Context of Public Administration

PNAPP Tacoma Cohort 1ˢᵗ year Core, Fall 2021

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:
Wednesday classes: 6-9pm
Location: ONLINE, Zoom & Canvas
Saturday class: Dec 11ᵗʰ , 9am-4pm
Location: ONLINE, Zoom & Canvas

Faculty Teaching Team:
Kandi Bauman: kandi.m.bauman@evergreen.edu
Amy Gould: goulda@evergreen.edu
Office hours: By Appointment

Fall 2021 Course Description:
The purpose of 1st year Core is to identify and explore the fundamentals of governing and administering for the public. In the fall quarter, we examine the foundations of public service by investigating the enduring issues for public administrators. We will increase our understanding of the political, social, cultural, and economic contexts of public administration.

Our goal is to gain an understanding of how practitioners can apply theories of public administration through praxis. We will analyze the roles and responsibilities of public administrators and their institutions at all sectors of governing. In the winter quarter, we will examine the knowledge and skills needed to practice democratic public administration through policies and organizations. Spring quarter we'll examine the budgetary and fiscal aspects of public service and public goods.

Key questions:
What is public administration as a field of study?
Who are public administrators and who are the public?
Why does public service matter? What are the enduring issues and why?

Learning objectives:
- Recognize, explain, and contrast foundational concepts and histories in public administration.
- Analyze and critique the complexity of public administration in terms of values, interests, competing orientations toward inclusion, equity, and diversity.
- Develop the ability to work effectively in teams.
- Diagnose problems, determine collaborative approaches, and devise solutions for practical problems in public administration.

Course Credit Equivalencies for Evaluation:
2 - Critical Thinking   2 - Histories of Public & Nonprofit Administration   2 – Teamwork

KSAs

Knowledge is the theoretical or practical understanding of a subject. For example, you might have knowledge of government structures used to make policies. This doesn't mean you know how to be a policy analyst. It means you know the structures.

Skills are the proficiencies developed through training or experience. For example, you demonstrate skills in using government structures to inform decisions. Skills are something that have been learned. You can develop skills through the transfer of knowledge.

Abilities are the qualities of being able to do something. There is a fine line between skills and abilities. The difference 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 decision- making skills. The MPA program improves your abilities, but the talent or ability you had for some things existed within you to start.

2021-2022 Overview
"See. Learn. Do."

Quarter	Knowledge	Skills & Abilities
Fall 2021 The Context of Public Administration	PA why, what, and who PA theory and practice: praxis Governing and Government Ethics Leadership, Service, and Equity Systems thinking Cultural responsiveness	Effective seminars Teamwork Reading for grad school Writing a white paper Stakeholder Assessment Equity Audit Making recommendations Critical thinking Presentation tools
Winter 2022 Doing Democratic Public Administration	Processes of democracies Meaningful consultation Policy in Action Policy Processes Civic engagement Collective impact Managing and Leading Team Management Organization theory/behavior Process improvement Performance measures	Managing self and teams Complete work ethic Policy Process Mapping Impact assessments Risk analysis Writing organization analysis Critical thinking Presentation tools
Spring 2022 Public Policy, Budgeting and Finance for Public Administration	Economic frames Sustainable decision making Public budgeting Finance Policy analysis Managing public goods Public and non-profit partnerships	Developing, implementing, and evaluating policy Writing policy memos and budget proposals Bill analysis Fiscal Note Critical thinking Presentation tools

