

# *“Doing Democratic Public Administration”*

*Winter 2019*

## *1st Year Core MPA: Tribal Governance Concentration*

**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.”



Master of Public Administration Program

### **Class Meetings & Locations:**

**Fridays 1:00-4:00pm; Saturdays & Sundays 9:00am-4:00pm**

Weekend 1: Jan. 11-13; TESC Longhouse

Weekend 2: Jan. 25-27; Squaxin Island Museum & TESC Longhouse

Weekend 3: Feb. 8-10; TESC Longhouse

### **Faculty Teaching Team:**

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### **Course Description:**

The purpose of the 1<sup>st</sup> year Core is to identify and explore the fundamentals of governing and administering for Tribes, Tribal communities, and Indigenous peoples. Building on our work from fall quarter, we will examine the knowledge and skills necessary to successfully practice public administration within diverse organizations across governments and nonprofits. Specifically, we will explore what it takes to lead in a democracy. We will focus on how to administrate with innovative processes and systems thinking. We will examine challenges of administrating within our processes, roles, and in the complex webs of our democratic system. Finally, we will develop skills in making sense of organizational phenomena, how to diagnose what is happening in an organization, assessing external pressures, and crafting recommendations for organizational change.

### **Learning objectives:**

- Examine and evaluate practices for administering and leading in democracy.
- Develop introductory organizational analysis skills.
- Increase understanding about working effectively in various environments and with diverse populations.
- Improve skills in critical thinking, writing recommendations, public speaking, and working effectively in teams.

## 2019 Core Courses Overview

“See. Learn. Do.”

| Quarter  | Knowledge  | Skills & Abilities  |
|--|--|---|
| <p><b><u>Winter 2019</u></b><br/>           Doing Democratic<br/>           Public<br/>           Administration<br/>           Jan. 11-13<br/>           Jan. 25-27<br/>           Feb. 8-10</p>  | <ul style="list-style-type: none"> <li>• Living Indigenous Leadership</li> <li>• Organization Structure, Theory, Development, and Behavior</li> <li>• Ethics and Advocacy</li> <li>• Systems Thinking</li> <li>• Processes of Democracy</li> <li>• Community Engagement</li> <li>• Program Evaluation</li> </ul>               | <ul style="list-style-type: none"> <li>• Writing literature reviews and organizational analyses</li> <li>• Communication within various governing environments</li> <li>• Problem solving and Systems analysis</li> <li>• Bill Analysis</li> <li>• Place-based leadership</li> <li>• Public speaking</li> <li>• Critical thinking and reading</li> <li>• Presentation styles and tools</li> </ul> |
| <p><b><u>Spring 2019</u></b><br/>           Public Policy,<br/>           Budgeting and<br/>           Finance for Public<br/>           Administration<br/>           March 29-31<br/>           April 12-14<br/>           April 26-28</p> | <ul style="list-style-type: none"> <li>• Economic Systems</li> <li>• Policy Design</li> <li>• Fiscal and Policy Analysis</li> <li>• Public Budgeting</li> <li>• Grant Management</li> <li>• Managing Public Goods</li> <li>• Performance measurement</li> <li>• Government Partnerships</li> <li>• Data Sovereignty</li> </ul> | <ul style="list-style-type: none"> <li>• Negotiating and messaging</li> <li>• Analyzing recommendations and implementing mandates</li> <li>• Writing literature reviews, policy briefs, and budget summaries</li> <li>• Primary voice</li> <li>• Secondary research</li> <li>• Critical thinking and reading</li> <li>• Presentation styles and tools</li> </ul>                                  |

## Required Readings

### **Required Books [carried forward from fall quarter]:**

Jorgensen (2007). *Rebuilding Native Nations: Strategies for Governance and Development*. University of Arizona Press. ISBN: 978-0816524235. **\*used all year\***

Paul & Elder (2014). *The Miniature Guide to Critical Thinking - Concepts and Tools*. (Thinker's Guide). 7<sup>th</sup> edition. Foundation for Critical Thinking. ISBN: 978-0985754402. **\*used all year\***

### **Required Books [new for winter quarter]:**

Kenny, C. and Ngaroimata Fraser, T., Eds. (2013). *Living Indigenous Leadership: Native Narratives on Building Strong Communities*. UBC Press. ISBN: 978-0774823470.

O'Leary, R. (2013). *The Ethics of Dissent: Managing Guerilla Government*. 2<sup>nd</sup> edition. CQ Press. ISBN: 978-1452226316.

Wilkins (2011). *The Hank Adams Reader: An Exemplary Native Activist and the Unleashing of Indigenous Sovereignty*. Fulcrum Publishing. ISBN: 9781555914479.

### **Required Guides [carried forward from fall quarter]:**

NCSL (2002). [\*Models of Cooperation between States and Tribes\*](#).

NCSL & NCAI (2000). [\*Government to Government\*](#).

