

# **Capstone** **PNAPP Tacoma, 2<sup>nd</sup> year Core, Spring 2023**

**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:**

April 3 – June 10<sup>th</sup>

Wednesday classes: 6-9pm,

Saturday June 10<sup>th</sup> 9 am – 5 pm

Location:

In-person: Tacoma 105 OR

Online: Zoom (use link on Canvas)

## **Faculty Teaching Team:**

Mike Crow: [crawm@evergreen.edu](mailto:crawm@evergreen.edu)

Wenhong Wang: [wangw@evergreen.edu](mailto:wangw@evergreen.edu)

Office hours: By Appointment or Monday Meets

**HyFlex Model:** Every course session will be held simultaneously in-person at the Tacoma campus and online via Zoom. Each student may choose the class participation option working best for them each week. There are no thresholds for a maximum or a minimum amount of in-person or online participations. Just come to class! Online or in-person, it's your choice.

## **Spring 2023 Course Description:**

This class focuses on the completion of student-generated applied Capstone research. Students implement their proposals selecting appropriate research techniques, analyzing data, and making recommendations. The design of the Capstone is based on the concept of applied research reflecting on the knowledge and skills developed in the second year of graduate studies and the content of the entire program.

## **Learning objectives:**

1. Demonstrate MPA KSAs (knowledge, skills, and abilities) as competent transformational managers, leaders, and analysts of data, information, and decision making.
2. Integrate the 7 themes of the MPA mission:
  - a. think critically and creatively;
  - b. communicate effectively;
  - c. work collaboratively;
  - d. embrace diversity;
  - e. value fairness and equity;
  - f. advocate powerfully on behalf of the public;
  - g. imagine new possibilities to accomplish positive change in our workplaces and in our communities.
3. Reflect on how and why program-wide lessons added to students' practical learning, practitioner tools, and personal wisdom.
4. Utilize presentation skills to explain individual learning reflection and how this is integrated and demonstrated throughout Capstone projects.

**Course Credit Equivalencies for Evaluation:**

6 – Public Administration Capstone

**KSAs**

**Knowledge** is the theoretical or practical understanding of a subject.

**Skills** are the proficiencies developed through training or experience.

**Abilities** are the qualities of being able to do something. Ability is a strength innate to you. The MPA program improves your abilities, but the talent you had existed within you from the start.

**Year Long Curriculum: 2022-2023**

<b>Quarter</b>	<b>Knowledge Content Areas</b>	<b>Skill &amp; Ability Development</b>
<b>Fall ATPS I</b>	<ul style="list-style-type: none"> <li>● Paradigms of Social Science: Indigenous, Critical, Interpretive, Positivist</li> <li>● Ethics &amp; Cultural Relevancy</li> <li>● <i>Designs</i>: Quasi-experimental, Evaluation Research, Case Study, Participatory Action, Community Based, Gap Analysis, System Analysis, Content Analysis</li> <li>● <i>Methodologies</i>: Quantitative, Qualitative, Mixed</li> <li>● <i>Methods (original &amp; secondary)</i>: Survey, Interview, Focus Group, Listening Session, Photo-Voice, Primary Voice, Existing data</li> </ul>	<ul style="list-style-type: none"> <li>● Research Design</li> <li>● Consequences of Design</li> <li>● Secondary &amp; Original Research</li> <li>● Instruments for Data Collection</li> <li>● Human Subjects Review</li> <li>● Research Proposal Writing</li> <li>● Limitations of Research &amp; Results</li> </ul>
<b>Winter ATPS II</b>	<ul style="list-style-type: none"> <li>● Analyzing &amp; Interpreting Data</li> <li>● Descriptive &amp; Inferential Stats</li> <li>● Transforming Data into Information</li> <li>● Displaying Useful Information for the Intended Audience</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzing Government &amp; Non-profit Reports</li> <li>● Research Report Writing</li> <li>● Data Collection &amp; Analysis</li> <li>● Communicating the Research Story</li> </ul>
<b>Spring Capstone</b>	<ul style="list-style-type: none"> <li>● MPA Reflection, Integration, &amp; Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Applied learning</li> <li>● MPA mission driven outcomes &amp; KSA demonstration outputs</li> </ul>

**Trauma Informed Pedagogy Statement:** While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be "a cognitive burden comparable to a full-time job." How can we help our students learn as they (and we) manage this added cognitive load? We can name it and not shame it. Embracing self-care and trauma informed practices is held at the center of our teaching and learning environment. Please reach out to faculty and access the college and/or community resources available to you: <https://www.evergreen.edu/covid19/well-being-and-academics-during-covid-19> plus <https://www.evergreen.edu/currentstudent/student-resources>

Everything we read and discuss is not simply a hot topic. Public service and social science is about people. What we learn may be hard to hear and harder to carry. Be mindful of how much you can hold in this moment. We always ask you to do your best work, but your best may look different each week. It depends on the topic and what you are able to take in at that time. It's ok. We'll hold our family. We're in this together.

