DRAFT PRELIMINARY SYLLABUS (as of Feb 2025)

Capstone in Public and Environmental Affairs
with
Global Mamas (Ghana) & in cooperation with
University of Environmental & Sustainable Development (UESD, Ghana)
Fall 2025 (optional travel to Ghana in August 2025)

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Course Description from the IU Bulletin
Interdisciplinary course organized as faculty-coached class project on a management/policy topic determined by an external client. Course goals are professional preparation and integration of degree program knowledge.

More Detailed Course Description
The O'Neill Capstone courses are intended to provide hands-on consulting experience to students in an interdisciplinary framework. With faculty coaching as necessary, students coordinate with an external client organization to work together in a collaborative learning format. The course is a capstone for the core curriculum, not a concentration element. This means that capstones intentionally deal with interdisciplinary, interrelated issues that generally arise in the professional positions students will attain. For this capstone, students may have expertise in nonprofit or NGO management, women's advocacy, or international development, but it is not a requirement or an expectation.

The immediate objective of this course is to prepare a high-quality set of deliverables for our client. Broader objectives are to help students develop the following skills: professionalism, sustainability, financial management, and public and nonprofit management. There will be some guidance by the instructor to accomplish the organizational goals, but part of the challenge of the course will be for the students to self-organize and then execute this project on their own. The instructor will serve as a consultant to the students.

The Global Mamas Capstone in cooperation with UESD will focus on developing their Fair Trade Zone production facility as a eco-tourism destination, designing environmentally sustainability workplace improvements, and may involve grant development and fundraising components. The primary client contact is Renae Adam, one of the US-based co-founders of Global Mamas, and there will be interaction with members of the Ghanaian team at the organization. The primary contact at partner university UESD is Ag. Dean Tony Amoah.

Global Mamas was founded in 2003 as a non-profit organization by two returned Peace Corps volunteers and a small group of Ghanaian women entrepreneurs ("Mamas"). They united under the name Global Mamas to produce and export textile products under a common brand, and have since expanded to produce and sell a range of Fair Trade Federation and World Fair Trade Organization certified products, and to include some Papas as producers. Global Mamas also provides educational opportunities for visitors at three locations in Ghana. The mission of the NGO is to create prosperity for African women and their families, where prosperity is defined as going beyond financial well-being to include happiness and good health. Through the creation of

high quality products and experiences, the Mamas support their families, send their children to school, improve their health, and save for the future. In addition to core staff at three locations in Ghana and remote workers in the US, Global Mamas collaborates with more than 350 Mamas and Papas, who are independent entrepreneurs.

Students who sign up will travel to Ghana in mid-August 2024 to work directly with the Ghanaian Global Mamas team, interact with UESD students, and visit UNESCO World Heritage Sites in the country. Travel is not required for enrollment in the Capstone.

Class Format
This course will have a workshop format. Class members will divide into groups to address the various goals of the client. Each group will focus on one major element of the project, but students will need to also consider how groups will work together to communicate with the client, deliver a cohesive final presentation, and compile a single final portfolio of deliverables. Projects culminate in a public presentation of deliverables that are completed for the client.

Most of the group work will take place outside of regular class sessions. Students are expected to contribute **150 hours of work over the course of the semester**. Because of this, the full class will not meet at every session. Class sessions for which a full class meeting is not required are identified as "Group Meetings" in the Schedule of Classes. These class sessions provide a time and location at which all group members should be available to meet with one another. Groups may choose to use these sessions for this purpose or may meet outside of these class sessions. For these classes, the instructor will generally be available in her office or on Zoom to meet with any groups or individual students who wish to consult. For those class sessions identified as "Groups Meet With Instructor," each group (with all group members present) will be expected to meet with the instructor in the classroom to discuss group progress, issues, and general questions. A schedule with each group's meeting time will be distributed for these sessions after the group structure has been established.

Project Elements
Global Mamas began to implement eco-tourism in their programming in 2019 but had to pause developing it with the pandemic. In the meantime, they were able to design and build an environmentally sustainable and responsive production facility in the Eastern region of Ghana. Now that tourism has returned, they seek assistance in creating a major ecotourism destination in Ghana. Small groups of students within the Capstone, and working with partners from UESD, will work on projects like:
- Creating a plant-to-product story that can be used in eco-tours at the FTZ, detailing the environmental history and backstory for each of their products, their location, and their future plans.
- Create action-oriented activities for encouraging environmental sustainability in visitors
- Develop a marketing strategy for drawing visitors to the FTZ, focusing on US-based market and developing tools using Google Ads and Global Mama's existing grant.
- Conducting grantwriting or other fundraising for small project grants to improve their facility.
- Sample and analyze water and runoff quality (with UESD) to determine safety and best waste management practices
- Conduct feasibility assessment for a new biogas digester (with UESD)

Depending on the number, interests, and experience of students enrolled, students will be each assigned or asked to choose to work primarily on one of the tasks, but coordination and communication among groups will be necessary. The tasks will be more fully determined within the first month of the semester, when we will work collaborative with Global Mamas to develop mutually meaningful projects and a clear Scope of Work.