4 Learning Lenses

Praxis

Equity   Systems   Leadership   Histories
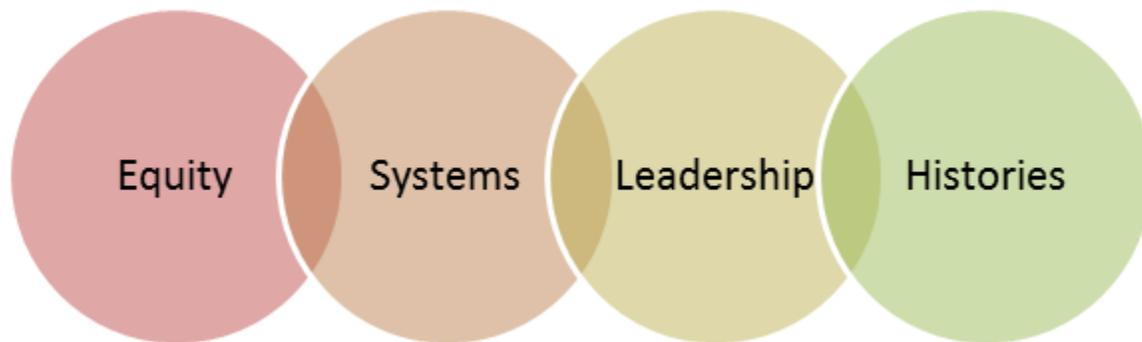
Fall 2021 Required Books:

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

Denhardt, Denhardt, & Blanc (2013). Public Administration: An Action Orientation, 7th Edition. Cengage Learning.ISBN: 978-1285434018 *Note: use any edition of this text. (used all year)

Lorde (2007). Sister Outsider: Essays and Speeches. Crossing Press. ISBN: 978-1580911863

Fall 2021 Required Articles, Reports, Videos, Podcasts: (posted on Canvas)

Week 1, Sept 29

Blessett, B., Dodge, J., Edmond, B., Goerdel, H. T., Gooden, S. T., Headley, A. M., & B.N. Williams (2019). Social equity in public administration: A call to action. *Perspectives on Public Management and Governance*, *2*(4), 283-299.

Book: Denhardt et al, 2013, Chapter 1

Book: Anheier, 2014, part 1

Critical Thinking [Video]: https://www.youtube.com/watch?v=6OLPL5p0fMg

Week 2, Oct 6

Raadschelders, J. C. N. (2010). Identity Without Boundaries: Public Administration's Canon(s) of Integration. *Administration & Society*, *42*(2), 131–159. https://doi.org/10.1177/0095399710366215

Portillo, S., Bearfield, D., & Humphrey, N. (2020). The myth of bureaucratic neutrality: Institutionalized inequity in local government hiring. *Review of Public Personnel Administration*, *40*(3), 516-531.

Podcast: #276 GovLov: The Myth of Bureaucratic Neutrality

<center>Week 3, Oct 13</center>

Systems thinking readings & videos:
[A Systems Story (Systems Thinking)](#)
[Systems Thinking!](#)
Systems Change (download PDF report) [The Water of Systems Change](#)
Resource website [Academy for Systems Change: Home](#)

[Wicked Problems Worth Solving](#)

Henry (July -Aug 1975). Paradigms of Public Administration. *Public Administration Review,* 35(4), 378-386.

Book: Anheier, 2014, part 2

<center>Week 4, Oct 20</center>

Book: Denhardt et al, 2013, Chapter 3

Bryson, Patton, Bowmanc (2011). Working with evaluation stakeholders: A rationale, step-wise approach and toolkit. *Evaluation and Program Planning.* 34, 1–12.

Website: [About TVA](#)

Film: [Built for the People, The Story of TVA](#)

<center>Week 5, Oct 27</center>

Book: Denhardt et al, 2013, Chapter 9

Haas, M. & Mortensen, M. (2016). The Secrets of Great Teamwork. *Harvard Business Review.* https://hbr.org/2016/06/the-secrets-of-great-teamwork?registration=success

Fung, A. (2006). Varieties of participation in complex governance. *Public administration review*, *66*, 66-75.

Yang, K. (2016). Creating public value and institutional innovations across boundaries: An integrative process of participation, legitimation, and implementation. *Public Administration Review*, *76*(6), 873-885.

