

CAPSTONE
The Evergreen State College
Master of Public Administration

Spring 2016 Syllabus
TRIBAL COHORT CAPSTONE
Session I April 1-3
Session II April 15-17
Session III April 29-May 1
Room SEM 2 E1105

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TESC MPA MISSION STATEMENT

“Be the Change”

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.

Program Overview

This class focuses on the completion of student-generated applied Capstone research based on the proposals completed in the previous winter tribal track course on policy or submitted by Inter-year students in Capstone. 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. Case study format is the preferred format for writing up the research. The case study format can incorporate qualitative or quantitative studies. Other formats are possible, such as in case of an economics study or advanced statistical research or some other specialized project upon approval of your seminar leader. Final presentations will take place in the third session and family members and tribal officials may attend. As part of this course, participants work on a reflective exercise through the lens of tribal planning as a way of bringing past knowledge to present issues and future strategies.

The second session is partially online. You can continue your research and receive feedback from faculty on Friday online rather than in the classroom on the second draft of the Capstone which is due at this time. You will also need to schedule a meeting with faculty to discuss your capstone on Saturday or Sunday. Faculty will be present on campus Saturday or Sunday for scheduled meetings with class members as well as some scheduled class meetings.

The third session focuses on presentations and third drafts..

ATTENDANCE FOR ALL PRESENTATIONS IS REQUIRED FOR PRESENTATION SESSION III. ABSENCES WILL BE NOTED IN EVALUATIONS

BOOKS/READINGS

Required:

1. Zaferatos, N. C. (2015) "Planning the American Indian Reservation: From Theory to Empowerment" Syracuse University Press, Syracuse NY ISBN 978 0 8156 3393-8 (cloth) ISBN 178 0 8167 5318-9 (e-book)
2. Indigenous Planning: 2 Chapters (Michael)

Suggested:

1. Yin, Robert K., Case Study Research: Design and Methods, 3rd ed. Vol.5 (available in Paperback at online locations. Do not order an edition before 2003: later editions OK.

EXPECTATIONS

Format of Assignment Submissions: Most papers will be submitted to Canvas or email to faculty per direction. A final hard copy of the approved Capstone is also required. All papers must meet assignment parameters and cite works using the citation style you are most comfortable with as long as it is consistent. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty, and/or contact the Graduate Writing Assistant. Check assignment details for each draft submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

Late assignments: Late assignments are accepted with prior permission of the faculty. They should occur only with extraordinary circumstances. Any work submitted after evaluation week will require the prior approval of both the Director and the faculty for acceptance.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, being engaged 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 must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work will be assigned.* Makeup work must be completed by the end of the quarter in question for course credit, unless otherwise arranged with faculty.

Use of Electronic Devices: This course is mostly Canvas-based: on some occasions hard copy is required by faculty. We understand, and expect, that you will need to use electronic devices in class. The class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. We will ask people to put away their devices, except for note taking, for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

Credit: Students will receive 6 graduate credits at the completion of the course if requirements have been satisfactorily completed to meet academic objectives. [Refer to the MPA student handbook.](#)

Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more); failing to complete one or more assignments, completing more than one assignment late without prior faculty approval, or multiple absences may constitute denial of credit. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

Evaluation: Written self-evaluations and a faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students. *Please note that while self-evaluations are required for the course, we do not require them to be submitted to the Registrar.*

Biculturalism, Multiculturalism & Diversity: Faculty and students work toward weaving bi-cultural, multiculturalism and diversity throughout our learning in readings, lectures, seminars and group projects.

Learning Styles: Faculty endeavor to provide information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations: Provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. If you need to request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more. The Covenant negotiated in the first session is still applicable.

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, up to and including dismissal from the MPA program.

Guest Policy: Guests are permitted with prior approval of the faculty.

Inclement Weather: In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

Communication: Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

ASSIGNMENTS

DETAIL OF CAPSTONE PAPER FIRST DRAFT DUE IN CLASS APRIL 1 2016.

