MPA Capstone
Spring 2016
Location: TBA

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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 KSAs (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 PA.

3) 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.

4) Utilize exemplary presentation skills to explain individual learning reflection and how this is integrated and demonstrated throughout Capstone projects.

Books:
Week 1:Scharmer, (2013) *Leading from the Emerging Future* **Or** Heifetz, (2009) *Practice of Adaptive Leadership*

Week 2: Arbinger Institute, (2010) *Leadership and Self-Deception* **Or** O'Leary, (2013) *The Ethics of Dissent*, 2nd edition

Week 5: Gallo, (2015). *Talk Like TED*

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

Week 4: Singer, P. (Dec 17, 2006). What Should a Billionaire Give and What Should You? *New York Times Magazine.*

Video:
Week 4: Sinek, S. (2009). *Start with Why*: *How Great Leaders Inspire Action*
http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

2016 Capstone Schedule (subject to revision by faculty):

Date	Topic	Reading/ Assignment
February 11 February 25 March 10		Assignment #1: Draft Proposal Draft HSR (if needed) Final Proposal (w/final HSR if needed)
Week 1 March 31	**Leading for the Future** Guest Speakers: 6:00-7:30 **TBA** Seminar: 7:45-9:00	Readings: Meier, *Proverbs & the Evolution of PA* Scharmer, *Leading from the Emerging Future* Or Heifetz, *Practice of Adaptive Leadership* Assignment #2: Learning Inventory & Resource List
Week 2 April 7	**Leading for Outcomes** Guest Speakers: 6:00-7:30 **TBA** Seminar 7:45-9:00	Reading: Arbinger Institute, *Leadership and Self-Deception* Or O'Leary, *The Ethics of Dissent*
Week 3 April 14	NO CLASS	
Week 4 April 21	**Leading to Give** Guest Speakers: 6:00-7:30 **TBA** Seminar 7:45-9:00	Reading: Singer, *What Should a Billionaire Give and What Should You?* Video: Sinek, *Start With Why* Assignment #3: Leadership walk n' talk
Week 5 April 28	**Leading with Presentations** Guest Speaker: 6:00-7:30 **TBA** Seminar 7:45-9:00	Reading: Gallo, *Talk Like TED* Assignment #4: Draft1 product
Week 6 May 5	NO CLASS	Assignment #4: Draft1 visual aid
Week 7 May 12	**Practice presentations** in small groups 6-9:00pm	Assignment #4: Draft 2 product
Week 8 Monday, May 16 Tuesday, May 17 Wednesday, May 18 Thursday, May 19	**Record presentations** in CCAM 5:00-10:00pm (set time slot; only attend your own recording session)	Assignment #4: Draft 2 visual aid due Monday May 16 8:00am Brief Description of project due May 19
Week 9 May 26	NO CLASS	Assignment #4: Draft 3 product
Week 10 Thursday, June 2 Saturday, June 4	**Final presentations** Thursday, 6:00pm-10:00pm Saturday, 9:00am- 4:00pm	Assignment #4: Final product Final visual aid

*Self evals and Faculty evals are required to be posted in your my.evergreen.edu account by June 8, 2016.

No evaluation conferences.*

Assignment #1: Capstone proposal
February 11: Draft due posted to canvas by 6:00pm.
February 25: Draft HSR due (if needed) posted to canvas by 6:00pm.
March 10: Final Proposal (and final HSR if needed) due 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 Draft & Final Capstone project proposal.

Fill out the proposal 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.

The Capstone project can take any form you choose, as long as it integrates the MPA mission statement and ultimately demonstrates the KSAs you've gained in this MPA program. The output/product of your project is up to you.

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.

Projects need to demonstrate your KSAs gained from the MPA program. KSAs are defined as:
Knowledge is the theoretical or practical understanding of a subject. For example, you might have knowledge of budget models used in fiscal analysis. This doesn't mean you know how to be a fiscal analyst. It means you know the model.
Skills are the proficiencies developed through training or experience. For example, you have demonstrated skills in applying the budget models when informing fiscal decisions. Skills are something that has been learned. You can develop skills through the transfer of knowledge.
Abilities are the qualities of being able to do something. There is a fine line between skills and abilities. The differentiator is whether the ability was learned or innate. Ability is a strength that is innate to you. The abilities to organize and prioritize budget needs are abilities that can help you develop your fiscal decision making skills. The MPA program improved your abilities, but the talent or ability you had for some things existed within you to start.

Project parameters:
1) Produce an *output* of some kind (something tangible) as well as a presentation about it;
2) Be MPA mission-centric & represent KSAs learned
3) Be applied – output in application for an agency, community, organization, etc.

Assignment #2: "Reflection". <u>Learning Inventory & Resource List</u>.
March 31: due posted to canvas by 6:00pm to be reviewed by your 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.
2) Include at least one KSA you learned from each class, contract, or internship you identified. What did you take away from each experience?
3) 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: "Integration". <u>Leadership Walk n' Talk</u>
April 21: due posted to canvas by 6:00pm to be reviewed by your 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 to two page summary of what they recommend, why, and how you might be able to use some of their recommendations in your own career. Finally, note if their recommendations are or are not already integrated in our MPA mission statement.

Assignment #4: "Demonstration". <u>Product & Presentation</u>

Capstone Product
April 28: Draft 1 product due posted to canvas by 6:00pm.
May 12: Draft 2 product due posted to canvas by 6:00pm.
May 26: Draft 3 product due posted to canvas by 6:00pm.
June 4: Final product due posted to canvas by 6:00pm.

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

Capstone Presentation
May 5: Draft 1 Visual Aid due posted to canvas by 6:00pm.
May 12: Practice presentations in class.
May 16: Draft 2 Visual Aid due posted to canvas by 8:00am.
May 16-19: Students 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. Example videos are on canvas. Recordings will be uploaded to YouTube by CCAM staff by May 26.
May 19: 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 2 or 4: Final visual aid is due posted on canvas by 8:00am the day you are scheduled to present.

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) was included in assignments for the fall. 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.

Participation & Attendance: Students are required to attend each class meeting in its entirety. 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, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After two absences (8 hours) you may be denied full credit. After reoccurring tardiness (missing an hour of class week to week) you may be denied full credit. An absence during week 10 (presentations) may result in full loss of credit. Finally, if you do miss a class, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable 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 revised due date to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the completion of spring quarter 2016 if all course requirements have been satisfactorily completed to meet course objectives. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. No partial credit will be awarded. Incompletes are not possible. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal 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. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and faculty advisor evaluation are required for credit. All final evals are to be submitted via my.evergreen.edu.

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

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.