Ted Talk [Video]: [The Power of Introverts](#)

Case Study Handout: *TBD*

<center>Week 6, Nov 3</center>

United States Census Bureau [Website]: [Explore Census Data](#) *[spend some time exploring]*

Origin of Everything [Video]: [Why Does the Government Care about Race?](#)

United States Census Bureau [Video]: [Utilizing Census Data for Emergency Management](#)

<p style="text-align:center">Week 7, Nov 10</p>

NCAI, [About Tribes](#)

Book: Denhardt et al, 2013, Chapter 2

<p style="text-align:center">Week 8, Nov 17</p>

Book: Lorde, 2007, read ALL

<p style="text-align:center">**<u>Optional Readings:</u>**</p>

Graff, G., Birkenstein, C., & Durst, R. (2006). They say, I say. *Moves that Matter in Academic Writing.*

Radd, S., & Macey, E. M. (2013). Equity by design: Developing critical consciousness through professional learning. *Indianapolis, IN: Great Lakes Equity Center.* https://greatlakesequity.org/sites/default/files/20130112456_brief.pdf

Elements of Reasoning https://community.criticalthinking.org/wheelOfReason.php

Brave Spaces Articles
- [Do We Need Safe or Brave Spaces? – Break Away](#)
- [Safe Spaces and Brave Spaces: Historical Context and Recommendations for Student Affairs Professionals](#)
- [Brave Space Alliance](#)

<p style="text-align:center">**<u>Essential Resources for Assignment Success</u>**:</p>

PA Resources

U.S. Federal Government Org Chart: https://www.usgovernmentmanual.gov/
WA State Government Org Chart:
https://ofm.wa.gov/pubs-reports/state-government-organization-chart
Pierce County Org Chart: https://www.piercecountywa.gov/5439/Executive-Leadership
City of Tacoma Government: https://www.cityoftacoma.org/government

Equity Audit Toolkits: [CUE](#) ; [IAOHRA](#) ; [Casey Foundation](#) ; or [RACE FORWARD](#)

Writing Resources

[APA Style](#); [The Owl at Purdue APA Style Introduction](#)

[Literature Reviews – The Writing Center • University of North Carolina at Chapel Hill](#)
[White Paper: Purpose and Audience (Purdue OWL)](#)
'Real World' Example White Paper [New White Paper Advocates for Equity in Civic Education](#)
'Real World' Example White Paper [Achieving Health Equity: A Guide for Health Care Organizations | IHI](#)
[How to Craft a Great One-Pager | COMPASS](#)

WA Plain Talk Guidelines [General Guidelines | Governor Jay Inslee](#)

Fall 2021 Schedule (Faculty may alter schedule)

Date	Topic	Reading/ Assignment Due
Week 1 **Sept 29**	**"The" Canon:** **Equity Lenses** 5:30 optional chat time Welcome & Introductions: 6 - 6:30 Lecture & workshop: 6:30-7:30 Seminar: 7:45-9:00	Review: [Course Video]: Canvas How To and Syllabus Overview [Video] Critical Thinking Readings: Article: Blessett et al, 2019 Book: Denhardt et al, 2014, Chapter 1 Book: Anheier, part 1 Assignment #1: Professional Personal Mission Statement
Week 2 **Oct 6**	**Troubling the Canon:** **Histories of PA** 5:30 optional chat time Lecture & workshop: 6:00-7:30 Seminar 7:45-9:00	Review: [Course Video]: Overview of Think Piece Essay & Peer Review Readings: Article: Raadschelders, 2010 Article: Portillo, et al, 2020 Podcast: #276 GovLov: The Myth of Bureaucratic Neutrality Assignment #2: Think Piece Essay A: Raadschelders (2010)
Week 3 **Oct 13**	**Systems Thinking:** **Reimagining Traditions of PA** 5:30 optional chat time Lecture & workshop: 6:00-7:30 Seminar 7:45-9:00	Readings: Resources/videos: Systems Thinking Website: Wicked Problems Book: Anheier, part 2 Article: Henry, *Paradigms of PA* Assignment #3: Think Piece Essay B: Henry (1975)
Week 4 **Oct 20**	**Leadership & Praxis** 5:30 optional chat time Lecture & workshop: 6:00-7:30 Seminar 7:45-9:00	Review: [Course Video]: Overview of Vocab Assignment Readings: Book: Denhardt, Chapter 3 Article: Bryson, *Working w/ Stakeholders* Website: About TVA Film: Built for the People, The Story of TVA Assignment #4: Vocab Strengthening

