Capstone
Spring 2020

evergreen
YOUR WAY TO THE WORLD

Master of Public Administration Program

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."

Class Meetings & Locations:	**Faculty Teaching Team**:	
6-9:00pm, Thursdays	Lucky Anguelov	anguelol@evergreen.edu
Location: TBD	Amy Gould	goulda@evergreen.edu
Saturday class: June 6, 9am-4pm	Kandi Bauman	kandi.bauman@evergreen.edu
Location: TBD		

Spring 2020 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.

Knowledge is the theoretical or practical understanding of a subject. For example, you might have knowledge of government structures used in organizational analysis. This doesn't mean you know how to be an organizational analyst. It means you know the models.

Skills are the proficiencies developed through training or experience. For example, you have demonstrated skills in applying the organizational models when informing restructuring 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 structural needs are abilities that can help you develop your organization decision making skills. The MPA program improved your abilities, but the talent or ability you had for some things existed within you to start.

Learning Objectives:
- *Demonstrate* KSAs (knowledge, skills, and abilities) gained in the MPA program regarding the practical applications of KSAs for future employers or communities.
- *Integrate* the 7 themes of the MPA mission: 1) think critically and creatively; 2) communicate effectively; 3) work collaboratively; 4) embrace diversity; 5) value fairness and equity; 6) advocate powerfully on behalf of the public; 7) imagine new possibilities to accomplish positive change in our workplaces and in our communities.
- *Reflect* on how and why program-wide lessons added to students' practical learning, practitioner tools, and personal wisdom.

Required Books:

Alexander, C. (2020). *In Defense of Public Service: How 22 Million Government Workers Will Save our Republic*. Berrett-Koehler Publishers. ISBN: 978-1523085071

Rosling, H., Rosling Rönnlund, A., Rosling, O. (2018). *Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think*. Flatiron Books. ISBN: 978-1250107817

Stone, D. (2011). *Policy Paradox: The Art of Political Decision Making*, 3rd edition. W.W. Norton & Co. ISBN: 978-0393912722

Thaler, R. & Sunstein, C. (2009). *Nudge: Improving Decisions About Health, Wealth, and Happiness*. Penguin Books. ISBN: 978-0143115267

Spring 2020 Schedule (Faculty may alter schedule)

Date	Topic	Reading/ Assignment Due
February 20 **February 27** **March 12**		Assignment #1: Draft Proposal Draft instruments (if needed) Final Proposal (w/final instruments if needed)
Week 1 **April 2**	Mission Theme 1) **Think Critically and Creatively** Guest Speakers/workshop: 6:00-7:30 Seminar: 7:45-9:00	Readings: Book: Thaler, *Nudge* Article: Nabatchi, Public Administration in Dark Times Assignment #2: Effective E-mail & Highlights Paper
Week 2 **April 9**	Mission Theme 2) **Communicate Effectively** Guest Speakers/workshop: 6:00-7:30 Seminar 7:45-9:00	Readings: Book: Rosling, *Factfulness* Article: Maitlis, Sensemaking in Crisis and Change Assignment #3: Learning Inventory & Resource List
Week 3 **April 16**	Mission Theme 3) **Work Collaboratively** Guest Speakers/workshop: 6:00-7:30 Seminar 7:45-9:00	Readings: Community Engagement Fellows, Discussion protocols & social learning tools Coburn, Research-practice partnerships Assignment #4: Critical Thinking Paper Reflection *See assignment for re-readings*
Week 4 **April 23**	Mission Theme 4) **Embrace Diversity** Guest Speakers/workshop: 6:00-7:30 Seminar 7:45-9:00	Readings: Book: Stone, *Policy Paradox*, parts I & II (chs. 1-6) Assignment #5: DEI Statement
Week 5: April 30	NO CLASS	NO CLASS

Date	Topic	Reading/ Assignment Due
Week 6 **May 7**	Mission Theme 5) **Value Fairness and Equity** Guest Speakers/film: 6:00-7:30 Seminar 7:45-9:00	Readings: Book: Stone, *Policy Paradox*, parts III & IV (chs. 7-16) Articles: Dowd, *Sustaining Organizational Change Towards Racial Equity Through Cycles of Inquiry* Assignments #6 & #7: Draft 1 product, Draft 1 visual aid
Week 7 **May 14**	Mission Theme 6) **Advocate Powerfully on Behalf of the Public** Guest Speaker/workshop: 6:00-7:30 Seminar 7:45-9:00	Readings: Book: Alexander, *In Defense of Public Service* Articles: Hollibaugh, "Why Public Employees Rebel: Guerilla Government in the Public Sector" Yang, "Creating Public Value and Institutional Innovations Across Boundaries" Assignment #6 & #7: Draft 2 product, Draft 2 visual aid
Week 8: May 21	NO CLASS	NO CLASS
Week 9 **May 28**	Mission Theme 7) **Imagine New Possibilities to Accomplish Positive Change in our Workplaces and in our Communities** Cohort Conversation 6-7:00pm Practice Presentations 7:15-9:00pm	Assignment #6 & #7: Draft 3 product, Draft 3 visual aid
Week 10 **Thursday, June 4** **Saturday, June 6**	**Final presentations** Thursday, 6:00pm-9:00pm Saturday, 9:00am- 4:00pm *Cohort give backs*	Assignments #6 & #7: Final product, Final visual aid

Assignments

Evaluation

Well done: Responses to all prompts/questions are thoughtfully and thoroughly completed. Responses included examples and relevant citations. Writing has been proofread for major spelling and grammatical errors. Citations are complete and correctly formatted.