This draft should include the introduction with history and context, problem definition, hypothesis or question, literature review, and plan for completion. This is a partial draft that is largely based on your already completed proposal. Send to your seminar leader

(a) For those students who are unsure or need some more time, you can leave out the methodology and methodology/theory sections, but complete all other sections of the partial draft. You can add those sections in the second draft.

(b) Those students who are moving ahead are welcome to complete the methodology section and the methodology/theory section

Note: by the third draft, everyone needs to be at the same place.

- **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 informs this work.
- **Introductory section with a problem/issue 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 that you are using as you designed this research. This section contains your initial literature review. You should also state your hypothesis or research question and spatial-temporal domain clearly here. It's a good idea to make a special paragraph that identifies and explains your research question/hypothesis. Do make reference to Yin in this section: is this an exploratory or a descriptive study, etc.
 - **Methodology section including a description of your strategy for data collection and the unit of analysis.** You will also need to explain how you will operationalize the variables you are studying: be sure to define the unit of analysis you are using. Are you comparing data about different organizations or programs, or synthesizing data gathered from survey research of particular individuals? You may not be doing quantitative work---but it is still necessary to discuss the major factors (variables) that are involved in the problem and how you intend to describe them and develop evidence or data around them. There is absolutely no requirement to conduct either survey or quantitative research in the capstone research paper. The methodology you chose needs to be appropriate for the question you are asking, feasible in the time frame, and functional in leading to useful recommendations /conclusions. (this section will be expanded in future drafts).
 - **Methodology/theory framework.** Identify the mode of inquiry used and paradigm or philosophy employed. Present your assumptions as a researcher out right. Explain your role in the research. Is this quantitative or qualitative research? If you are using both quantitative and qualitative data, identify how and where you will use them. Do not mix them up: be sure to keep quantitative and qualitative data sections distinct. Do cover how validity, reliability, ethics and possible implications for those impacted by your research findings. Note the expected audience for the research.
 - **Planning section. This is for the first draft only.** Outline timeframes, budget and responsible individuals. Identify any remaining obstacles or challenges and how you plan to make adjustments.
 - **Initial bibliography of written references and resources**
 - **Completed and approved Human Subjects Review**

DETAIL OF CAPSTONE SECOND DRAFT DUE APRIL 14 POSTED TO CANVAS

This draft includes more developed and added sections per the following description.

Note: students choosing option (a) for the second draft may not be ready to fully approach the analysis section, but should do their best to describe how they are gathering data, what issues have arisen, and describe an initial plan for how they will use the data.

Option (b) students should go ahead and move into the analysis and even recommendation/conclusion section as far as they can.

- Include everything from the first draft with all necessary corrections or updates. and the following additional components.
- **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 and tables 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. 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.

THIRD DRAFT DUE MAY 15

The third draft is a completed Capstone paper subject to faculty review. This draft should be posted to Canvas. Faculty will notify students when final approval is given. When the third draft is approved it should also be submitted to Canvas. A hard copy of the approved Capstone should be submitted to your faculty seminar leader, so the final Capstone papers is submitted in both hard copy and posted on Canvas.

DETAIL ON CAPSTONE DRAFTS

1. Papers may vary based on group size as described in the Capstone Q and A attached as a part of the syllabus and previously sent out. Students may complete the capstone project as individuals or in groups of up to three.

2. Your seminar faculty is responsible for your capstone project. Additional members of the Capstone faculty team may read each student's paper and provide feedback to your seminar faculty. Your individual seminar faculty will provide continued assistance and the final evaluation.
3. Priority will be given to papers that are turned in on time. If extensions are granted for Capstone you may not receive credit until later and until the work receives final faculty approval, delaying final certification for receiving the formal degree. If an extension is not approved, or a Director-approved date is not met, they will receive a no-credit and they may also incur additional costs for added credit. Faculty members are not normally available in the summer and are not in pay status. As a result, reading of late papers may be denied. If denied or final dates are not met, students will need to register for extra credits and may need to find a new faculty member to read their Capstone in order to receive credit and graduate. No extension will be granted without a make-up/late assignment agreement via email approved by both student and the faculty by the first day of the final session. Any Capstone extension to a date after the final day of the quarter must be approved in a meeting with the Director.
4. Papers should be submitted in Microsoft Word in Ariel 12pt., properly annotated using a formal reference system like APA, double-spaced and paginated.