Week 5 Oct 27	**Connecting with Community & Working in Teams** 5:30 optional chat time Lecture & workshop: 6:00-7:30 Seminar 7:45-9:00 *Meet in scheduled student- faculty conferences outside of class time	Review: [Course Video]: Overview of Field Journal [Course Video]: Overview of Case Study Analysis [Video]: The Power of Introverts Readings: Denhardt, Chapter 9 Blog Post: Haas, M. & Mortensen, M. (2016) Article: Yang, 2016 Article: Fung, 2006 Case Study Handout: *TBD* Assignment #5: Field Journal
Week 6 Nov 3	**Systemic Inequity** 5:30 optional chat time Lecture & workshop: 6:00-7:30 Seminar 7:45-9:00 *form White Paper teams*	Review: [Course Video]: Overview of White Paper Assignment Readings: Websites: Census Data *[spend some time exploring]* Video: Why Does the Government Care about Race? Video: Utilizing Census Data for Emergency Management *Keep working on Case Study Analysis*
Week 7 Nov 10	**Enduring Issues** 5:30 optional chat time Lecture & workshop: 6:00-7:30 Seminar 7:45-9:00	Readings: NCAI, About Tribes Denhardt, ch 2 Assignments #6: Case Study Analysis
Week 8 Nov 17	**Insiders & Outsiders in PA** 5:30 optional chat time 6-7:30 Guest speaker TBA 7:45 -9:00 Seminar	Readings: Lorde, ALL Assignment #7a: Draft 1 White Paper
College Holiday Nov 22-26	NO CLASS	NO CLASS
Week 9 Dec 1	**Synthesis and Review** 5:30 optional chat time Learning Inventory 6:00-7:30 Team time: 7:45-9:00	[Course Video]: Presentation and Visual Aid Assignment Readings: None Assignment #7b: Draft 2 White Paper
Week 10 Dec 8 **Wednesday**	**Practice Presentations** 5:30 optional chat time 6-7:30 Practice Presentations in seminar 7:45-9:00 Team Time	Readings: None Assignment #8a: Draft Visual Aid
Week 10 Dec 11 **Saturday**	**Final presentations** 9:00-4:00pm *Cohort give backs*	Readings: None Assignments #7c & #8b: Final White Paper, Final Visual Aid

<h1 style="text-align:center"><u>Assignments</u></h1>

Assignment #1: Professional Personal Mission statement
Due: 9/29 on Canvas by 6:00pm Length: one page

Instructions: Write a one page highlights paper about your professional personal mission statement. What is your professional purpose/goals/values? What is your contribution to society? Please review examples posted on canvas. Be prepared to share and discuss in small groups during class.

Assignment #2: Think Piece Essay A: Raadschelders (2010)
Due: 10/6 posted on Canvas by 6:00pm -see assignment description below-

Assignment #3: Think Piece Essay B: Henry (1975)
Due: 10/13 posted on Canvas by 6:00pm   Length: 5 pages (double spaced. Page length does not include title page, abstract, and works cited page).Use APA format and cite all of your sources (direct quotes and paraphrases).

Think Piece Essay Description:
The practice of critical thought means that you assess the assumptions and positions of yourself and between people in groups and organizations. This practice is important to managers and leaders because it helps us understand how we co-create and socially construct our perspectives in relation to each other. This also helps us to assume nothing and challenge everything.