### **Spring 2023 Required Books:**

- Herd, P., & Moynihan, D. P. (2019). *Administrative burden: Policymaking by other means*. Russell Sage Foundation.
- BYOB: Bring Your Own Book - here's your chance to read a book about administration or policy that you've been wanting to read throughout your MPA, but haven't had time nor have your instructors assigned it.  
Three "rules:"
  - must be about administration/policy
  - have not been assigned in a class you've enrolled in (Core or Elective)
  - approved by your seminar faculty member (run it by us via email)

**Spring 2023 Schedule** (*subject to change at  
faculty discretion*)

Date	Topic	Deliverable
<b>Week 1</b> <b>4/5</b>	<b>Capstone Overview</b> <b>Capstone Management Plan</b> <b>MPA Learning Inventory Workshop</b>	<b>Learning Inventory (Due after class on 4/5)</b>
<b>Week 2</b> <b>4/12</b>	<b>Capstone and Future Career:</b> <b>Guest alumni panel</b> <b>Policy Memo Writing</b>	<b>Capstone Management Plan (Due 4/16)</b>
<b>Week 3</b> <b>4/19</b> No Class Meeting	<b>Capstone Independent Work</b>	Suggested Assignments: Schedule Administrators of the Future Interview

<p><b>Week 4</b> 4/26</p>	<p><b>Public Administration in All Forms</b></p>	<p>Prep Readings: BYOB (Due 4/26) BYOB Talk (Due 4/26) BYOB Talk Short Reflection Paper (Due 4/30)</p>
<p><b>Week 5</b> 5/3 No Class Meeting</p>	<p><b>Capstone Independent Work</b></p>	<p>Progress report (Due 5/7)</p>

<p><b>Week 6</b> 5/10</p>	<p><b>Administrators of the Future</b> <b>Review Progress Report</b></p>	<p>Prep Readings: Herd &amp; Moynihan (Due 5/10)  Policy Memo based on Herd &amp; Moynihan (Due 5/14)</p>
<p><b>Week 7</b> 5/17 No Class Meeting</p>	<p><b>Capstone Independent Work</b></p>	<p>Capstone Project Draft Deliverables Draft report (Due May 21)</p>
<p><b>Week 8</b> 5/24</p>	<p><b>Future of Public Administration</b></p>	<p>Administrators of the Future Interview (Due 5/28)</p>

<p><b>Week 9</b> 5/31 No Class Meeting</p>	<p><b>Capstone Independent Work</b></p>	
<p><b>Week 10</b> Wednesday 6/7 Saturday 6/10</p>	<p><b>Grand Finale</b></p> <p><b>Wed:</b> Practice Presentations &amp; Give Backs <b>Sat:</b> Final Presentations</p> <p>*Schedule draft evaluations with your seminar faculty</p>	<p><b>Capstone Draft Visual Aid (Due 6/7)</b></p> <p><b>Final Capstone Project Deliverables (Due 6/10)</b> <b>Final Presentation Visual Aid (Due 6/10)</b></p>

## Assignments

### Capstone Management Plan (Week 2, April 16)

The capstone management plan describes the strategy you or your team intends to use to obtain and analyze data needed in order to fill the project's goals. The plan represents the work you or your team are committing to complete for the capstone, and will become one of the elements the course faculty will use to evaluate your project. The management plan builds directly on the capstone research proposal you or your team developed in Analytic Techniques in Public Service II, and extends it to provide the detail needed to guide you or your team in completing the project. Your Capstone Management Plan should include the following components:

- 1) Purposes: the plan should start with the purpose of the study, what question(s) it will address, and explain why it is important. The plan should clearly state what deliverables you or your team will provide to the faculty at the end of the quarter;
- 2) Methods of analysis: the plan should describe the data the project will use and where it will come from or how it will be collected. It should describe the methods it will use analyze the data and draw conclusions that reach answers to the questions. As part of this, it should be sure to justify the approaches that you or your team plan to take;
- 3) Work breakdown structure and/or Gantt chart: the plan should identify the tasks needed in order to carry out the project and product the deliverables, who is responsible for those tasks (if you are working in a team), and due dates.
- 4) Annotated bibliography: The plan should also include an annotated bibliography of scholarly and technical research that addresses the project's purposes and/or research questions and that you or your team plan to draw on to develop your capstone report.
- 5) Investigator biographies: The plan should state the project roles and biographical information on each of the project investigators

Your faculty supervisor will review the plan and provide feedback may require the team to make amendments before proceeding with the project.

