“Doing Democratic Public Administration”

Winter 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:

<table>
<thead>
<tr>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Faculty</th>
<th>Email</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>6-9pm</td>
<td>ONLINE</td>
<td>Lucky Anguelov</td>
<td><a href="mailto:anguelol@evergreen.edu">anguelol@evergreen.edu</a></td>
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<tr>
<td>Saturday</td>
<td>Jan 9, 10:30am-3pm</td>
<td>ONLINE</td>
<td>Amy Gould</td>
<td><a href="mailto:goulda@evergreen.edu">goulda@evergreen.edu</a></td>
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<td></td>
<td>Meghan Doughty</td>
<td><a href="mailto:doughtym@evergreen.edu">doughtym@evergreen.edu</a></td>
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Guiding Themes & Questions:

Process
What are processes for governing? How do we do public management?

Products
How can public servants use policies to manage equitably and ethically?

People
What are organizations? How do we administer public goods with democratic organizations?

Course Description:

Our focus is on doing administration with an emphasis on democratic processes and systems thinking, particularly the roles and relationships of administrators across sectors. Important themes of the quarter include how to manage equitably and ethically, how to apply a variety of frameworks for making sense of organizational phenomena, and how to meet potential changes.

Learning Objectives:

- Evaluate ethical and equitable processes for administering public goods in democratic organizations.
- Develop introductory organizational analysis skills.
- Understand policies and management products within diverse organizations.
- Recognize public management and organizational differences across sectors, roles, and partnerships.
Course Equivalencies:
2 – Public Management
2 – Ethics
2 – Organization Behavior

Required Books: (carried forward from fall quarter)