Instructions: First, refer to the video and online material about critical thinking from week 1. Second, critically read the readings assigned for the week the paper is due. Essay A will focus on the Raadschelders (2010) and Essay B will focus on Henry (1975). In your essays, assess the following elements of the authors' thoughts: point of view, purpose, question at issue, information, interpretation and inference, concepts, assumptions, implications and consequences. Finally, respond to the following questions by assessing your own reasoning as informed by the authors. Based on your critical thinking of the readings, what is the role of government? Who are the public? Who are public administrators?

Think Piece Essay Assignment Evaluation:

Well Done	Done	Not Done
The essay conveys a clear understanding of at least two readings and explores the connections between the readings through multiple dimensions of critical analysis. The essay utilizes examples and evidence from the readings to support individual reasoning. Writing has been proofread for major spelling and grammatical errors. Citations are complete and correctly formatted.	The essay conveys a clear understanding of at least one reading and sufficiently outlines the author's intent and assumptions. The essay utilizes examples and evidence from the selected reading to support individual reasoning. Writing may have a few spelling or grammatical errors. Some citations may be missing or not formatted correctly.	The essay does not suggest the writer has a clear understanding of the reading(s). Examples and/or citations are absent. Spelling and/or grammatical errors impeded response coherence and clarity. You may be asked to resubmit your assignment.

Think Piece Essay Peer Review: *Please use the Peer Review Worksheet provided.*

Peer Review Required: Providing thoughtful and critical feedback to your colleagues is an important practice that provides you the opportunity to expand and convey your thinking, and at the same time provide insight that can help your colleagues improve their own writing products. This assignment requires you to practice both generous and close reading strategies to provide meaningful and constructive feedback.

Instructions: First, read and download the Peer Review Worksheet posted under the "assignment how-to" Canvas module. Second, determine which peer's assignment has been assigned to you by checking the Peer Essay Assignment spreadsheet posted on Canvas. Third, read your assigned peer's work at least two times. On your second read, complete the Peer Review Worksheet. Once you have completed the Peer Review Worksheet, you will post the worksheet as a comment to the original post of the person whose work you reviewed. *Your peer review should be completed before the next class after the original assignment was due.*

Assignment #4: Vocabulary Strengthening
Due: 10/20 posted on Canvas by 6:00pm

Purpose: Increase a shared vocabulary about government structures, governing processes, and policies.

Instructions: Of the terms listed in the assignment handout, pick at least 25 to define (or note their differences). Write one paragraph per term. Please do not simply copy/paste from an online dictionary. Explain the terms in your own words so that these terms become yours. Write in your own words. Cite your sources.

Vocab Assignment Evaluation:

Well Done	Done	Not Done
Twenty-five or more terms are explored though definitions that are thorough and appropriately cited. Some definitions may use more than one source and all definitions are written in students' own words. Definitions reflect the common understanding of the term and potentially conflicting interpretations. Writing has been proofread for major spelling and grammatical errors. Citations are accurate and formatted correctly.	Twenty-five terms are submitted with brief definitions that are appropriately cited. Definitions convey a general understanding of terms through students' own words but occasionally use direct quotes from sources. Writing has been proofread for major spelling and grammatical errors. Citations are included but could use additional information or formatting.	Less than 25 terms are submitted, definitions are incomplete, and/or simply cut and paste from external sources. Spelling and/or grammatical errors impeded response coherence and clarity. Note: You may be asked to resubmit your assignment.

Assignment #5: Field Journal
Due: 10/27 posted on Canvas by 6:00pm   Length: 5 pages (double spaced). Page length does not include title page, abstract, and works cited page.Use APA format and cite all of your sources (direct quotes and paraphrases).

Purpose: Much of our leadership lessons come from personal experiences and observations in the field (our surrounding environment in the practice of public administration). The primary goal of a field journal is for you to document your leadership observations and for you to grow as a leader. The secondary goal of a field journal is to put you in public service experiences you have yet to explore.

Instructions: Attend a public meeting safely either in-person or virtually (ex. Legislative committee meeting, City Council meeting, County Commision meeting, Planning Commission, Port Authority, non-profit Board meeting, etc.). Observe the actions or inactions of leadership and the context of the situation.

