

# MPA, Tribal Governance Capstone Spring 2024

## **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.”

## **Faculty Teaching Team:**

\*Office Hours by Appointment\*

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## **Capstone**

In this course, students demonstrate what they learned in the MPA program. What was the key knowledge, skill, or ability you learned in MPA? How can you demonstrate that learning in tribal public administration? What parts of the MPA mission are demonstrated by your Capstone project? Create a Capstone project to apply what you learned in MPA coursework. Original research is not required. A Capstone project could be an event, a website, a database, a video, a strategic plan, a community dinner, an artistic expression, a nonprofit business plan, a draft policy/code/rule/regulation/procedure, or a grant application. There are lots of possibilities! Your Capstone project is up to you and includes a written description with a presentation about your project.

## **Graduate Seminar Format**

For the last few years, the MPA program engaged in planning discussions to revise the format and curriculum of second year core. Faculty across the cohorts in MPA are trying various new approaches to support student learning in the second year. In the TG cohort, we will use the model of a “Graduate Seminar” format to offer the Capstone course. The “Graduate Seminar” format is similar to what is used by MES in their case studies/thesis course. This approach gives students the time needed to complete a major Capstone project outside of class time within 1 quarter.

- Students choose their Capstone project topic.
- Students choose to work individually or as a team.
- Students choose to collaborate with one or both faculty as their Capstone project advisors. Students will schedule time with faculty as needed to work on their Capstone projects.
- Students choose to attend one day of class for each intensive class weekend. Students choose to attend class either one day in person (Saturdays) or one day online (Sundays) each weekend. There are no Friday classes.

### **Graduate Seminar Option 1**

#### Weekend 1

Saturday April 6

In person, 10:00am-3:00pm

Guest Speakers, Project Advising

#### Weekend 2

Saturday May 4

In person, 10:00am-3:00pm

Guest Speakers, Project Advising

#### Weekend 3

Saturday June 1

In person, 10:00am-3:00pm

Final Student Capstone Project Presentations

### **Graduate Seminar Option 2**

#### Weekend 1

Sunday April 7

Online, 10:00am-3:00pm

Guest Speakers, Project Advising

#### Weekend 2

Sunday May 5

Online, 10:00am-3:00pm

Guest Speakers, Project Advising

#### Weekend 3

Sunday June 2

Online, 10:00am-3:00pm

Final Student Capstone Project Presentations

### **Assigned Reading for Weekends 1 & 2:**

Montgomery, M. (editor) (2022). *Re-Indigenizing Ecological Consciousness and the Interconnectedness to Indigenous Identities*. Lexington Books.

ISBN: 978-1-66691-102-2 Hardback or ISBN: 978-1-66691-103-9 eBook

### **Assignments:**

**Assignment #8 in ATPS: Capstone Proposal** Due Monday March 11 posted on ATPS Canvas site. 1 page. 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. Write a one page “Capstone Proposal” describing what you propose to complete for your Capstone project. Explain how your Capstone will demonstrate the key knowledge, skills, and abilities you learned in the MPA program. Explain what parts of the MPA mission are demonstrated by your Capstone.

### **Assignment #1: Critical Thinking Paper**

Due Friday April 5 posted to Canvas by midnight. 2 - 3 page essay.

Compare and contrast 2 chapters from the assigned book *Re-Indigenizing Ecological Consciousness and the Interconnectedness to Indigenous Identities*.

Write a critical thinking paper by responding to the following questions:

- a. What are the key thoughts or positions in each chapter?
- b. How are the ideas in the chapters similar? How are they different?
- c. What is missing from the authors' analyses?
- d. What questions would you ask the authors?

### **Assignment #2: Critical Thinking Paper**

Due Friday May 3 posted to Canvas by midnight. 2 - 3 page essay.

Compare and contrast 2 chapters from the assigned book *Re-Indigenizing Ecological Consciousness and the Interconnectedness to Indigenous Identities*. Please select different chapters than what you wrote about in assignment #1.

Write a critical thinking paper by responding to the following questions:

- a. What are the key thoughts or positions in each chapter?
- b. How are the ideas in the chapters similar? How are they different?
- c. What is missing from the authors' analyses?
- d. What questions would you ask the authors?

