

“Public Policy, Budgeting, and Finance for Public Administration”

Spring 2021 PNAPP Olympia

MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; we value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities to accomplish positive change in our workplaces and in our communities.
“Be the change.”



Class Meetings & Locations:

Thursday classes: 6-9pm

Saturday class: May 15, 9am-4pm

Location: ONLINE

Faculty Teaching Team:

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Course Description:

Building on our work from winter quarter, we will examine the public policy, budget, and fiscal foundations of serving the public. This quarter we explore what it takes to move a policy and budget agenda for the public in a democracy. We engage in policy analysis to examine public problems and critique possible solutions; craft our recommendations into effective materials for decision makers; while weighing sources of revenue against policy implementation expenditures. We will focus on how public funds are generated and allocated while recognizing the impacts of constant change in governing.

Learning objectives:

- Examine and evaluate processes of policies and budgets.
- Recognize terms and tools for communicating with decision-makers and the public within various political, social, cultural, economic, and governing contexts.
- Develop policy and budgeting skills for financial management, implementation, and evaluation.
- Improve skills in critical thinking, policy and budget analysis, and working effectively in teams while depicting complex ideas and information.

Course Equivalencies

2 - Public Policy

4 - Public Budgeting

Required Books: (carried forward)

Anheier (2014). *Nonprofit Organizations: Theory, Management, Policy*. 2nd Edition. Routledge. ISBN: 978-0415550475 *used all year*

Guy & McCandless (eds.) (2020). *Achieving Social Equity: From Problems to Solutions*. Melvin & Leigh Publishers. ISBN: 978-1733934466 *used all year*

Paul & Elder (2019). *The Miniature Guide to Critical Thinking: Concepts and Tools*. 8th Edition. Rowman & Littlefield Publishers. ISBN: 978-1538134948 *used all year*

Stillman (2009). *Public Administration: Concepts and Cases*. 9th Edition. Cengage Learning. ISBN: 978-0618993017 *used all year*

New Books: (these new books are available as e-books via TESC library for FREE)

Menifield, C. E. (2017). *The basics of public budgeting and financial management: A handbook for academics and practitioners*. Rowman & Littlefield.

Bullard, R. D. (2000). *Dumping in dixie: Race, class, and environmental quality, 3rd edition*. Westview Press.

Readings Week 1

Stillman chs. 5 & 12

Gould, A. (Dec. 2007). Katrina and Colonialism: The Sins of Our Forefathers Perpetuated? *Administrative Theory & Praxis*, 29(4), 513-533.

<http://www.jstor.org/evergreen.idm.oclc.org/stable/25610894>

MPA student's overview of [Pressman & Wildavsky's research about "Implementation"](#)

[CDC Policy Analysis](#)

Recommended Reading week 1:

Policy [Process map](#)

[Bryson power vs. interest grid stakeholder assessment](#)

Policy [Risk analysis](#)

One of these policy equity audit toolkits: [CUE](#) ; [IAOHRA](#) ; [Casey Foundation](#) ; or https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf

Readings Week 2

Tragedy of the Commons, by Hardin <https://science.sciencemag.org/content/162/3859/1243>

Governing the Commons, by Ostrom <http://www.resilience.org/stories/2013-11-01/governing-the-commons-by-elinor-ostrom-review/>

Nelson, G. (2017). Mary Parker Follett – Creativity and Democracy. *Human Service Organizations: Management, Leadership & Governance*, 41(2), 178-185.
<https://doi.org/10.1080/23303131.2016.1263073>

[City of Olympia 2021 Preliminary Operating Budget](#) (read pages 3-12 and pages 201-206. Note this is based on the [city's water system plan](#) as required by this [WAC from DOH](#) as mandated by [RCW 70.116](#) in accordance with the [1974 U.S. Safe Drinking Water Act](#))

Recommended Reading week 2:

Ayn Rand, a case against altruism (video) <https://www.youtube.com/watch?v=bUwTHn-9hhU&feature=related>

Elinor Ostrom video interview: [Tragedy of the Commons](#) and a video cartoon [Tragedy of the Commons](#)

Dahl, R. (Jan. 1978). Pluralism Revisited. *Comparative Politics*, 10(2), 191-203.