Do *not* pick an organization you work for or already know a lot about.

Write a narrative description of your experience that explains where you went, background about the organization, and what you learned from the meeting. Additionally, respond to the following questions:

Problem identification: What problems were identified? Were they addressed? What are some of the facts surrounding the problems? What critical issues contributed to the problems?

Recommendations: Were recommendations made and, if so, by who? What were the recommendations to address the problems? How effective do you think these recommended actions will be in alleviating the problems?

 Funding: Who funded the meeting?

Leadership observations: Who did you identify as leaders and why? What leadership qualities did you observe?

Observing the room: What was the physical space like and how did it impact the meeting? Who was in attendance? What did you notice about the audience members and their body language/reactions?

Audience participation: Did the audience participate, and if so, how?

Government and governing observations: What government structures were involved and what governing actions were made?

Making connections: How do your observations connect to the readings and/or concepts explored in class?

Field Journal Assignment Evaluation

Well Done	Done	Not Done
Field Journal	Field Journal	Field Journal
Journal narrative provides a well- crafted and succinct background. Field observations demonstrate a keen awareness of the actors, structures, and dynamics present in the meeting.	Journal narrative provides an adequate background to frame the meeting context. Field observations address the prompts but lack sufficient or interesting detail.	Little to no background information is provided on the organization or meeting context. Field observations do not address the prompts or seem incomplete.

Peer Review: *Please use the Peer Review Worksheet provided on Canvas.*
Peer Review Required: Providing thoughtful and critical feedback to your colleagues is an important practice that provides you the opportunity to expand and convey your thinking, and at the same time provide insight that can help your colleagues improve their own writing products. This assignment requires you to practice both generous and close reading strategies to provide meaningful and constructive feedback.

Instructions: First, read and download the Peer Review Worksheet posted under the "assignment how-to" Canvas module. Second, determine which peer's assignment has been assigned to you by checking the Peer Essay Assignment spreadsheet posted on Canvas. Third, read your assigned peer's work at least two times. On your second read, complete the Peer Review Worksheet. Once you have completed the Peer Review Worksheet, you will post the worksheet as a comment to the original post of the person whose work you reviewed. *Your peer review should be completed before the next class after the original assignment was due.*

Assignment #6: Case Study Analysis
Due: 11/10 posted on Canvas by 6pm   Length: 5 to 8 pages (double spaced). Page length does not include title page, abstract, and works cited page. Use APA format and cite all of your sources (direct quotes and paraphrases).

Purpose: The case approach is widely used in the study of public administration. The case provided will highlight a "real world" case for you to analyze and interpret. A "case" is simply an event, decision, change, or action we can use to learn from for future occurrences of a similar "case".

Instructions: Using the case distributed in Week 5, you will develop an analysis of issues, key considerations, and equity implications. Please include section headings to help structure your thinking and address all of the listed prompts. Your case analysis papers should:

- Succinctly state the problem(s) identified in the case,
- Identify the critical issues contributing to the problem,
- Specify major actions taken in the case to current day (*optional: you may choose to do additional research on development in the case*),
- Evaluate the effectiveness vs. the efficiency of each major action,
- Identify two key implications for equity in the case,
- Provide two recommendations for future action for an actor of your choice,
- Describe two important lessons this case highlights for public service then and now.

Case Study Analysis Assignment Evaluation:

Well Done	Done	Not Done
The analysis addresses all prompts thoughtfully and thoroughly. The analysis includes examples and relevant citations to support reasoning. Recommendations and important lessons are insightful and draw from concepts and frameworks explored in class. Writing has been proofread for major spelling and grammatical errors. Citations are complete and correctly formatted.	All prompts/questions are addressed but may not provide sufficient clarity or evidence. The analysis sufficiently connects details and events from the case with concepts and frameworks explored in class. Writing has a few spelling or grammatical errors. Some citations may be missing or not formatted correctly.	All analysis prompts are not addressed. Analysis is not clear or relevant to the case details provided. Examples and/or citations are absent. Spelling and/or grammatical errors impeded response coherence and clarity. You may be asked to resubmit your assignment.