Done: All prompts/questions are addressed, but may not provide sufficient clarity or examples. The word count for responses may be exceeded. Writing has a few spelling or grammatical errors. Some citations may be missing or not formatted correctly.

Not Done: All writing prompts/questions are not addressed. Responses to prompts are not clear or relevant. Examples and/or citations are absent. Spelling and/or grammatical errors impeded response coherence and clarity. You may be asked to resubmit your assignment.

Assignment #1: Capstone Proposal

Complete the one page proposal form on Canvas. Post on canvas by the dates below.

February 20: Draft proposal

February 27: Draft data collection instruments and ethics protocols (if doing original research project)

March 12: Final proposal (with final data collection instruments & ethics protocols if doing original research project)

Assignment #2: Effective E-mail & Highlights Paper

Due April 2 posted to Canvas by 6:00pm.

Purpose: Examine practical applications by critically analyzing emerging (persistent) issues.

Public administration, as a field and a profession, is facing a number of big questions. The questions/issues are stated broadly and some are persistent as outlined by the readings.

Instructions: For this assignment, identify an issue or a problem within an organization. This may be an organization you have worked with, are working with, or are aware of. After you identify the problem, what solution would you propose? Thinking about the readings for the week, which of the big questions would your solution help to resolve?

Your task is to identify a concrete example from your experience and integrate the competencies you have accumulated as an MPA student to propose a viable solution. As part of your solution, what KSAs from the MPA curriculum are you utilizing? This may include core, elective, and ILC courses and all of the tools you have acquired throughout the program.

To successfully complete assignment #3, you are to:

- Identify, and clearly state the problem (issue) facing the organization.
- Propose a solution informed by the KSAs you have acquired throughout your time at the MPA program.
- Write an effective e-mail using this resource. https://www.mindtools.com/CommSkll/EmailCommunication.htm
- Attach a one page highlights paper to the e-mail. Example highlights papers will be posted on Canvas. Your highlights paper should persuasively explain the issue and support your solution.

Assignment #3: Learning Inventory & Resource List

Due April 9 posted to Canvas by 6:00pm to be reviewed by peers in seminar. Create a list, or grid, or outline, or chart, or image, or website, 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, individual learning 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, individual learning contract, or internship you identified. What did you take away from each experience?
3. Most importantly, also submit a list of key essential 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, articles, tools, databases, websites, blogs, journals, magazines, professional associations, or fellow students/leaders you've met during the program.

Assignment #4: Critical Thinking Paper Reflection
Due April 16 posted to Canvas by 6:00pm.
Purpose: Iterative revision and reflection are key components to growing as a writer and thinker. This assignment asks students to leverage the knowledge and experiences accumulated over the course of the program to revise one Critical Thinking Paper from Fall Quarter 2018. Students will use writing prompts rooted in the structures of critical thinking to reflect on, reconsider, relate, and potentially revise an analysis provided in the beginning of the program.

Length: This paper should be between 2 - 3 pages, typed, double spaced with 12 point Times New Roman font, have one inch margins, and follow APA guidelines for citations and references. Note: Page length does not include works cited page, title page, or abstract.

Instructions:
1. Re-read one of the following assigned readings from Fall Quarter 2018.
   ● Epp, C., Maynard-Moody, S. and Haider-Markel, D. P. (2014). *Pulled over: how police stops define race and citizenship*. Chicago Series in Law & Society.
   ● Jorgensen, M. (Ed.). (2007). *Rebuilding native nations: Strategies for governance and development*. University of Arizona Press.
   ● [Chapters: 1,12,15] Guy, M. E. and Ely, T. L. (2018). *Essentials of Public Service: An Introduction to Contemporary Public Administration*. Irvine, CA: Melvin& Leigh Publishers.
2. Review the Critical Thinking Paper you originally submitted in response to the assigned reading selected above.
3. Write a critical reflection of your paper by responding to the following prompts/ questions:
   a. Summarize your thoughts or position from your original paper.
   b. Looking back, what was missing from your analysis of the reading? What questions would you ask now that you did not ask before?
   c. What are some important assumptions (personal, professional, philosophical, etc.) you made in your paper?
   d. Over the course of the program, how have those assumptions changed or been reinforced? (Please use specific examples of readings, lectures, class experiences, etc)
   e. How did the analysis made in your paper inform or influence future thinking around subsequent authors and issues addressed in the program?

