

**The Evergreen State College
Master of Public Administration Program
Spring 2012 Capstone
Location: SEM II E1105**

Seminar Rooms:

SEM II E3107 (Cheryl), SEM II E2107 (Doreen), SEM II 2109 (John)

Day & Time: Thursday 6:00-10:00pm

Meeting Dates: April 5, 12, 19; May 3, 10, 17, 31; June 7

June 10 (9am-5pm)

NO CLASS: April 26 & May 24

FACULTY	Email	Phone	Office	Office hours
John Gates	gatesj@evergreen.edu	x 6748	Sem II – E2108	By appt.
Cheryl Simrell King	kingcs@evergreen.edu	x 5541	Sem II – C2104	By appt.
Doreen Swetkis	swetkisd@evergreen.edu	x 5320	Lab 1 – 1015	By appt.

GOALS: Reflection, Integration, Presentation, and Demonstration.

COURSE DESCRIPTION: Capstone is the opportunity for students to integrate the knowledge, skills and abilities (KSAs) acquired throughout their MPA program experiences. Using both the MPA tagline (You must be the change you wish to see in the world – Mahatma Gandhi) and the mission of the MPA program, students will reflect on, and integrate, their MPA experiences and consider/define what public service means for them. Students will present information and demonstrate knowledge, skills, abilities and understanding of public service through an applied demonstration project.

READINGS:

- BYOB - your choice, approved by faculty seminar facilitator
- Other readings TBD and posted to Moodle

EXPECTATIONS, CREDIT & EVALUATION: Students will come prepared and attend every class on time, actively participate in class, and submit assignments on time. 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, including dismissal from the MPA program.

Students will receive six (6) credits at the completion of the course if all expectations and course requirements have been successfully completed. Plagiarism (i.e., using other peoples work as your own without acknowledging the source), missing class, failing to complete one or more assignments, completing one or more assignments late (without having made arrangements before the due date) may be grounds for denial of credit.

Students are required to submit a self-evaluation and a faculty evaluation. You can submit faculty evaluations to your faculty sponsor via email or the MPA program secretary at lab2support@evergreen.edu.

We reserve the right to make changes to this syllabus.

Assignments

Assignment #1: Demonstration Project Contract—Students should have a faculty-approved proposal and outline before the start of Spring Quarter (see Capstone Overview document distributed Winter Quarter). The contract must be completed by the individual/team and signed by representatives of any participating organizations and the faculty member. **Due: April 5, 2012.**

Assignments #2, 4, 6, 7, 8 and possible 9: Reflective Journal—guided reflections/writing. Throughout the quarter, you will be asked to reflect on readings, discussions, activities that occur in the course and upon your learning in the MPA program. This is an intellectual/ reflective journal, not a personal journal. While you can reference the personal (minimally), this is the place for you to intellectually wrestling with, and reflect upon, the KSAs you are taking away from the program and some of the enduring themes in public administration/public service.

You may choose your format for the journal (hard copy, bound book, document, etc.). You are expected to write in your journal in response to all the assignments (you may also write at other times, if you are so moved). Journals will be submitted at the end of the term for faculty review; here, review means noting whether or not assignments were completed, not "grading" journal content.

Assignment #2 (Reflective Journal Writing) - reflect on and write about the readings for the first night of class, the exit focus groups and the process of building your learning inventory.

Assignment # 3: Learning Inventory—build as an individual assignment; integrate in class; respond to questions from orientation in journal.

Detailed Instructions for Learning Inventory: 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: 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 are you taking away from each experience? What are your aggregate take-aways? **Due: April 12, 2012.**

Assignment #4 (Reflective Journal Writing): Reflecting upon the individual learning inventory exercise and the in-class aggregation exercise, think back to the two questions you answered during MPA Orientation and answer them again: What, in this moment, is your working definition of public administration and of public service? What influences your definitions? Also answer: How has your definition changed (if it has) over your years of the MPA program?

Assignment # 5: BYOB book, seminar paper and verbal overview: This exercise is designed to give you an opportunity to work on your public speaking and presentation skills. You have chosen a text to read, hopefully one that fills in holes in your MPA education or speaks to you in some important way as you finish your work in this program. Write a 2-3 page summary (seminar paper) of the text, including a reflection on why this text is important/relevant to you at this moment. Using your summary paper, prepare a 5-minute verbal overview of your book, which you will share with others in a seminar circle format. We will give each person 2-3 minutes of Q&A (be sure to not go over your 5 minutes because you'll want some Q&A time). To be clear: this is a not a formal, stand-in-front-of-the-room presentation. Do not prepare any visual presentation. This is an opportunity to see yourself presenting information in a somewhat less formal manner (the way in which we mostly present information outside of the classroom). Media Services will video-TAPE each person's presentation and the videos will be posted to Moodle. Additional clarification will be provided the first night of class. Your seminar paper and verbal overview are **Due: April 19, 2012.**

Assignment #6 (Reflective Journal Writing): Reflective writing on the BYOB experience. Read the chapters posted to Moodle for this week. Three of the four chapters should be familiar to you; they are from MPA orientation weekend 2010. Review your video and the readings and reflect on the experience and what you've learned using the following guiding questions: what stands out to you about how you present information? About your presentation of self? What are your strengths? Challenges? What would you like to improve? Also review at least three (3) other students' video-taped presentations, using the same guiding questions. Write in your journal and prepare for an in-class debriefing on May 10.