NCAI (2015). [\*Tribal Nations and the United States: An Introduction\*](#).

**WEEKEND ONE: Jan 11-13**

**Topic: Leadership & Democracy**

Required Book Reading: *Living Indigenous Leadership*, foreword, preface, ch. 1 & any other 4 chapters

**Student's Choice for Friday 1/11 (pick at least one to read; all readings are posted on canvas)**

Trahant (2018, Nov. 13). [Seven Election Lessons from Indian Country](#). *Indian country Today*.

NCAI (2018). [Workforce Development Toolkit](#) .

Lukensmeyer (2010). Learning From the Past, committing to the Future: A Practitioner's View of Our Democracy. *Public Administration Review*, Vol. 70, p. S273-S283

Perry (2015). 100 Years of local government progress. *Public Administration Review*, 75(5): 690-691

Rosenbloom, D. H. (1983). Public Administrative Theory and the Separation of Powers. *Public Administration Review*, Vol. 43, No. 3, p. 219-227

Sirianni (2007). Neighborhood Planning as Collaborative Democratic Design. *Journal of the American Planning Association*, Vol. 73, No. 4, p. 373-387

**Topic: Leadership & Community Engagement**

Required Book Reading: *Hank Adams Reader*, pages 1-207

**Student's Choice for Saturday 1/12 (pick at least one to read; all readings are posted on canvas)**

Podcast: "[Turning Strangers into Political Friends](#)," by Danielle Allen

Podcast: "[Trust Me](#)" by Stephen Dubner

Block, [Civic Engagement and the Restoration of Community](#)

U.S. Climate Resilience Toolkit. [The Swinomish Tribal Community Prepares for Climate Change Impacts](#).

**Topic: Literature Reviews**

**Student's Choice for Sunday 1/13 (pick at least one to read; all readings are posted on canvas)**

[What is a Literature Review?](#)

[Writing a Literature Review](#)

[Organizing a Literature Review](#)

Drawson, Toombs, Mushquash (2017). [Indigenous Research Methods: A Systematic Review](#). *The International Policy Journal*, vol. 8, Iss. 2, DOI:10.18584/iipj.2017.8.2.5

Wilson (2009). [Research is Ceremony](#). Selected front matter

**Topic: Legislative Process**

Required Guides: NCSL (2002). [Models of Cooperation between States and Tribes](#). NCSL & NCAI (2000). [Government to Government](#). NCAI (2015). [Tribal Nations and the United States: An Introduction](#).

**Student's Choice for Sunday 1/13 (pick at least one to read; all readings are posted on canvas)**

Video: [TVW: How a bill becomes a law](#) and Podcast: [Civics 101](#)

[Overview of the Legislative Process](#) and [A Citizen's Guide to Effective Legislative Participation](#)

[How to testify in committee](#)

**WEEKEND TWO: Jan 25-27**

**Topic: Organization Analysis**

**Student's Choice for Friday 1/25 (pick at least one to read; all readings are posted on canvas)**

Video: Milhauser, [Organizational Metaphors](#)

Training Guide: [Org theories explained to UN](#)

Meier and Krause, [The Scientific Study of Bureaucracy: An Overview](#)

Video: Senge, [5<sup>th</sup> Discipline](#)

Senge, [Learning Organizations](#)

Dull (2010). Leadership and Organizational Culture. *Public Administration Review*, 70(6), p. 857-866

Behn (1995). The Big Questions of Public Management. *Public Administration Review*, 55(4), p. 313-324

Madrazo and Senge (2011). Being the Change: Building Communities of Collaboration and Co-inspiration for Systemic Change, *Academy for Systemic Change*

**Topic: Systems Thinking**

**Student's Choice for Saturday 1/26 (pick at least one to read; all readings are posted on canvas)**

Video: [Systems Thinking for Program Effectiveness](#)

Video: Senge, [Introduction to Systems Thinking](#)

Video: Johansson, [Medici Effect](#) , Creating Intersections for Innovation

Meadows, [Systems Thinking Resources](#)

Video: [A Systems Story](#)

**Topic: Program Evaluation**

**Student's Choice for Saturday 1/26 (pick at least one to read; all readings are posted on canvas)**

Child Welfare, [A Roadmap for Collaborative and Effective Evaluation in Tribal Communities](#)

Kellogg Foundation (2004). [Logic Model Development Guide](#)

Watson, "Picturing Your Program: [An Introduction to Logic Modeling](#)" (powerpoint)

Walker & Bigelow (2011). A Constructive Indian Country Response to the Evidence-Based Program Mandate. *Journal of Psychoactive Drugs*, Vol. 43, Iss. 4, p. 276-281

LaFrance, et al. (2012). Culture writes the script: On the centrality of context in indigenous evaluation. *New Directions for Evaluation*, 59–74. doi: 10.1002/ev.20027