[Federal Budget Process](#)

[WA Budget Process](#)

[City of Olympia Budget Process](#)

Readings Week 3

Ballard, C. L., & Gupta, S. (2018). Perceptions and realities of average tax rates in the federal income tax: evidence from Michigan. *National Tax Journal*, 71(2), 263-294.

Khan Academy video [Basics of US income tax rate schedule](#)

Freakonomics podcast [How to Hate Taxes a Little Bit Less \(Ep. 400\)](#)

Recommended Reading week 3:

Congressional Budget Office. (2020). Costs of Creating a Space National Guard. Retrieved from <https://www.cbo.gov/publication/56384>.

Center on Budget and Policy Priorities. (2020). Policy Basics: Introduction to the Federal Budget Process. Retrieved from <https://www.cbpp.org/sites/default/files/atoms/files/3-7-03bud.pdf>.

Readings Week 4

Menifield Chp 2

Hill, J. B. (2017). Transforming the Federal Government's Financial Infrastructure. *The Journal of Government Financial Management*, 66(1), 56-57.

Congressional Budget Office. (2021). The Budget and Economic Outlook: 2021 to 2031. Retrieved from <https://www.cbo.gov/publication/56970>.

Recommended Reading week 4:

Menifield video of guest talk w/class in 2020 ([link](#)); Participatory Budgeting - <https://www.participatorybudgeting.org/what-is-pb/>

Readings Week 5

Menifield Chp 1, 4, & 5
Guy & McCandless Chp 8

Readings Week 6

Menifield Chp 6 & 7
[Guide to WA State Budget Process](#)

Readings Week 7

Menifield Chp 3
Anheier Chp 13
Nonprofit financial management - <https://www.councilofnonprofits.org/tools-resources/budgeting-nonprofits>

Christiansen, [Four Stages of Social Movements](#)

McCambridge, [Rage Donating!](#)

Saturday May 15

TBD: Shared cohort reading

Readings Week 8

Bullard, R. D. (2000). *Dumping in dixie: Race, class, and environmental quality*, 3rd edition. Westview Press.

Recommended Reading week 8:

Deborah Stone video lecture: [Data Citizens](#) (spoke on numbers and counting, how we label things, and how important the human element is in attributing meaning to data)

Schedule: Spring 2021 (faculty may alter schedule)

Date	Topic	Due
Week 1 April 1	Policies R Us: Process Maps, Stakeholder Analysis, Risk Assessment & Equity Audits	Assignment: Case Study Vocab Readings: Stillman chs. 5 & 12, Gould, Pressman & Wildavsky, CDC policy analysis
Week 2 April 8	Budgets are Policies	Assignment: Vocab Strengthening Readings: Hardin, Ostrom, Nelson, Oly Operating Budget
Week 3 April 15	Federal Budgeting : Revenue & Taxes	Assignment: Process Mapping a Policy Readings: Ballard, Khan Academy, Freakonomics
Week 4 April 22	Federal Budgeting : Biden's Tax Plan Guest Speaker Jared Walczak, Tax Foundation	Assignment: None Readings: Menifield Chp 2; Hill; CBO
Week 5 April 29	State & Local Budgeting : Funding	Assignment: Budget Proposal Readings: Menifield Chp 1, Chp 4, Chp 5 Guy & McCandless Chp 8
Week 6 May 6	State & Local Budgeting : Financial Management Tools & Processes	Assignment: Exercises 4,5 ,7 (Menifield Chp 5) Readings: Menifield Chp 6, Ch 7 Guide to WA State Budget Process

Week 7 May 13	Managing Budgets : Non-profits	Assignment: Draft 1 Impact Assessment w/ Budget Request Readings: Menifield Chp 3; Anheier Chp 13
*Saturday May 15	First 100 Days of Presidency	Assignment:None Readings: TBD
Week 8 May 20	ATPS/Capstone Overview	Assignment: Research Design Critique Readings: Dumping in Dixie
Week 9 May 27	Policy + Budget = ?	Assignment: Draft 2 Impact Assessment w/Budget Request Readings: TBD
Week 10 June 3	Final Presentations	Assignment: Final Impact Assessment w/Budget Request & Visual Aid

Assignments

Case Study Vocab Gaps: (individual assignment)

Due: April 1 by 6pm

Purpose: Address your knowledge gaps or “blindspots” in understanding the terminology used in two case studies.

