

Capstone

Spring 2018, Tribal Governance Concentration

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:

Weekend one: April 6-8

Friday April 6, 1:00-5:00pm, Longhouse
Saturday April 7, 9:00am-5:00pm, Longhouse 1007A
Sunday April 8, 9:00am-5:00pm, Longhouse

Weekend two: May 4-6

Friday May 4, 1:00-5:00pm, Longhouse
Saturday May 5, 9:00am-5:00pm, Muckleshoot
Sunday May 6, 9:00am-5:00pm, Longhouse

Weekend three: May 18-20

Friday May 18, 1:00-5:00pm, Longhouse
Saturday May 19, 9:00am-5:00pm, Longhouse 1007A
Sunday May 20, 9:00am-5:00pm, Longhouse

Faculty Teaching Team:

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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. The research project is designed to contribute to the applied knowledge of Tribal Governance.

This class focuses on the completion of student-generated applied Capstone research based on the proposals completed in the Tribal Policy class. 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.

The course is designed as a step-by-step process to bring your work to successful completion along a continuous and engaging pathway. Timely completion of the drafts is a key to success and time to enjoy graduation. Be sure to plan your support systems in advance so you have the blocks of time to do your work.

Case study format is the preferred format for writing up the research. The case study format can incorporate qualitative, quantitative, or mixed data collection. Other formats are possible, such as a case of an economics study, or advanced statistical research of an existing dataset, or some other specialized project upon approval from faculty.

Final presentations will take place in the third session and family members, colleagues, and tribal officials may attend. As part of this course, participants will also work on a reflective learning exercise as a way of bringing past knowledge to present issues and future strategies.

Learning Objectives:

- 1) Demonstrate KSAs (knowledge, skills, and abilities) as competent transformational analysts of data and information for decision making.
- 2) Exhibit an understanding of the practical applications of analytical techniques.
- 3) Integrate the concepts of social science, public service, governing, and leadership into Capstone projects focused on applied issues in Tribal Governance.
- 4) Utilize exemplary presentation skills to explain individual learning reflection and how this is integrated and demonstrated throughout Capstone projects.

Spring 2018 Schedule (Faculty may alter schedule)

Weekend one: April 6-8

Friday, April 6

Time	Topic/Activity	Deliverable
1:00pm	Opening Words Guest Panel: Leadership Horizons Roundtables with student discussants and note takers	<u>Assignment #1</u> Capstone Paper, Draft 1
4:00	Reading Groups (Seminar)	<u>Student's Choice of #1 most influential reading from 1st year</u>
5:00pm	END	

Saturday, April 7

Time	Topic/Activity	Deliverable
9:00am	Meetings with Faculty Advisor & Capstone Project Work Time	
10:30	Guest Panel: Alumni	
12:00pm	LUNCH (kitchen shared with Native Pathways)	
1:00	Learning Reflection presentations to reading group	<u>Assignment #2</u> Learning Reflection
3:15	BREAK	
3:30	Reading Groups (Seminar)	<u>Student's Choice of #2 most influential reading from 1st year</u>
5:00pm	End	

Sunday, April 8

Time	Topic/Activity	Deliverable
9:00am	Meetings with Faculty Advisor & Capstone Project Work Time	
10:00	Film & Co-Cohort Discussion: Mankiller	
12:00pm	Co-cohort LUNCH: Pizza Party	
1:00	Reading Groups (Seminar)	<u>Student's Choice of #3 most influential reading from 1st year</u>
2:15	BREAK	
2:30	Class Discussion about 7 generation learning: what have you learned in the MPA program that you might pass along to your great grandchildren?	
4:00	Student to Student: writing letters to the incoming cohort	
5:00pm	Closing Words, End	

Assignment #3: Capstone Paper, Draft 2 Due Monday, April 30th by noon.

Weekend two: May 4-6

Friday, May 4

Time	Topic/Activity	Deliverable
1:00pm	Opening Words Meetings with faculty advisor & Capstone Project Work Time	
5:00pm	END	

Saturday, May 5

Time	Topic/Activity	Deliverable
9:00am	Location: Muckleshoot Guest Speakers TBD	
10:30	BREAK	
10:45	Day of Service activity	
12:00pm	LUNCH	
1:00	Day of Service activity	
5:00pm	End	

Sunday, May 6

Time	Topic/Activity	Deliverable
9:00am	Meetings with Faculty Advisor & Project Work Time	
12:00pm	LUNCH	
1:00	Reading Groups (Seminar)	<u>Reading</u> : Assigned chapters from <i>Living Indigenous Leadership</i>
2:15	Break	
2:30	Present reading group chapters to class: how can you apply the lessons from the book?	
5:00pm	Closing Words, End	

Weekend three: May 18-20

Friday, May 18

Time	Topic/Activity	Deliverable
1:00pm	Opening Words Practice Full Presentations with visual aid, Peer Feedback in small groups	<u>Assignment #4</u> Capstone Paper, Draft 3
4:00	Capstone Project Work Time	
5:00pm	END	

Saturday, May 19

Time	Topic/Activity	Deliverable
9:00am	Final Presentations	<u>Assignment #5</u> : Final Presentation. Welcome to invite friends, family, research participants, and Tribal officials.
12:00pm	LUNCH (kitchen shared with Native Pathways)	
1:00	Final Presentations	
5:00pm	End	

Sunday, May 20

Time	Topic/Activity	Deliverable
9:00am	*Possible Final Presentations if time needed*	
10:30am	Listening Circles with current students about TG concentration to share with MPA faculty/staff	
12:00pm	LUNCH	
1:00pm	Meetings with Faculty & Capstone Work Time	
5:00pm	End	

Assignment #6: Capstone Paper, Final

Due Monday June 4th posted to canvas by noon.