Winter 2021 Schedule *(subject to change at faculty discretion)*

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>1/7</td>
<td>Lecture: Public Management</td>
<td>Assignment #1:</td>
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<tr>
<td></td>
<td>Workshop: stakeholder analysis</td>
<td>• Case Analysis</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td></td>
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<td>• Stillman Chapter 4</td>
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<td>• Anheier Chapter 12</td>
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<td>• Governing the hollow state</td>
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<td>1/9 [Saturday]</td>
<td>Lectures/ Guest speakers: Democratic Processes</td>
<td><strong>Readings:</strong></td>
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<tr>
<td>10:30am-3pm</td>
<td></td>
<td>• <a href="https://www.nature.com/articles/s41599-020-0506-4">Centennial Accord</a></td>
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<td>• Millenium Agreement</td>
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<td>• Reedy, et al.</td>
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<td>• <a href="https://www.nature.com/articles/s41599-020-0506-4">https://www.nature.com/articles/s41599-020-0506-4</a></td>
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<td></td>
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<td>• Anheier Chapter 16</td>
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<td>• Guy &amp; McCandless Chapter 4</td>
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<td><strong>Week 2</strong></td>
<td>Lecture: Policies &amp; Processes</td>
<td><strong>Readings:</strong></td>
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<td>1/14</td>
<td>Workshop: policy memo</td>
<td>• Schneider &amp; Ingram: social constructions of target populations</td>
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<td>• Levine: where policy comes from</td>
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<td>• Lukensmeyer: Learning from the Past, Committing to the Future</td>
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<td>• Fowler, et al: Solving Homelessness from a Complex Systems Model</td>
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<td>• <a href="https://www.nature.com/articles/s41599-020-0506-4">Systems Thinking video</a></td>
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<td>Week 3</td>
<td>Lecture: Policies &amp; Ethics</td>
<td>Assignment #2:</td>
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<td></td>
<td>Workshop: policy memo</td>
<td>• Policy Memo</td>
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<tr>
<td>1/21</td>
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<td>Readings:</td>
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<tr>
<td></td>
<td></td>
<td>• O’Leary, Ethics of Dissent, ch. 5</td>
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<td></td>
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<td>• Whistleblowing and Employee Loyalty. <a href="https://doi.org/10.1007/978-1-4020-4984-2_8">https://doi.org/10.1007/978-1-4020-4984-2_8</a></td>
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<td></td>
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<td>• Anheier, Chapter 15</td>
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<td>• Stillman, Chapter 15</td>
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<tr>
<th>Week 4</th>
<th>Lecture: Public Management &amp; Ethics</th>
<th>Assignment #3:</th>
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<tr>
<td>1/28</td>
<td>Workshop: Authority</td>
<td>• Policy Memo</td>
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<td>Readings:</td>
<td>Readings:</td>
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<td></td>
<td>• Gould &amp; Peters: Authorizing Environment</td>
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<td>• Ruachhaus: Principal-Agent Problems in Humanitarian Intervention</td>
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<tr>
<th>Week 5</th>
<th>Lecture: Ethics &amp; Public Goods</th>
<th>Readings:</th>
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<tr>
<td></td>
<td>*Schedule check-ins with your seminar faculty</td>
<td>• What Is Evil? – 8-Bit Philosophy <a href="https://www.youtube.com/watch?v=dLUHIVLyRxA">https://www.youtube.com/watch?v=dLUHIVLyRxA</a></td>
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<td>**Org Analysis teams formed</td>
<td>• Adams and Balfour: Administrative Evil</td>
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<tr>
<th>Week 6</th>
<th>Lecture: Org Behavior I</th>
<th>Assignment #4:</th>
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<tr>
<td>2/11</td>
<td>Workshop: org analysis</td>
<td>• Memo: Results WA</td>
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<td>**Org Analysis teams formed</td>
<td>Readings:</td>
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<tr>
<td></td>
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<td>• Milhauser, <a href="https://www.youtube.com/watch?v=dLUHIVLyRxA">Organizational Metaphors</a> (video)</td>
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<td>• Senge: Learning Organizations (video)</td>
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<td>• Johansson (video), <a href="https://www.youtube.com/watch?v=dLUHIVLyRxA">Medici Effect</a></td>
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<td>• Stillman - Ch 9</td>
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<td>• Guy &amp; McCandless - Ch 2</td>
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<td>• Anheier- Ch 11</td>
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<tr>
<th>Week 7</th>
<th>Lecture: Org Behavior II</th>
<th>Readings:</th>
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<tbody>
<tr>
<td>2/18</td>
<td>Workshop: org analysis</td>
<td>• Moynihan: A great schism approaching? <a href="https://doi.org/10.30636/jbpa.11.15">https://doi.org/10.30636/jbpa.11.15</a></td>
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<td></td>
<td>• Stillman Chapters 10 &amp; 15</td>
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<td>• Guy &amp; McCandless Chapter 7</td>
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<td>Week 8</td>
<td>Synthesis &amp; Review</td>
<td>Assignment #5:</td>
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<tr>
<td>2/25</td>
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<td>• Draft 1 Org Analysis</td>
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<tr>
<th>Week 9</th>
<th>Practice Presentations</th>
<th>Assignment #6:</th>
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<tbody>
<tr>
<td>3/4</td>
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<td>• Draft 2 Org Analysis &amp; Draft Visual Aid</td>
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<tr>
<th>Week 10</th>
<th>Final Presentations</th>
<th>Assignment #7:</th>
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<tr>
<td>3/11</td>
<td></td>
<td>• Final Org Analysis &amp; Final Visual Aid</td>
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**Required Readings (by week):**

**Week 1: Public Management (Thursday)**

Stillman - Chapter 4  
Anheier - Chapter 12  


*Week 1: Supplemental Resources:*

More Perfect podcast: One Nation, Under Money (link)


Michael Sandel Ted Talk: “Why we shouldn’t trust markets with our civic life”

**Week 1: Democratic Processes (Saturday)**

Anheier - Chapter 16  
Guy & McCandless - Chapter 4  

Centennial Accord and Millenium Agreement

Reedy, J., Orr, R., Spicer, P. *et al.* (2020) Deliberative democracy and historical perspectives on American Indian/Alaska native political decision-making practices. Open access: Humanities Social Science Community, 7, 16. [https://www.nature.com/articles/s41599-020-0506-4](https://www.nature.com/articles/s41599-020-0506-4)

*Week 1: Supplemental Resources (Saturday):*

Yakama Nation Org Chart  
Confederated Tribes of the Colville Reservation (scroll down to Org chart)  
Federal Org Chart  
WA State Org Chart  
Thurston County Org Chart (information column, scroll down to organization chart)  
City of Olympia Org Chart (scroll down to city organization chart)

[con't.] Week 1: Supplemental Resources (Saturday):

Crash Course, Political Ideologies

Municipal Research Services Center for WA

Overview of the Legislative Process; Guide to Legislative Process
TVW: How a bill becomes a law