Learning Outcomes
1. Construct a team based on team member skill sets that optimizes the potential to produce very high quality project work. Establish, implement, and modify as needed effective means for managing the team's work, communicating with and among team members, and resolving disputes involving team members.

2. Inspire leadership skills within and across project teams to inspire and coordinate the work of classmates in order to complete project work in a timely way and to maximize its quality. Evaluate whether and how to supply input to leaders on a given issue, and perform work according to instruction and direction from leaders.

3. Establish realistic schedules for completion of project tasks, track progress efficiently and accurately, and adjust schedules appropriately to account for changes in scope and other circumstances that modify the project direction or deliverables.

4. Identify, assess, and incorporate into the project schedule and work a variety of time and resource constraints, and develop methods to maximize the time and resources available. Plan individual and team work to minimize the risk of delaying other parts of the project.

5. Integrate, as individuals performing work within a team, skills and knowledge acquired throughout the masters curriculum; integrate the work of team members contributing different skill sets and expertise, into a well-organized, holistic final product.

6. Enhance listening skills; design and deliver effective, audience appropriate communications that are responsive and professional in style, format, and tone.

7. Establish clear expectations with client on the project scope and planned deliverables; deliver swift, responsive, and professional replies to client inquiries; coordinate client communications to maximize their value for the project and avoid inappropriate demands on client time and resources.

8. Plan and conduct research and analysis, and develop recommendations that expressly reflect and appropriately integrate any conditions of uncertainty.

9. Organize, write, and present a professional quality report, and PowerPoint presentation for (and to) the client and the O'Neill community both summarizing and detailing the project research, analysis, conclusions and recommendations.

Course Requirements and Grading Criteria
An oral and written work plan (SOW), an oral and written progress report, a draft of the final deliverables (as agreed to in the SOW), a preliminary presentation of the final deliverables, a final, integrated portfolio of deliverables, and a presentation to the client will be part of the requirements. Grading will be a combination of group, peer, and individual evaluations. The following grading criteria will be used:

> Class Work Plan (SOW): 15%
> Group Progress Report and Midpoint Assignments: 10%
> Preliminary Project Presentation and Draft Deliverables: 5%
> Final Project Presentation: 15%
> Final Portfolio of Deliverables: 25%
> Peer and Self-Evaluations: 15%
> Class Participation including Attendance, Attitude, and Participation Assignments in Canvas: 15%

Everyone in a group will receive the same grade for nearly all of the assignments; this is the instructors' overall assessment of each group's effort. The class as a whole will get a grade for the Work Plan/Statement of Work, which must include a plan to create a coherent portfolio of group deliverables. The peer- and self- evaluations will be done in the middle and at the end of the semester and will provide an opportunity for each student to assess the contributions of themselves, other group members, and possibly other class members. The participation grade is an assessment of individual contributions to the class from the instructor's perspective.

Expectations of Students

- **SOW:** Students must produce a client- and instructor-approved SOW within the first month of the semester. The SOW shall be considered binding, and will only be modified if agreed upon by mutual consent.
  - The work plan is a critical element of the course. It should be designed by all class members to address each group's anticipated major tasks, the timeline for these tasks, and the overall method and timeline for collaborating across groups as necessary. The work plan should include an organizational strategy for ensuring cooperation and coordination within and across groups during the semester, particularly since the project's components are rather interdependent and some can only be adequately addressed through a coordinated strategy. Formal presentation of the work plan and discussion with the instructor (and possibly the client) should result in a revised document. This revised work plan will guide each group and the class throughout the remainder of the semester.

- **CONFIDENTIALITY:** Students will respect client confidentiality and privacy as outlined in the confidentiality clause of the statement of work. Students must sign a confidentiality agreement if requested by the client.

- **CLIENT-TEAM INTERACTIONS:** All interactions with the client must be structured, professional, and timely, as agreed upon in the Deliverables section of the SOW.
  - Each group within a Capstone must designate one student to act as Client Liaison for each client for the duration of the process, clearly delegated to be the main group contact for the client. When multiple clients or client consultants exist, multiple liaisons may be designated.
  - Client Liaisons must coordinate across groups to ensure that client contact is efficient and information acquisition is maximized.

- **TIME COMMITMENT:** Each student shall expect to dedicate approximately <u>150 hours</u> over the course of the semester to this project.

- **STATUS & PROGRESS REPORTS:** Students must deliver regular status (informal but professional) and formal progress reports, structured and timed as stipulated in the Deliverables section of the SOW and the syllabus.
  - The status and progress reports should discuss work accomplished to date, upcoming challenges and anticipated problems, anticipated changes to the work plan, how the group is coordinating with other groups, and any other necessary details.