Assignment #7 (Reflective Journal Writing): reflective journal exercise around self in context, related to the Tacoma Art Museum's *HIDE/SEEK* exhibit. The museum's director, Stephanie Stebich, says this about the exhibit: "*HIDE/SEEK* redefines how modern American portraiture is viewed through the lens of gender and sexual identity." She also says that "modern portraits are understood as offering a double portrait, that of the sitter and the artist" and asks viewers to consider what is said about the relationship between artist and sitter in this exhibit?

In your reflective writing for this exercise, respond to these questions: Through what lens would your portrait be viewed? What is the context of your definition of self? How does your context shape (or not) the public servant/citizen you are? Did you take away anything from *HIDE/SEEK* that informs this reflective writing?

Assignment #8 (Reflective Journal Writing): reflective writing on presentation of self debriefing exercises.

Assignment #9 (Reflective Journal Writing): TBD

Assignment # 10: Demonstration Project: The purpose of this project is to demonstrate what you have learned in your MPA program through an applied demonstration project. This project can take any form you wish, as long as it demonstrates the knowledge, skills and abilities (KSAs) you have gained in this program. It may be a research study, facilitation of a public meeting, a case study, an organizational assessment or intervention, a policy analysis, etc.

Projects must be about public service. Public service is defined very broadly to include efforts of governments, community-based organizations, citizens, nonprofits and political organizations (perhaps, even, private organizations doing public activities). **Projects Due: June 10, 2012.**

Projects must:

- 1) Produce an output of some kind (something tangible) as well as a written report/presentation on the process/production of the output;
- 2) Be outcome oriented – focus on making change or having an effect in some way;
- 3) Be MPA mission-centric (mission reprinted above) – e.g., represent KSAs learned/gained as they relate to all or part of the mission; and
- 4) Be applied – potential application in an agency, community, organization, etc.
- 5) Students will meet with the faculty member a minimum of three (3) times (see tentative course schedule at end of syllabus).

Students will present their demonstration projects; presentations can take myriad forms. Students will also submit their demonstration project outputs for faculty review (the exact shape of what is submitted is to be negotiated with your project faculty sponsor however every project will also submit a written report on what you did in the demonstration project -- this, too, can take myriad forms. Form is negotiated with your project faculty sponsor). **Due June 7 & 10, 2012.**

CLASS SCHEDULE

	Topics	Readings, Assignments, Activities
Week 1 April 5, 2012	Capstone 101 Reflection	<ul style="list-style-type: none"> ➤ DUE - Assignment #1: Contract ➤ Reading: Bolton, Chaps 1&2 and front matter (Moodle) ➤ Class Activity: Exit focus groups ➤ Assignment #2: Begin reflective journal - writing on exit focus groups and seminar reading, preparation for learning inventory
Week 2 April 12	Integration	<ul style="list-style-type: none"> ➤ DUE - Assignment # 3: Learning Inventory ➤ Class Activity: Integrate learning Inventory ➤ Assignment #4: respond to reflective questions in journal
Week 3 April 19	Presentation	<ul style="list-style-type: none"> ➤ DUE - Assignment #5: BYOB seminar book, seminar paper & verbal overview ➤ Class Activity: 7-minute verbal overview on chosen book ➤ Class Activity: Check-in with faculty sponsor, 8-10pm ➤ Assignment #6: Reflective writing on BYOB taping experience
Week 4 April 26	NO CLASS	➤ Nothing Due
Week 5 May 3	Reflection Field Trip to Tacoma Art Museum (arrive by 6:30pm)	➤ Assignment # 7: Reflective journal exercise around self in context
Week 6 May 10	Presentation	<ul style="list-style-type: none"> ➤ Reading: Wilson Chapters 1,2, 9 & 10 (Moodle) ➤ Class Activity: Presentation of self debrief; ➤ Class Activity: Demonstration project check-in, 8-10pm. ➤ Assignment #8: Reflective journal exercise around presentation of self;
Week 7 May 17	Integration	<ul style="list-style-type: none"> ➤ TBD ➤ Assignment 9 – Reflective Writing (TBD)
Week 8 May 24	NO CLASS	➤ Nothing due
Week 9 May 31	No Formal Class	➤ Class Activity: Check-in with faculty sponsor, 6-8pm
Week 10 June 7	Demonstration	➤ Class Activity: Capstone presentations
Week 10.1 SUNDAY June 10, 2012	Demonstration	<ul style="list-style-type: none"> ➤ Class Activity: Potluck; ➤ Class Activity: Capstone presentations; ➤ DUE: Assignment #10: Capstone project outputs. ➤ DUE: Reflective Journals ➤ DUE: Draft of Self Evaluation or Summative Evaluation