Week 2: Policies & Processes


Fowler, et al: Solving Homelessness from a Complex Systems Model

Systems Thinking video: https://youtu.be/GPW0j2Bo_eY

Week 2: Supplemental Resources:


Meadows: Systems Thinking & Theory U http://donellameadows.org/systems-thinking-resources/

Senge: Systems Thinking video https://www.youtube.com/watch?v=eXdzKBWDraM

Week 3: Policies & Ethics

Anheier- Chapter 15

Stillman - Chapter 15


**Week 3: Supplemental Resources:**


American Scandal podcast: Big Tobacco Season ([link](https://www.whistleblowers.gov/))

**Week 4: Public Management & Ethics**


**Week 4: Supplemental Resources:**


**Week 5: Ethics & Public Goods**

What Is Evil? – 8-Bit Philosophy [https://www.youtube.com/watch?v=dLUHIvLyRxA](https://www.youtube.com/watch?v=dLUHIvLyRxA)


**Week 5: Supplemental Resources:**
Planet Money podcast: Rethinking Black Wealth ([link](https://www.prosci.com/adkar/adkar-model))

Code Switch podcast: The Original 'Welfare Queen' ([link](https://www.prosci.com/adkar/adkar-model))

Week 6: Org Behavior I

Milhauser, Organizational Metaphors (video)

Senge: Learning Organizations (video)

Johansson (video), Medici Effect

Stillman - Chapter 9
Guy & McCandless - Chapter 2
Anheier- Chapter 11

Week 6: Supplemental Resources:
About Performance Audits – Results Washington

Liberating Structures (website)

Senge (article), Learning Organizations

Academy for Systems Change (website)

Week 7: Org Behavior II


Stillman - Chapters 10 & 15
Guy & McCandless - Chapter 7

Week 7: Supplemental Resources:

Assignments:

Assignment #1: Case Analysis
Due: January 7th by 6:00pm posted to canvas
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. Each case will highlight the topic presented through 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 from chapter 4 of the Stillman book learn what you can about the case (beyond what is presented in the book) and provide a current day analysis of the case. Include section headings to help structure your thinking.

Your case analysis papers should:

● Update the background and facts surrounding the case,
● Succinctly state the problem,
● Identify the critical issues contributing to the problem,
● Specify major actions taken in the case to current day,
● Evaluate the effectiveness vs. the efficiency of each major action,
● Decide what the best course(s) of action were/are. Why?
● What are the important lessons to learn for public service then and now?

Key Skills: Practice synthesis and critical thinking skills; practice ability to problem-solve; demonstrate ability to evaluate administrative practices.

Assignment #2 & #3: Policy Memo
#2 Due: January 21st by 6:00pm posted to canvas.
#3 Due: January 28th by 6:00pm posted to canvas.
Length: 1 page, single spaced, including an executive summary

Purpose: The ability to write a strong and concise policy memo is one of the most important skills for policy practitioners in all fields. Instead of describing and analyzing the readings, you are using the readings to make a recommendation to a decision maker.

For professional policy analysts in local and regional public administration, think tanks, political consultation firms, lobby groups, and more, policy memos are written repeatedly on a variety of topics, and this assignment is intended to both increase facility with this critical writing skill and connect theory to applied practice.

Instructions: Your assignment is to write a policy memo on the topic of ethics, connecting the assigned readings for weeks 3 & 4 respectively to a real-world organizational ethical dilemma and you must incorporate one or more of the readings into your analysis.

Select one issue within the assigned ethical topic and write a targeted policy memo to a specific decisionmaker identifying the problem and providing a recommendation. Use a memo style heading and include an executive summary of 3 sentences maximum. For guidance on policy memo writing, review the posted reading from Behn (2012) and the USC Libraries Research Guides.

Key Skills: Distill complex concepts into concise logical and persuasive statements; practice concise and targeted writing; demonstrate ability to problem-solve and think critically.

Assignment #4: Memo - Management response to Results WA performance audit
Due: February 11th by 6:00pm posted to canvas
Length: 1 page, single spaced, including an executive summary

Purpose: Performance audits are used to evaluate how programs meet their objectives with the goal making them work better. The audits compare how organizations’ programs meet legal requirements and can be used to improve the delivery of public services. After receiving a draft of the audit report, agencies’ managers typically prepare a written response. This response is
then included in the final audit report before it is publicly released.