Key Skills: Demonstrate knowledge of the assigned readings. Illustrate ability to synthesize information from diverse sources into a holistic product. Make connections between assigned readings over time to reveal new insights on the topic. Explain the various strengths and weaknesses of your own arguments.

Assignment #5: Diversity, Equity, and Inclusion Statement
Due April 23 posted to Canvas by 6:00pm
Purpose: More commonly, practitioners in a wide variety of public administration roles are being asked to speak to their knowledge, skills, and abilities concerning diversity, equity, and/or inclusion (DEI) as a part of the hiring process. These application questions are intended to explore how an applicant's experiences or perspectives concerning DEI may help change or contribute to the organization's culture and/or strategic goals. Responses to DEI questions and more formalized DEI statement submissions can take many forms, but should ultimately include informed and thoughtful reflection on one's experiences, perspectives, and skills that can help advance access, representation, and equitable distribution of public services and goods.

Preparing a DEI response or statement is not just an important component of developing competitive employment application materials but also serves as a unique opportunity to reflect on and consider one's experiences and willingness to develop and implement practices that advance diversity, equity, and inclusion in public administration. Through reflection, practitioners should be able to acknowledge and articulate their own use of DEI concepts and principles as they apply to leadership, collaboration, communication, and service delivery.

Instructions: In this assignment, you will respond to the following three DEI questions as if they were supplemental questions requested as a part of a job posting. Although the questions are broad, your answers should be concise, well-formulated, and speak to the contributions and insight you hope to bring to a position relevant to your own career ambitions. Responses should be provided within a single Word document and abide by the APA formatting requirements. Please limit responses to 500 words per prompt.

  a. Describe your previous experience working and collaborating in diverse, multicultural and inclusive settings.
  b. Please describe how you would contribute to a division committed to identifying and implementing equitable and inclusive practices.
  c. Describe some specific things you have done (workshops, trainings, certifications, etc) or plan to do to increase your own cultural competency and commitment to diversity, equity, and/or inclusion.

Key Skills: Practice concise and targeted writing; demonstrate knowledge of DEI related concepts and practices, make connections between program learning and professional practice.

Assignment #6: Capstone Project Product
Posted on Canvas by 6:00pm.
Draft 1 Due: May 7
Draft 2 Due: May 14
Draft 3 Due: May 28
Final Due: June 6

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

Assignment #7: Visual Aid
Posted on Canvas by 6:00pm.
Draft 1 Due: May 7
Draft 2 Due: May 14
Draft 3 Due: May 28
Final Due: June 4 or 6 dependent upon when your final presentation is scheduled.
  ● Presentation: 15 minutes. We expect the presenters to take 15 minutes to explain what their Capstone project demonstrates (connection to MPA mission, KSAs, and how project is applied to public service).
  ● Q&A Session: 5 minutes.

- A visual aid is required for the presentation. Consider using one or more of the following tools: slide shows (prezi.com, haikudeck.com, projeqt.com, visme), word cloud, website (wix.com, weebly.com) infogram (Piktochart, thinglink.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com), interactive worksite (trello). All presentations should adhere to the following guidelines:
  1) Any photographs or graphs/charts should have a summary notes about what is being displayed.
  2) All photographs or graphs/charts should be cited with their source.
  3) Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility.
      http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf
  4) If using a video, it may not take up the entire presentation time.
  5) All members of the group are expected to participate in the presentation/facilitation as able.

Invite family, friends, colleagues, supporting organizations to final presentations as appropriate.

Course Policies

Original Research: Data collection activities are dependent upon the data collection instruments and ethics protocols first being reviewed and approved by faculty. Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty.

Format: Unless otherwise stated, all papers should be typed, double spaced, 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. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our writing support at: EvergreenWritingAssistant@gmail.com ; 360-867-6820 ; LAB I, Room 3016. Also, a guide to student writing at Evergreen can be accessed through the campus Writing Center: https://inkwellpublication.wordpress.com/

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, faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 4 hours accumulated is one absence), make-up work will be assigned by faculty. Makeup work must be completed by the end of the scheduled course to receive course credit. After 12 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for the class meeting missed and turn in any assignments that were due on the class date missed.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. 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 end of spring quarter 2020 if all course requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. 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. See the MPA Handbook and College statement on academic honesty for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: Student's spring quarter self eval and eval of faculty are required for credit.

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. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and learning style options.

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.

Conduct & Conflict Resolution: Please refer to the MPA Student Handbook: https://www.evergreen.edu/mpa/studenthandbook/conflictresolution
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: http://www.evergreen.edu/studentaffairs/student-conduct
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 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 for announcements of campus closures. Students can call the main campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to the start of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as "canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.