Instructions: Read the Stillman book, chapters 5 and 12. In particular, when you read the case studies at the end of each chapter take note of any terms you are not familiar with. An important part of leadership and scholarship is acknowledging what you don’t know and then filling in those knowledge gaps. Make a list of the terms you need to learn more about and then define those terms. Cite your sources. Your list should include a minimum of 10 defined terms (no maximum).

Vocabulary Strengthening: (individual assignment)

Due: April 8 by 6pm

Purpose: Increase a shared vocabulary about governments, policies, and budgets.

Instructions: Of the 45 terms listed below, pick at least 25 to define (or note their differences) with no more than 3 sentences per term. Cite your sources.

<u>Federal</u>	<u>Washington</u>	<u>Tribes</u>
Public Policy vs. Public Law: Rule vs. Regulation: Policy vs. Procedure: Fiscal Year: Mandatory Spending vs. Discretionary Spending: 12 Subcommittees Appropriations bills: Omnibus budget bill: Minimus budget bill: Continuing Resolution: Debt vs. Deficit:	Fiscal Year: Revenue sources: Borrowing sources: Reserves vs. Surplus: Expenditure sources: Actuals (reserve of fund balance): Revised Code of Washington (RCW) vs. Washington Administrative Code (WAC): Governor's Executive Order: Memorandum of Understanding (MOU) vs. Memorandum of Agreement (MOA): Government Contract vs. Government Compact: Centennial Accord (law): Millennium Agreement (process & procedure):	Federal Trust Responsibility: Federal Tribal Recognition: Tribal Sovereignty: Tribal Council vs. General Tribal Council: Tribal Taxation:
<u>Non-profits</u>	<u>Counties</u>	<u>Cities</u>
Nonprofit articles of incorporation: Bylaws: Fiscal sponsor: Lobbying vs. Advocacy:	Classifications of counties: (Ex. first class, second class, towns): County Code: Incorporated county vs. unincorporated county: Board of County Commissioners: District court vs. Superior court:	City Ordinance: Strong mayoral form of city government (weak council): Strong council form of city government (weak mayor): Council-manager form of city government: City Charter: Dillon's rule vs. home rule city: Annexation: Special purpose governments and special districts: Municipal court:

Process Mapping a Policy: (individual assignment)

Due: April 15 by 6pm

Purpose: Recognize the flow of how policies are done and assessed from beginning to end.

Instructions:

Step 1: Pick a level of gov (fed, state, local) or a non-profit.

Step 2: Pick a “policy” (Ex. law, regulation, code, ordinance, executive order, bylaws, rules, MOU, MOA, contract, compact)

Step 3: Create a [process map](#) to show the steps of how this “policy” is developed, implemented, and evaluated.

Step 4: Include a [Bryson power vs. interest grid stakeholder assessment](#) & [risk analysis](#) of the policy

Step 5: Use one of these equity audit toolkits to assess the policy: [CUE](#) ; [IAOHRA](#) ; [Casey Foundation](#) ; or Racial Equity Impact Assessment :

https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf

Budget Proposal: (individual assignment)

Due: April 29 by 6pm

Instructions: Please read the entire assignment prior to beginning the assignment. You will need an electronic copy of the Original Agency Budget Proposal Request Form in order to complete this assignment. You are free to expand the length of your proposal, but it should not be longer than three pages. See Appendix 2A (Mefnifield, 2017) for an example of a budget proposal.

Step One: Outside of Class Homework – Week 4 (Announcement made)

First, each student should obtain a line-item or a program budget for an agency/department, within a city, using the internet or by going to a local city and requesting a hard copy of the budget (see Appendix 1F & G in chapter 1). After you locate the budget, select an agency/department that you feel comfortable writing a budget proposal for a new activity or function. Make a copy of the first two pages of the agency/department budget and turn it in with the rest of your assignment. Alternatively, provide the reference (pages) and electronic link.

Second, using the Original Budget Proposal Request Form, determine how you (the Agency Director) can improve that agency/department by adding a new activity or function to the agency. For example, you could create a new Child Care Program within the Department of Human Services for the City of Jonesboro.

After you decide whether to add a new program or function to the agency/department, you should type your responses on the Original Budget Proposal Request Form using a word processing program. Remember, your job is to convince others that you have a good idea. So, sell the idea. You are limited to a maximum of \$400,000.00 in your initial request.