**Instructions:** Your assignment is to write a memo evaluating a management response to a performance audit. After reviewing the template (see below) how would you evaluate the management response for the performance audit of your choice? Your memo should not only evaluate the response in the audit, but also advise a manager on the appropriateness of the response. Considering the provided template, what should the response have accomplished? What’s missing from the response?

Your task is to review Office of the Washington State Auditor Performance Audit Reports (https://sao.wa.gov/reports-data/performance-reports/) and evaluate the auditee responses using the template specific to the State Auditor’s Office for the cases when OFM provides a response along with the agency (https://results.wa.gov/improving-government/about-performance-audits/reporting).

Select one issue within the audit’s management response and write a targeted memo to a specific manager identifying a problem with the audit’s management response and providing a recommendation. Use a memo style heading and include an executive summary of 3 sentences maximum. For guidance on memo writing, review the posted reading from Behn (2012) and the USC Libraries Research Guides.

**Key Skills:** Distill complex concepts into concise logical and persuasive statements; practice concise and targeted writing; demonstrate ability to problem-solve and think critically.

**Assignment #5: Draft 1 Organizational Analysis (team assignment)**

**Note:** A thorough organizational analysis would take many months or even years to complete. Such an undertaking would require surveys, interviews, and focus groups with staff, leadership, and clients. An exhaustive organizational analysis would involve culling through mountains of internal documents, records of decisions, mandates, policies, and budgets. You are *not doing this!* Your task is to conduct what would be “phase 1” of a cursory organizational analysis: the outsiders’ perspective. You will use only publicly available resources and likely end up with more critical questions than definitive answers.

**Due:** February 25th posted to canvas by 6:00pm.

**Length:** 15 pages max of content. Does not include title page, works cited page, or appendices.

**Description:** Conduct an organizational analysis of a public, non-profit, or Tribal government organization. The goal of the assignment is to expand your skills at organizational assessment and provide insights into the realities of life in organizations. You should select an organization you DO NOT currently work for. *This assignment will be completed in teams of 2 to 3 students.*

**Instructions:** Teams should form within your seminar week 6.

**Step 1:** Get the basics.
- Write a teamwork plan.
- Write your own definition of an organization. This definition will guide the focus of your analysis. (Ex. structure, staff, leadership, managers, boards, mission, policies, programs, clients, funders)
- Select a public, non-profit, or Tribal government organization to analyze.
- Gather some initial background information (publicly available) to ensure you have access to sufficient basic information about the organization (org chart, funding sources, mission, population served, etc.).

**Step 2:** Write an org analysis that covers the following elements.
- Mission and/or vision, brief history, population served and public need(s) addressed, key budget information, organizational structure/chart, staffing.
- What is the organization known for and what are its key accomplishments? Based on your outsiders’ assessment, what is the organization good at and where has it fallen short? Is it known for any innovations? How productive are its relationships with other levels or parts of government and/or non-profit organizations? Is it democratic in form and action? Is the organization prepared for the future? Responding to these questions will involve a search of secondary resources (government reports, news media, academic research, org memos, press releases, and other background documents/materials publicly available). Select an organization that has information readily and publicly available.
- What are the challenges the organization is currently facing? (These could be challenges of strategy, budget, program implementation, management or some combination).
- Explain your team’s recommendation for how the organization should address the main challenge it faces along with evidence supporting your recommendation. To do this, incorporate the relevant readings from this quarter as “evidence”.

*** Note responses to these questions should be presented in the form of a literature review woven throughout the org analysis. Include resources and citations throughout the document. 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/org 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 #6: Draft 2 Organizational Analysis & Draft Visual Aid (team assignment)
Due: March 4th posted to canvas by 6:00pm.
Presentation: 10 minutes. Highlight the main points and take away messages of your org analysis. 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, projext.com), word cloud (wordle.net or woritout.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infrogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com). 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.
- If using a video, it may not take up more than 3 minutes of the presentation time.

Assignment #7: Final Org Analysis Paper & Visual Aid
Due: March 11th, both posted to canvas by 6:00pm.
Essential Resources for Assignment Success:

Writing a Case Study analysis https://writingcenter.ashford.edu/writing-case-study-analysis

How to write a memo: https://writingcenter.gmu.edu/guides/writing-business-memos

Writing a Literature Review https://writingcenter.unc.edu/tips-and-tools/literature-reviews/

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


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


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.