### **Assignment #3: Learning Inventory & Resource List**

Due Friday May 10 posted to Canvas by midnight. Create a list, or outline, or table, or essay of your learning in the MPA program. ***How you present the information is up to you.***

1. Include the titles and brief descriptions of the classes you took that were most valuable to you in the MPA program.
2. Include at least one KSA you learned from each class you identified. What did you take away from each learning experience?
3. Most importantly, also submit a list of key resources that you have amassed during the program. This will be a "go to" list that you use now or that you anticipate using for your daily work in tribal public administration. The resources might be books, articles, tools, databases, websites, blogs, podcasts, professional associations, or people you've met during the program.

### **Assignment #4: Capstone Project Paper**

Posted on Canvas by midnight. No page minimum or maximum.

Draft 1 Due: Friday May 17

Final Due: Friday May 31

What did you do for your Capstone project? The purpose of this paper is to describe and explain what you've learned in your MPA program (KSAs) through an applied Capstone project that integrates parts the MPA mission.

### **Assignment #5: Capstone Project Presentation & Visual Aid**

Posted on Canvas by midnight.

Draft 1 Due: Friday May 24

Final Due: Friday May 31

Presentation: 15 minutes. We expect the presenters to take 15 minutes to describe and explain their Capstone project.

Q&A Session: 5 minutes.

The visual 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). Consider using any of the following tools: slide show (powerpoint, prezi.com, haikudeck.com), poster or brochure (Canva), flip book (flipsnack.com or heyzine.com), word cloud (wordart.com, tagul.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infrogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com), kanban board (trello).

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.

### **Course Policies**

#### **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>. Additionally, please review the Additional Campus Resources at the end of the syllabus.

Everything we read and discuss is not simply a "hot topic". Public service and social science are 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 work may look different each week. It depends on the topic and what you are able to take in at that time.

**Human Subjects Review (HSR) application:** Students may NOT begin primary data collection without HSR approval by faculty. Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty. There may be more requirements 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. (See: APA Style & [Purdue Writing & Grammar Guide](#) .) All written work will be of high quality, grammatically correct, clear, and without spelling errors. Students may request in-person or virtual writing assistance from Evergreen's Writing Center: <https://www.evergreen.edu/writingcenter/writing-center>.

**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 12 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, turn in any assignments that were due on the class date missed, and review class notes and materials available on Canvas.

**Assignments:** Assignments are available on Canvas under Discussions (and Assignments) and listed in each weekend's module.

**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's 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. 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](#) , for the MPA Academic Honesty policy and additional 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.

**Conduct & Conflict Resolution:** Please refer to the [MPA Student Handbook](#) .

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: <https://www.evergreen.edu/offices-services/academic-affairs/student-conduct-code>.

**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.

### **Salish Tribal Land Statement**

The Evergreen State College is located on the ceded territories of the Medicine Creek Treaty Tribes, which include the Squaxin Island Tribe, the Nisqually Indian Tribe, and the Puyallup Tribe of Indians. The Olympia area was historically a center for trade and exchange among many Salish Sea tribes, including the Chehalis, the Skokomish, and others. With this awareness, we honor the ancestors and pay respect to elders past and present of the Medicine Creek Treaty Tribes, and to all Native peoples of this land.

### **Additional Campus Resources**

- [Academic and Career Advising](#)
- [Academic honesty](#)
- [Access Services for Students with Disabilities](#)
- [Alcohol/drug use](#)
- [All Official College Policies](#)
- [Assistive Technology \(AT\) Lab](#) (available to all students, staff, faculty)
- [Basic Needs, Food Resources, and additional emergency needs of students](#)
- [BLISS \(BIPOC & LGBTQ+ Intersectional Support Services\)](#)
- [Code of student rights and responsibilities](#)
- [COVID-19](#)

- [Conflict Resolution](#)
- [Counseling Services](#)
- [Evergreen's Social Contract](#)
- [Free Speech Guide](#)
- [Library](#)
- [Media Loan](#)
- [MPA Student Resources](#)
- [Non-discrimination policy](#)
- [QuaSR: Quantitative & Symbolic Reasoning Center](#)
- [Sexual Misconduct reporting and resources](#)
- [Student Activities](#)
- [Student Employment](#)
- [Student Engagement, Equity, and Support](#)
- [Student Wellness Services](#)
- [The Writing Center](#)