Provide your instructor with a copy of the pertinent sections from the city or state budget that you retrieved, a copy of your Original Proposal Budget Request Form and your Revised Budget

Proposal Request Form from the in-class portion of the assignment. See Appendix 2A for an example.

Step Two: In Class Games (Week 5) – about 120 minutes

As pointed out earlier, there are four main individuals/groups involved in the budget process. Hence, the class should be split into groups of four or five. If someone is left out, they can be assigned the role of a council member and added to any particular group. Each person in the group will defend their budget request from the role of agency head while the remaining group members will assume the other roles. Given what has been stated about each one of these actors in the textbook, decide whether to approve each budget request.

Each agency director has a maximum of ten minutes to defend their budget request to the group and maximum of ten minutes to answer questions after the other actors have reviewed the budget request. When the time limit has expired, the three or four members will vote yea or nay to approving the budget based on the quality of the budget and the quality of the responses to the questions. Your success is not determined by whether or not your budget is approved by your group, but by your effort, understanding, and learning.

Step Three: Selection the Best Proposal (Post in discussion)

Each group should choose one budget that was “the best”. This budget should be briefly presented to the class.

Step Four: In Class Evaluation

When you have finished discussing each of the budgets in your group, complete the evaluation form. When everyone in the class has completed this process, and as time allows, individual agency directors can provide the entire class an overview of their project and its ultimate outcome.

Revenue Estimation and Adjustments using Excel: (individual assignment)

Due: May 6 by 6pm

Please complete questions 4, 5 and 7 from chapter 5 in the Menifield text.

Instructions: The amount of time needed to complete these questions can vary from three hours to six hours. Don't wait until the last minute to work on the questions.

Always use Excel formulas to complete mathematical functions in the spreadsheets. Do not use a calculator and plug the numbers into the spreadsheet under any circumstances.

Round dollar amounts to the nearest cent unless you are told otherwise. For example, \$34.5690 should be rounded to \$34.57 and \$43.212 should be rounded to \$43.21. When using Excel, format dollar amounts using the Excel functions. Dollar amounts should look like a dollar amount rather than just a number. As a general rule, follow the formats used in the text.

Make sure that you visually inspect the math in your spreadsheets to ensure that Excel is recalculating any changes that you make.

Excel will round numbers differently when different formulas are used. That is, two different students can insert two correct formulas and get slightly different results. Normally, these differences are very minor.

Each of the homework problems should be pasted into MS Word. It is not necessary to retype a long question on your homework assignment. However, it would be useful if you can capture the essence of a long question with a short phrase when completing an assignment in Excel. Then, paste the Excel worksheets (without the grid lines), graphs, charts, etc directly into MS Word.

Research Design Critique: (group assignment)

Instructions: Using the assigned reading *Dumping in Dixie*, provide a constructive critique of the research design. (APA format, title page, abstract, references page, main content is double spaced, 12 pt. font, Times New Roman, with section headings and use of parenthetical citations.)

Due: May 20 by 6:00pm. **Length:** 3-5 pages of content

In your own words, please answer the following questions about *Dumping in Dixie*. **Do not just summarize the book**

1. What is the purpose/hypothesis/aim/objective of the study?
 - a. What was the “gap” in the research that the authors were trying to fill by doing their study?
2. What are the major findings of the study? (It might be helpful to break it down by chapter or theme)
3. How did the authors test their hypothesis?
 - a. What main steps or measurements did the authors use?
 - b. Do the authors suggest any problems with their method (data collection tool: surveys, interviews, focus groups)?
 - c. Do you see any problems with their method?
 - d. How did they analyze their data? What tests did they use?
4. Based in your analysis, are the claims made accurate?
 - a. Do the conclusions made (about the results) by the authors make sense to you? Are the conclusions too broad or too narrow based in what was actually done in the study?
 - b. Based on the accuracy of the methodology and reliability of the results, do you think their conclusions can be believed?
 - c. Look up some of the resources cited to support the author’s arguments/findings. After reviewing these sources and interpreting it for yourself, do you come to the same conclusions as the author?
5. What is the importance of this work?
 - a. Why do the results matter?
 - b. What are the social/policy implications of the research?