Self-Evaluation & Faculty Advisor Evaluation

Due by Monday June 4th uploaded through my.evergreen.edu. *Evals are required for credit.*

Readings: Weekend 1, April 6-8

Go back to your assigned readings from the first year in the program (core and concentration classes). You can do this by logging in to your my.evergreen.edu account. Select our Capstone course for canvas. Look in the left side navigation bar to see an icon that looks like a book for “course”. Click that courses icon. Then scroll to the link for “All Courses”. This will bring up all of the past canvas sites for every class you’ve enrolled in. Reflect on the big three readings that made a difference in your learning. Pick your top three readings from our first year of classes.

Reading: Weekend 2, May 4-6

Kenny & Ngaroimata Fraser, Eds. (2013). *Living Indigenous Leadership: Native Narratives on Building Strong Communities*. UBC Press. ISBN: 978-0774823470. *Chapters will be assigned to your reading group.*

Assignments

Assignment #1: Capstone Paper, Draft 1

Due Friday April 6, posted to canvas before class. Students may complete the capstone project as individuals or in groups of up to three. Dependent upon the communication format that is best suited for your project’s audience, you will create a paper to convey the analysis and findings.

The page limit for papers varies because each project is unique, however, research papers are typically 15-20 pages. Design your research paper with your audience in mind. For many of you, this will be a practitioner-oriented paper. This will include an executive summary with research question followed by the body of the paper. The body of the paper will include an introduction with a well-focused discussion to frame the issues and note your problem statement with research question, followed by a synthesis of literature to set the context (pared down lit review with revisions), your research objectives and methodology (including limitations, assumptions, how you collected and analyzed the research), your main findings (presented with charts, graphs or tables, key quotes), and recommendations/areas for future research. Recommendations for organizational/policy change or suggestions for future research should be clear, specific, and logically flow from the findings. Your survey, interview questions, and other relevant information should be presented in an appendix.

This draft of the paper should include the introduction with history and context, problem/success definition, hypothesis or guiding research question, methodology, method, theory, literature review, and plan for completion. This is a partial draft that is largely based on your already completed proposal.

- Describe the history and context of your main issue/topic.** Provide as much detail as you can. Reflect on what you have learned in the MPA program and how this has shaped your interest in this topic and how your knowledge of how Public Administration/Tribal Governance informs this work.
- Introductory section with a problem/success description and a more specific background of the setting.** You may want to discuss how unique the problem or topic is and how similar or dissimilar it is to other problems/issues in other places or contexts. Be sure to cover what kinds

of assumptions and theories that are drawn from Public Administration/Tribal Governance that you are using as you designed this research. This section contains your initial literature review. You should also state your hypothesis or guiding research question. Discuss the parameters, assumptions, and limitations of your study: exploratory or descriptive, case study, non-generalizable, etc.

Methodology/theory framework. Identify the mode of inquiry used and paradigm or philosophy employed. Present your assumptions as a researcher out right (positionality and biases). Explain your role in the research. Is this quantitative, qualitative, or mixed research? There is absolutely no preferred methodology to conduct either quantitative/ qualitative/ mixed research in your Capstone research project. The methodology you chose needs to be appropriate for the question you are asking, appropriate for the context and people involved in the study, feasible in the time frame, and functional in leading to useful recommendations. Do discuss validity, reliability, ethics and possible implications for those impacted by your research findings. Note the expected audience for the research.

Method section including a description of your strategy for data collection. Explain the how, when, who, and where of your data collection. How will you collect data? (survey, interview, focus group, recordings) When will you collect data? (timeline) Who will be the participants in your research and do you have all necessary approvals? (letters of support, followed cultural protocols) Where will the research be conducted and do you have all necessary permissions to use/reserve the space?

Explain how you will operationalize your study: define the unit of analysis and levels of measurement you are using. Are you conducting research about communities, organizations, programs, policies, or individuals? (this is your unit of analysis) What levels of measurement do you need for your analysis? (nominal, ordinal, interval, ratio) Discuss the measures that are involved in researching the problem/success and how you intend to describe them and develop evidence or data around them.

Work plan. Outline timeframes, budget if any and responsible individuals. Identify any remaining obstacles or challenges and how you plan to make adjustments.

Bibliography of references and resources

Completed and approved Human Subjects Review

Assignment #2: Learning Reflection

Due Saturday April 7, posted to canvas before class and presented to your reading group during class. Create a grid, or outline, or chart, or power point, or essay of your key learning in the whole MPA program. How you present the information is up to you. Samples will be posted on canvas. 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?