- **MIDTERM AND END OF TERM DELIVERABLES:** This Capstone will have two sets of deliverables – around the middle of the term and at the end. Deliverables to the Client include Frameworks for Evaluation, Evaluation Reports, and a final portfolio. Drafts of these must be reviewed by the professor before given to the client. A draft of the final portfolio for the professor must be ready for initial comments and approval before the final presentation date. The Capstone will culminate in a final portfolio of professional quality and a professional presentation to the client and the O'Neill community.

Expectations for All Deliverables Given to Client
- **DELIVERABLES** must be of *professional quality* with regards to the following (specifics will vary depending on task):
  - Writing (grammar and style/tone)

- o Organization and layout
- o Depth of analysis and insight
- o Presentation of product
- o Timeliness

- **FINAL PRESENTATION:**
  - o Slides shall be of professional quality, and will be reviewed by the faculty mentor.
  - o Presentation will be rehearsed, organized, and professional. Presenters will be appropriately/professionally dressed.
  - o Invitations will be sent out to all invitees two weeks prior to the presentation date. These invitations will be formally written and include a report abstract. Invitations may be sent for distribution through the O'Neill Master's Program Office, and via relevant listservs.
  - o Presenters shall plan for a 45-minute oral presentation, followed by at least 45 minutes for Q&A.

Class Professionalism Policy

Students are expected to act in a professional manner that emulates the real world. This includes all relationships (person to person, group to group, class to client). Violations of professionalism will result in a significant reduction in the participation portion of an individual's grade for the course, and could result in an intervention leading to expulsion from the course. Violations of professionalism include, but are not limited to the following:

- Engaging in any activity that prevents one from fully participating in the class
  - o Accessing email, texts, videos, or surfing the web during class
  - o Sleeping during class
  - o Arriving late for class or leaving class early (unless agreed upon by instructor beforehand)
  - o Working on material for another course during class
- Exhibiting disrespect for the instructor, classmates, or client
- Disruptive behavior – e.g. carrying on side conversations or being excessively noisy
- Plagiarism

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Do not plagiarize. I know many students are worried that they accidentally plagiarize. A way to avoid this is to separate the reading/research and writing/analysis processes – do not go back and forth between writing and reading, or write while you have the article open. (Note: linking together a string of quotes is not good writing – I want to see your ability to synthesize and analyze what you have learned/read.)

Artificial Intelligence (AI, e.g., ChatGPT)

Including words written by AI tools (like ChatGPT) as if they are your own words is plagiarism. Plagiarism is a violation of IU's academic integrity policies and has serious consequences. So—don't have AI write any of your work for you. [Note: it's also a very bad idea to have AI write things for you because sometimes AI just makes things up—which can be both embarrassing and illegal.]

The code of student conduct regarding plagiarism is available at http://studentcode.iu.edu . And there is a 10-minute online test at https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html .

Additional Resources
1. Counseling and Psychological Services Most IU students visit CAPS at some point during their IU career, and living during a pandemic is a stressful time. CAPS services may help you deal with this or other stress. You can go for a single visit or for repeated help, and services are online for now. For information about services offered to students by CAPS: http://healthcenter.indiana.edu/counseling/index.shtml.
2. Counseling and other Wellness Resources at O'Neill: Well-being is a core value for O'Neill, and as such, the School offers opportunities for enhancing mental and emotional help in-house. See here for making in-house CAPS appointments, health and well-being coaching, and other resources: https://oneill.indiana.edu/student-experience/wellness/index.html
3. **TimelyCare:** Students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. https://www.iu.edu/mental-health/find-resources/timely-care.html#0
4. Mentoring for O'Neill Students Whether you're an undergrad or a Masters students, there is an O'Neill mentoring program for you. https://oneill.indiana.edu/student-experience/mentor-collective/index.html
5. Accessible Educational Services Securing accommodations for a student with qualifying medical conditions is a responsibility shared by the student, the instructor and the AES Office. For information about support services or accommodations available to students, and for the procedures to be followed by students and instructors: https://studentaffairs.indiana.edu/student-support/iub-aes/index.html
6. Crimson Cupboard If you are struggling with not having enough to eat, Crimson Cupboard offers free healthy food to IUB students. https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html
7. Student Support Many students need additional support at some point in time, whether financial, nutritional, as a student with a disability, or for other reasons. Student support services are here for the university as a whole: https://studentaffairs.indiana.edu/student-support/index.html
8. Writing Tutorial Services If you are worried about plagiarism or your writing ability, the Writing Tutorial Service at IU can be an asset for you. WTS is free to all students. You can go for a single session to get help on an individual writing assignment or go repeatedly. https://wts.indiana.edu/
9. Religion Observation. In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html .
10. Commitment to Diversity: Find your home and community at IU. Although this is not an exhaustive list of communities on campus, here are formal cultural centers on campus:

    Asian Culture Center: 807 East Tenth Street, Bloomington, IN 47408; Phone: 812-856-5361; Email: acc@indiana.edu; Website: https://asianresource.indiana.edu/index.html
    First Nations Educational & Cultural Center: 712 E 8th St., Bloomington, IN 47408; Phone: 812-855-4814; Email: fnecc@indiana.edu; Website: https://firstnations.indiana.edu/contact/index.html
    LGBTQ+ Culture Center: 705 E 7th St., Bloomington, Indiana 47408; Phone: 812-855-4252; Email: glbtserv@indiana.edu; Website: https://lgbtq.indiana.edu/contact/index.html
    La Casa Latino Culture Center: 715 E 7th St., Bloomington IN, 47408; Phone: 812-855-0174; Email: lacasa@indiana.edu; Website: https://lacasa.indiana.edu/
    Neal Marshall Black Culture Center 275 N Jordan Ave Bloomington, Indiana 47405; Phone: 812-855-9271; Email: nmgrad@indiana.edu; Website: https://blackculture.indiana.edu/index.html

Jewish Culture Center, 730 E 3rd St., Bloomington, Indiana 47401; Phone: 812-336-3824; Website: https://iuhillel.org/iu-jewish-culture-center

11. IU is dedicated to supporting students who are pregnant. You should visit pregnancy.iu.edu Links to an external site.. It will tell you about your rights and resources available to you, such as academic accommodations."

12. <u>Sexual Harassment</u>. As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

   1. The Sexual Assault Crisis Service (SACS) at 812-855-8900
   2. Counseling and Psychological Services (CAPS) at 812-855-5711
   3. Confidential Victim Advocates (CVA) at 812-856-2469
   4. IU Health Center at 812-855-4011

For more information about available resources: http://stopsexualviolence.iu.edu/help/index.html . It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit http://stopsexualviolence.iu.edu/help/index.html to learn more.

Schedule of Classes and Learning Materials (may change if needed by students, client, or prof)

Week	Class Topic and Readings	Assignments Due
0	For students participating in the optional travel to Ghana, readings will be assigned early so that students are well prepared upon arrival. Read: Client website Read: About Fair Trade Read: Overview of Ghanaian history, culture, and political economy	
1	Introduction to Capstone: the course and the client Day 1 Read: Syllabus Read: Basics of Capstone Read: Client Website, in whole Global Mamas project overview Day 2 Read: Global Mamas annual reports Read about the FTZ, Fair Trade, and past ecotourism programs Meet the client; learn about the project	Submit four short assignments listed in Canvas Week 1 Module by 9AM on Tuesday, after the Labor Day Holiday): 1. Syllabus Review 2. GlobeSmart Canvas Discussion assignment 3. Interest Inventory 4. Group preferences
2	**No class: Labor Day Holiday in US** Day 2 Read: Advice for Capstone students (general and on working in groups) Review: The GlobeSmart learning modules on working across cultures	Note assignments given in Module 1 all due on Sept 3
3	Day 1 Read: Project Management for Capstone (PowerPoint Slides) Skim: Example Work Plans Day 2 Presenting Draft Scope of Work / Work Plan	Project Management group assignment due Sept 9 In class presentation of Scope of Work: Sept 11

4	Day 1 Readings: To Be Announced Day 2 Discussion of Next Few Weeks	Final Work Plan due Sept 16
5	Group Meetings with Professor Discussion of Log Frame, appropriate tools for your sector and assignment	Draft log frame due at meeting with Professor First Peer/Self Evaluation due on Sept 25
6	Group Meetings	
7	Group Meetings with Professor	Draft Frameworks for Evaluation due to Prof Oct 7
8	Group Meetings	Framework for Evaluations due to Client Oct 16
9	Day 1 Group Meeting Day 2 How to do Presentations Well Read: Several items on presenting well (in Canvas)	Second Peer/Self Evaluation due Oct 21 Progress Report due Oct 21
10	Day 1 Group Meeting Day 2 Progress Report Meeting with Whole Class	Presentation of Progress Reports to the class; collaboration across groups
11	Group Meetings	
12	Group Meetings with Professor	Informal Status Reports
13	Class Meetings to discuss collaboration across groups	
14	Day 1 Group Work Day 2 Draft Presentation to Prof Brass	Final Presentation Draft on Dec 4 Report due to Client December 6
15	Day 1 Presentation to Client	Presentation to Client done this week Draft Portfolio to Prof Brass Dec 9

Day 2 Semester wrap up, debrief, and learning	
Finals Week	Final Deliverables due Dec 18 Third Peer/Self Evaluation due Dec 18