DELIVERABLES: The partial draft and second draft have an (a) and a (b) level. The (a) option level takes into consideration some students may not be able to move as fast to meet the deadlines, so a lesser completion level is accepted for these drafts.. The (b) level allows those students who are working faster to move ahead. You may choose the level you think you can achieve for the date.. At the same time, we cannot encourage you enough to complete the work as soon as possible.

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1. First partial draft due first day of Session I: April 1, 2016. This draft should include the introduction with history and context, problem definition, hypothesis or question, literature review, and plan for completion. This is a partial draft that is largely based on your already completed proposal. Post to Canvas.
1. Second draft of the capstone paper is due April 14 posted to Canvas. Note: this is the day before the second session begins on April 15 (a) This section should contain a more complete draft with methodology sections and at least an initial discussion of the data you have so far and how plan to use it.
(b) Those students who are moving ahead are welcome to submit a more complete draft and receive feedback on your initial/partial draft of the analysis section, expanded bibliography, etc.
2. Third draft version is due May 15. The final faculty-approved final version is due June 3. Please submit the final faculty approved version to Canvas and also email it to your seminar leader along with a single hard copy. Note: faculty may still

require some revisions at this point: revisions must be completed before June 3 for Capstone credit to be awarded.

3. Seminar paper: Zaferatos due April 1: group paper (completed in class) posted to Canvas April 18.

FINAL CAPSTONE PRESENTATIONS SATURDAY AND SUNDAY
APRIL 30 and May 1

- Develop a formal presentation. You may use PowerPoint, handouts, overheads or 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.

CLASS ACTIVITY SCHEDULE

SESSION I APRIL 1 Friday 1-5

ACTIVITY	ASSIGNMENTS
▪ 1:00 Overview	▪ First capstone draft
▪ 1:45 Capstone Writing Wkshp	▪
▪ 3:00 Break	▪
▪ 3:15 Reading groups	▪ Zaferatos Seminar paper
▪ Graduation details	▪

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APRIL 2 Saturday 9-5

9:00 Appointments	Appointments with groups and individuals
10:30 Summative Review and Class Discussion Michael	
12:00 Lunch	
1:00 Alumni Panel: Doing Capstone Followed by Q and A	
3:00 Faculty feedback sessions: questions and coaching	Individuals, groups continue to work on research.

APRIL 3 Sunday 9:00-4

9:00 Review and graduation discussion	Arrange meetings with faculty
9:30 Reading group work on application of Zafarato's ideas on planning to a tribal issue	
11:00 Reading groups	Seminar: 2 articles (Michael)
12:00 Lunch	
1:00 Summative Review and Class Discussion Linda	
2:15 Break	
2:45 Summative Review and Class Discussion John	
3:30 Review: Zafarato projects	Focus groups with notes on Zafaratos--tribal application project posted to Canvas

SECOND SESSION April 15-17

ACTIVITIES

ASSIGNMENTS

April 14---day before class	Second draft of Capstone posted to Canvas
April 15 Friday: Online feedback on second draft	Feedback online
Saturday: 9:00 Capstone Tips and Wisdom Linda, Michael and John	
Saturday: 10:00 Appointments: Capstone projects	
12:00 Lunch	
1:00 Appointments: Capstone projects	
Sunday: 9:00 The Future: Linda, Michael and John and	In class or online
10:00 Appointments: Linda Michael and John	
12:00 Lunch	

1:00 Appointments Linda, Michael and John	

SESSION III APRIL 29-MAY 1

Friday April 29 is available for you to practice your presentations. Presentations of the Capstone work will be on Saturday and Sunday April 30 and May 1 between 10 and 3 pm. You will still have until May 15 to complete your third written draft of the Capstone. Even if you are not completely through writing, the presentation can focus on the story of your research at that point in time. Attendance for both days for all presentations is required.