**BYOB Book Talk and Reflection (Week 4, April 26 & April 30)** BYOB: Bring Your Own Book - here's your chance to read a book about administration or policy that you've been wanting to read throughout your MPA, but haven't had time nor have your instructors assigned it.

Three "rules:"

- must be about administration/policy
  - have not been assigned in a class you've enrolled in (Core or Elective)
  - approved by your seminar faculty member (run it by us via email)
1. **(Due April 26)** Read the book that you have chosen and give a 5-minute book talk in seminar. You are going to record the talk.
  2. **(Due April 30)** Watch the recording of the talk afterward and write a reflection on your talk. Think about your presentation style. What went well? What would you like to change?

What lessons/takeaways will you carry with you into other presentations? No more than 2 double-spaced pages.

### **Progress Report ( Week 5, May 7)**

The progress report is a self-assessment of you or your team's work towards fulfilling the capstone management plan. It also updates the plan's timeline to reflect opportunities or barriers you or the team have encountered. Your report should be at least 3 pages (1000 words) and describe what elements of your capstone management plan have been completed; what barriers or limitations you or your team has encountered; and what modifications to the capstone management plan you are making in response. You or your team will meet with your supervising faculty member during the week of May 8<sup>th</sup> to discuss this progress report.

### **Policy Memo based on Herd & Moynihan (Week 6, May 14)**

A policy memo is a document that provides analysis and/or recommendations for a particular audience regarding a particular situation or problem. A well-written policy memo reflects **attention to purpose**; it is well organized; and it has a **clear, concise style**.

After reading Herd & Moynihan, write a policy memo on a specific administrative burden mentioned in the book that you would like to propose change. ***It is 1 page, single spaced, including an executive summary.*** Your memo should be **targeted to a specific individual** requiring your insight and expertise on the policy matter that you have chosen.

Your memo must include a **clear statement of the administrative burden** of interest to your audience, an **explanation of your proposed change and how it would benefit the organization's or agency's mission or goals**.

Use a memo style heading and include an executive summary of **3 sentences maximum**. For guidance on policy memo writing, refer to reading from [Behen \(2012\)](#) and [USC Library Research Guidelines website](#).

**Administrators of the Future Interview (Week 8, May 28)** Identify a public administrator you believe administers in a way that reflects the future of public/nonprofit administration and/or public policy, as you see it. Interview this person (you decide on questions and structure) and write an essay around the interview that speaks to the interview as well as your future as an administrator/public servant/active citizen. Incorporate the readings in your essay. 3-5 double-spaced pages.

**Capstone Project** The purpose of this project is to demonstrate to the program and the community what you've learned in the MPA program. This project can take any form you wish, as long as it demonstrates the knowledge, skills and abilities you've gained in this program. It may be a research study, organizing a neighborhood, 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). You may work on your projects individually or in teams but we strongly encourage teams. 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 outcome in application in an agency, community, organization, discipline (for a traditional research paper, for example), etc.

**Capstone Project Presentations** (Week 10, June 10) All Capstone deliverables must be submitted on Wednesday. Presentations will take place on Saturday. Presentations are limited to 10 minutes plus 5 minutes for Q & A = 15 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?
- Choose your audience: let the learning community know if you are presenting to a particular type of stakeholder group so that we can put on those “hats”

Students will present their final Capstone projects publicly (on a publicly available Zoom webinar). 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**

**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. 3 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 9 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), 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 if all course requirements have been satisfactorily completed for spring quarter. 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. 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 course 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.

**Mandatory Reporter:** The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. We are committed to your well-being and safety, and we're open to discuss any concerns you may have.

Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need. If you are seeking confidential support, please feel free to contact the following confidential resources:

Office of Sexual Violence Prevention and Response (Sem I, 4119, 360.867.5221, [jonese@evergreen.edu](mailto:jonese@evergreen.edu))

Student Wellness Services (Sem I 2110, 360.867.6200)

SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

**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 virtual classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not an appropriate use of class time. 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 still hold class virtually or may 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 online access 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.