Impact Assessment and Budget Request: (group assignment)

Draft 1 due: May 13

Draft 2 due: May 27

Final Due: June 3

1. Background and Context

- a. What is the policy/program/practice/plan that you are choosing to focus on? What is its intended purpose and/or what results are desired?

2. Stakeholders and Power versus Interest

- a. Who are the stakeholders or rightsholders who may be most impacted by and/or concerned with the issues related to this policy/program/practice/plan? How will each group be affected (advantaged or disadvantaged) by the issues this policy/program/practice/plan seeks to address? How are they affected differently?
- b. Who are the top 3 important stakeholders or rightsholders who could impact the outcome of this policy/program/practice/plan and what are their interests? Why do you need to address their needs? How are they likely to react to the current policy/program/practice/plan? Where do they fall on [Bryson's power versus interest grid](#)? What are their preferences and expectations with regard to this policy/program/practice/plan?
- c. Are the voices of all groups affected at the table? Have stakeholders been informed, meaningfully involved and represented in the development of this policy/program/practice/plan? Who's missing and how can they be engaged?

3. Impacts and Evidence

- a. Do current disparities exist with stakeholders around this issue or closely related ones? If so, what evidence of inequity exists? What evidence is missing or needed? Have disparities been narrowing or expanding?
- b. If disparities exist, how did they arise? What factors may be producing and perpetuating racial inequities associated with this issue?
- c. How will current disparities then be affected by this policy/program/practice/plan (adversely or positively)? For this policy/program/practice/plan, what strategies are being used, and how will they be perceived by each group?

4. Recommendation and Implementation

- a. How could adverse impacts be mitigated or prevented? What positive impacts on equity and inclusion, if any, could result from a modification or revision to the policy/program/practice/plan? Which racial/ethnic groups could benefit? Are there further ways to maximize equitable opportunities and impacts (in culturally appropriate, inclusive ways)?
- b. Is the modification realistic, adequately funded, with mechanisms to ensure successful implementation and enforcement? Please use a "New Position Request" form (Menifield, 2017, Chp 3) or a Budget Proposal (Menifield 2017, Chp 2) to specify funding levels. Are there provisions to ensure ongoing data collection, reporting, stakeholder participation and accountability?

Presentation: (group assignment)

Due: June 3. In class Presentation with Visual Aid

Note: we will **not use class time for practice presentations. You are expected to practice with your team on your own.*

Presentation: 10 minutes. Highlight the main points and take away messages of your impact assessment and budget request. All members of the group are expected to participate in the

presentation/facilitation as able. **Q and A Session:** 5 minutes. The presenters will facilitate a question and answer session with the class after their presentation is done.

A visual aid is required for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com, projeqt.com), word cloud (wordle.net or woritout.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infoogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com). All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility.
<http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf>
- If using a video, it may not take up more than 3 minutes of the presentation time.

Essential Resources for Assignment Success:

How to think Like a Data Scientist <https://medium.com/cracking-the-data-science-interview/how-to-think-like-a-data-scientist-in-12-steps-157ea8ad5da8>

Introducing a Data Mindset <https://www.oreilly.com/library/view/designing-with-data/9781449334925/ch01.html>

10 Excel Tips <https://hbr.org/2018/10/10-excel-functions-everyone-should-know>

How We Tell Stories with Data <https://hbr.org/2013/04/how-to-tell-a-story-with-data>

WA Plain Talk Guidelines <https://www.governor.wa.gov/issues/issues/efficient-government/plain-talk/know-guidelines>

APA Style <https://apastyle.apa.org/>

Purdue Writing & Grammar Guide
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Course Policies

Original Research: None. All work will be completed using secondary/existing sources.

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. You can contact our writing support at: EvergreenWritingAssistant@gmail.com ; 360-867-6820 ; LAB I, Room 3016. Also, a guide to student writing at Evergreen can be accessed through the campus Writing Center: <https://inkwellpublication.wordpress.com/>

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 9 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 and turn in any assignments that were due on the class date missed.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits 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](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: 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.

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. Please refer to TESC's [Students with Disabilities Policy](#).

Conduct & Conflict Resolution: Please refer to the MPA Student Handbook: <https://www.evergreen.edu/mpa/studenthandbook/conflictresolution>

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: <http://www.evergreen.edu/studentaffairs/student-conduct>

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.