Peer Review: *Please use the Peer Review Worksheet provided on Canvas.*

Peer Review Required: Providing thoughtful and critical feedback to your colleagues is an important practice that provides you the opportunity to expand and convey your thinking, and at the same time provide insight that can help your colleagues improve their own writing products. This assignment requires you to practice both generous and close reading strategies to provide meaningful and constructive feedback.

Instructions: First, read and download the Peer Review Worksheet posted under the "assignment how-to" Canvas module. Second, determine which peer's assignment has been assigned to you by checking the Peer Essay Assignment spreadsheet posted on Canvas. Third, read your assigned peer's work at least two times. On your second read, complete the Peer Review Worksheet. Once you have completed the Peer Review Worksheet, you will post the worksheet as a comment to the original post of the person whose work you reviewed. *Your peer review should be completed before the next class after the original assignment was due.*

Assignment #7: White Paper (Team Assignment)
One person from the team can upload the assignments with all team members' names on it.
Due: 11/17 Draft 1 White Paper (posted by 6pm)
Due: 12/1 Draft 2 White Paper with one pager (posted by 6pm)
Due: 12/11 Final White Paper with one pager (posted by 9am)
Length: 8 to 10 pages, double spaced, APA format. Your page limit does not include your title page, table of contents, executive summary, works cited page, or any appendices. Examples of each piece of the white paper will be posted on canvas.

Description: White papers provide the public and decision makers with an issue overview, definitions of terms, boundaries of a recommendation, frame the recommendation with stakeholders/rightsholders in mind, find gaps in existing actions to show how your recommendations may fill these gaps, and establish your credibility as a public servant through knowledge and evidence by persuasively convincing your audience to adopt your recommendation.

Instructions: Faculty will assign you to a team of 2 to 3 students from within your seminar group. Your team will select a public administration issue to learn more about by writing a white paper (as a team).

Together, your team will write a **white paper that should include**:

● Title page; One pager; Table of contents; Executive Summary
● Background of the Issue [pick a specific focus: a policy, program, service, plan, agreement, compact, executive order, etc.]
● Use 2020 Census Data to Explain the Issue
● Interconnected Nature of Public Problems: Explain the Systems Thinking involved
● Identification of "a" Problem to Shift with Systems Change
● Definitions of Key Terms
● Recommendation = Literature Review: Discuss Pros & Cons of Recommendation
● Stakeholder/Rightsholder Assessment of Recommendation: use the tool on page 5 from Bryson power vs. interest grid
● Equity Audit of Recommendation: use this tool https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf
● Works cited page
● Appendices (Ex. Team Work Plan)

Include resources and citations throughout the document to properly assess your identification of the problem and your recommendation. Sources must come from existing information (ex. don't do any interviews) and may include government documents, research reports, case law, policy briefs, books, academic journals, newspapers, websites, etc. You are encouraged to use readings from the class and incorporate PA theories where relevant. *Tips: Do not start with a position. Be open to your perspective changing as you become informed. Do not attempt an exhaustive review of all sources. Synthesize information; do not summarize. Use very few direct quotes and do not use any long quotes.*

Assignment #8: Visual Aid for Presentation (Team Assignment)
Draft Due: 12/8 (posted by 6pm)
Final Due: 12/11 (posted by 9am)
Presentation: 10 minutes. Q&A Session: 5 minutes. Total: 15 minutes.
A visual aid is required for the presentation. Consider using one or more of the following tools: slide shows (powerpoint, google slides, prezi, haikudeck, visme), word cloud, website (wix.com, weebly.com) infogram (Piktochart, thinglink), animation (sparkol, powtoon), timeline (timetoast), interactive Kanban board (trello). All presentations should adhere to the following guidelines:
   ● Any photographs or graphs/charts should have a 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 the entire presentation time.
All members of the group are expected to participate in the presentation/facilitation as able.

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.