy. <http://www.evergreen.edu/policies/g-studentada.htm>

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).

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 174-120 WAC
Student Conduct Code & Grievance/Appeals Process
<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>

We will abide by the non-discrimination policies and procedures at TESC:
<http://www.evergreen.edu/policies/g-nondiscr.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 television or 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 program meeting even if campus is open. If we do this we will send an all-program email prior to 3:00 pm. You are responsible for checking your email.

Events	Spring
Tuition Due Dates	Apr 1
Begin Quarter	Mar 28
Evaluation Week	Jun 6-10
End Quarter	Jun 10
Breaks (Thanksgiving, Winter, Spring)	Mar 21-25

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