Capstone

Spring 2020

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."

Faculty	Email	Office Hours
Eric S. Trevan, Ph.D.	trevane@evergreen.edu	By appointment and after class
Lachezar (Lucky) Anguelov, Ph.D.	anguelol@evergreen.edu	By appointment and after class

Time and Location

April 18-19

- Saturday   9am-4pm
- Sunday   9am-4pm

May 2-3

- Saturday   9am-4pm
- Sunday   9am-4pm

May 29-31

- Friday   1pm-4pm
- Saturday   9am-4pm
- Sunday   9am-4pm

Location

- Seminar II (SEM II)-C 1105

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.

Course Objectives

1) Demonstrate KSAs (knowledge, skills, and abilities) as competent transformational analysts of data and information for decision-making.

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

2. **Skills** are the proficiencies developed through training or experience. For example, you have demonstrated skills in applying the org models when informing restructuring decisions. Skills are something that has been learned. You can develop skills through the transfer of knowledge.

3. **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.

2) Exhibit an understanding of the practical applications of analytical techniques.

3) 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.

4) Utilize exemplary presentation skills to explain individual learning reflection and how this is integrated and demonstrated throughout Capstone projects.

Technology

Internet capabilities and access are required

Books/Readings

Books will be ordered at the bookstore. If you need to obtain the books earlier than provided at the bookstore, its good idea to order the books online in order to get them earlier and access lower prices/ rentals, etc. Due to the small size of the class, a limited number of books should be available in the bookstore. Additional readings or handouts will be posted on Canvas in February or handed out in class.

Books

- No Books Required

Articles (posted on canvas - additional articles will be included until class)

- Additional Articles May Be Posted To Canvas

Assignments

Assignment #1: Draft Capstone #1
Due: April 17, 2020
Description: 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, nongeneralizable, 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

Assignment #2: Draft Capstone #2
Due: May 3, 2020
Description: Update your original Capstone draft based on feedback and comments from your Faculty Advisor. 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 first draft
- 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 #3 Capstone Presentation
Due: May 30
Description: 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.

Presentations should be 20 minutes plus 5 minutes for Q & A= 25 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 #4 Final Capstone

Due: June 5

Description: 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).

Schedule (subject to change at the discretion of Faculty)

<u>WEEK 3</u>   <u>April 18-19</u>

Assignments/Readings

- Capstone Draft #1-Due 4/17

Saturday

- Syllabus Overview
- Capstone Overview
- Break
- Public Speaking Lecture/Workshop
- Lunch
- KSA Presentation Workshop
- Break
- KSA Presentation Workshop

Sunday

- Alumni Panel
- Break
- Seminar (Connecting Capstone to Career)
- Lunch
- Communication and Information Diffusion
- Break
- Team Meetings

WEEK 5 May 1-3

Assignments/Readings

- Capstone Draft #2-Due 5/3

Saturday

- Workshop Successful Capstones
    - Learn about yourself-feedback
    - Inventory/Mind Map/Reflection
- Break
- Presentation Video (10-15 Total for 10 Minutes)
- Lunch
- Individual Group Debrief
- Capstone Meetings

Sunday

- Seminar-The Purpose of Capstone
- Break
- Capstone Meetings
- Lunch
- 2 Minute Elevator Speeches
- Break
- Capstone Meetings

<u>WEEK 9 May 29-31</u>

Assignments/Readings

- Capstone Presentation-Due 5/30
- Final Capstone-Due 6/5

Friday

- Capstone Meetings

Saturday

- Capstone Presentations (Public)
- Lunch
- Capstone Presentations (Public)

Sunday

- Debrief Capstone Presentation
- Break
- Capstone Meetings
- Celebration!

Course Policies

Commitment to Providing a Safe Learning Environment

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. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College's Title IX Coordinator in certain situations to ensure a student's safety and care is being addressed. Although we have to notify the Title XI Coordinator, it is up to you to control how your case in handled, including whether to pursue a formal complaint or legal actions 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 contact the following confidential resources:

- Office of Sexual Violence Prevention and Response (Sem I, 4119, 360-867.5221, jonese@evergreen.edu)
- Student Wellness Services (Sem I 2110, 360.867.6200)
- SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Conduct & Conflict Resolution

We resolve to 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.

It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional

concerns that are not being addressed by Faculty after a good faith attempt is made, then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.

We abide by the social contract: WAC 174-121-01.

We abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

We abide by the non-discrimination policies and procedures at TESC.

Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty's responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members' primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).
2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email **inocenc@evergreen.edu;** https://www.evergreen.edu/policy/studentswithdisabilities).
3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.
4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

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 email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

Students will need the ability to access zoom and actively participate with this online meeting platform.

Reasonable Accommodations

Are 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.

Permission to Record Lecture, Workshop and Other Similar Discussions

If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *Reasonable Accommodations* (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

Guest Policy

Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

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 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 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them. We recommend, if you've not already done so, that you sign up for the automatic alert system. More, here: https://evergreen.edu/emergencyresponse

Communicating

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

Submissions 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 talking to the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After recurring absences (being late to class; regularly missing more than one class), you may be denied 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 seminar faculty via email 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 six (6) graduate credits if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. 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, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward 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 each term.

Evaluations

Faculty evaluations and Student self-evaluations are submitted through the my.evergreen.edu portal – at the end of each quarter. Faculty evaluations are also required each quarter for credit based on the preference of Faculty– posted to your my.evergreen.edu portal.