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.

You can view each canvas site for every class you've registered for by logging in to your my.evergreen.edu account. Select our Capstone course for canvas. Look in the left side navigation bar to see an icon that looks like a book for "course". Click that courses icon. Then scroll to the link for "All Courses". This will bring up all of the past canvas sites for every class you've had.

Assignment #3: Capstone Paper, Draft 2

Due Monday April 30th by noon posted on canvas.

This draft includes more developed and updated sections of draft 1. This assignment also needs to add in the following sections: Describe how you are gathering data, what issues have arisen/lessons learned, and describe an initial plan for how you will use/analyze the data. Analysis/ Findings section. Recommendation and areas for future research.

- Include everything from the first draft with all necessary corrections or updates.
- Analysis section.** This section explains what you have done with the data and how you have interpreted it now that you have it. Essentially, you are presenting your data and explaining your search for meaning and patterns in the data. Charts, illustrations, tables, and data dictionaries are extremely useful in communicating your findings. You should also include adjustments or changes made in the process of the research such as noting what percentage of the total sample responded to the survey, or changes in people interviewed, unexpected responses in a focus group, etc. Do not hesitate to share changes or challenges: improving how we do research is itself a major outcome and will assist others in the future. Be sure to make it clear how you develop the evidence in a way that connects with your hypothesis or guiding research question. Do not try to "prove" the hypothesis. Let the evidence speak for itself: it may reveal new and previously unknown perspectives. Revealing alternatives is often more beneficial than presenting conclusions.
- Recommendations/conclusions.** Begin to think about some of the **policy implications** of your research and findings. Make the connection between the research and its implications for Tribes. If the evidence suggests more than one alternative or "answer" do not hesitate to describe more than one choice. You can discuss the need for further research or prioritize alternatives based on the costs or benefits. The best researchers do not set out to find "one truth:" Instead they help to achieve a better understanding of a problem or issue by embedding appropriate research methodology in a rich context. This creates a narrative that can reveal the impacts of policy choices in complex multicultural settings.

Assignment #4: Capstone Paper, Draft 3

Due Friday May 18 uploaded to canvas before class. *Include an audience specific product.* The product could be the same thing you produce for your visual aid. Ex. brochure, one pager, facts sheet, highlights paper, infographic, poster, press release, video, website, facebook page, animation, etc. Products should be discussed with faculty. Each project may require a different approach to presenting your results dependent upon your audience.

Send this draft to any research participants if you promised to incorporate their feedback into the final version.

There is no “one best way” to think about papers or products. However, here are some points to address: 1) what style of paper are you planning on using- how are you planning on communicating (use of text and graphs/charts) the results and their meaning to your specific audience?; 2) what is your main “story-line” and key finding?; 3) what are the interesting similarities and differences between the responses, did you find patterns, themes, connections between quantitative and qualitative data-- how do your findings relate back to your literature review?; 4) what are your conclusions (what do you want the audience to “take away”) and what is your answer to your research question? 5) what actions or recommendations need to be taken based upon your findings or what are your recommendations for future research? How do you organize complex information for ease of reading, easy reference, use of subtitles, and logic of presentation?

Assignment #5: Final Capstone Presentation

Due Saturday May 19 uploaded to canvas before class.

Invite family, friends, colleagues, research participants, and Tribal officials.

Develop a formal presentation. You may use any media necessary to make an effective and professional presentation of your research. Do include charts and graphs or other visuals that clearly illustrate major points and the potential policy impacts of your research.

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 relate to the MPA Mission?
- How does your project contribute to the applied knowledge of Tribal Governance?

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.

The visual aid for the presentation can be a creation of your choosing and should be appropriate for the audience of your study (the visual aid may be the same as your product). 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. 4) If using a video, it should not take up the entire presentation time. 5) All members of the group are expected to participate in the presentation/facilitation as able.

Assignment #6: Capstone Paper, Final

Due Monday June 4th uploaded to canvas by noon.

Include all updates from previous drafts. Incorporate feedback from presentations and research participants. Send final version to your intended audience (research participants, Tribal council, Tribal organizations, community groups).

Course Policies

Human Subjects Review (HSR) was included in assignments for ATPS I in the fall quarter and Tribal Policy in the winter quarter. Data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by your faculty and TESC IRB. ***Students may NOT begin data collection without HSR approval.*** 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> . There may be other requirements imposed regarding indigenous research protocols with Native communities, Tribal Governments, Tribal Organizations or requirements from Tribal IRBs.

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.

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 on Friday is one absence), make-up work will be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After 20 hours (Ex. one weekend) of absences total in one quarter, you may be denied full credit for the course. 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 that class meeting and turn in any assignments that were due that class date.

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 the course if all 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: The student's self-evaluation and evaluation of their Capstone faculty advisor are due no later than June 4th submitted through my.evergreen.edu . Final eval conferences are optional. Student's 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: 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 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 Tribal governments, Tribal organizations, or Indigenous 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.