**Topic: Tools for Recommendations**

**Student's Choice for Sunday 1/27 (pick at least one to read; all readings are posted on canvas)**

[SWOT Analysis](#) to do Gap/Needs Assessment

[Stakeholder Analysis](#) for a hypothetical offshore wind farm and [Collective Impact](#) community toolbox

[Community Assets Inventory](#), Center for Applied Rural Innovation

[Community Assets Mapping](#), UCLA Center for Health Policy Research

[Participatory Asset Mapping](#), A Community Research Lab Toolkit

[Decision Trees](#), choosing by projecting expected outcomes

[Strategic Plan](#), Nooksack Tribe-wide example and [Strategic Planning Guide for Tribal Health Department](#)

Winter 2019 Schedule (Faculty may alter schedule)

**Weekend 1: “Administering & Leading in Democracy”**

**Friday January 11: Longhouse**

| Time   | Topic/Activity   | Due   |
|--------|--|---|
| 1:00pm | Welcome & Opening Words<br>Syllabus Overview & Backcasting Planning<br>Lecture Topic: Leadership & Democracy | <u>Reading:</u> Student’s choice of readings listed by lecture topic  |
| 2:30pm | BREAK  |   |
| 2:45pm | Seminar  | <b>Assignment #1:</b> Learning Reflection<br><u>Required Reading:</u><br><i>Living Indigenous Leadership</i> , foreword, preface, ch.1 & student’s choice of any other 4 chapters |
| 4:00pm | End  |   |

**Saturday January 12: Longhouse**

| Time          | Topic/Activity  | Due   |
|---------------|---|---|
| 9:00am-4:00pm | <b><i>In Collaboration with Native Pathways Program</i></b><br>Guest Speaker: TBD<br>Viewing party: “ <a href="#">Mankiller</a> ” documentary film<br>Debrief together<br>MPA Lecture/Workshop Topic: Leadership & Community Engagement | <u>Required Reading:</u><br><i>Hank Adams Reader</i> , pgs. 1-207<br>Student’s choice of readings listed by lecture topic |

**Sunday January 13: Longhouse**

| Time    | Topic/Activity   | Due   |
|---------|--|---|
| 9:00am  | Lecture Topic:<br>Literature Reviews, Resources & Writing            | <u>Readings:</u> Student’s choice of readings listed by lecture topic   |
| 10:30   | Break  |   |
| 10:45   | Lecture Topic:<br>Legislative processes: Bills, RCWs, WACs, & Change | <u>Readings:</u> Student’s choice of readings listed by lecture topic   |
| 12:00pm | POTLUCK LUNCH TOGETHER   |   |
| 1:00pm  | Workshop/Seminar: Bill Analysis                                      | <b>Assignment #2:</b> Seminar Paper<br><u>Seminar Readings:</u><br>NCSL. <a href="#">Models of Cooperation between States and Tribes</a> .<br>NCSL & NCAI. <a href="#">Government to Government</a> .<br>NCAI. <a href="#">Tribal Nations and the United States</a> . |
| 4:00pm  | Closing Words & End  |   |

**Assignment #3:** Literature Review, Due Monday 1/21. Read literature review assignments posted by peers to start forming your teams for the Org Analysis assignment. Form org analysis assignment teams of 2-3 students from within your seminar group.

**Weekend 2: "Organizations & Democracy"**

**Friday January 25: Longhouse**

| Time   | Topic/Activity  | Due   |
|--------|---|---|
| 1:00pm | Opening words<br>Overview of org analysis & highlights paper<br>Lecture/workshop: Org theory, development, behavior |   |
| 2:45pm | BREAK   |   |
| 3:00pm | Seminar/workshop: form teams for org analysis assignment & write team work plan                                     | <b>Assignment #4:</b> Seminar Paper<br><u>Seminar Reading:</u><br>Student's choice of readings listed by topic for org analysis |
| 4:00pm | End   |   |

**Saturday January 26: Squaxin Island Museum**

| Time    | Topic/Activity   | Due  |
|---------|--|--|
| 9:00am  | Guest Speakers: Abe Gardner, Beau Bakken<br>Mason County Opioid Task Force |  |
| 10:45am | BREAK  |  |
| 11:00am | Workshop: Mini-Org analysis  |  |
| 12:00pm | POTLUCK LUNCH TOGETHER   |  |
| 1:00pm  | Lecture: Government Structures and Decision Processes                      | <u>Readings:</u><br>Jorgensen, chs.6 & 9                             |
| 2:45pm  | BREAK  |  |
| 3:00pm  | Lecture topic:<br>Systems thinking & program evaluation                    | <u>Reading:</u> Student's choice of readings listed by lecture topic |
| 4:00pm  | End  |  |

**Sunday January 27: Longhouse**

| Time    | Topic/Activity   | Due  |
|---------|--|--|
| 9:00am  | Seminar  | <u>Seminar Reading:</u><br><i>Ethics of Dissent</i> , prelude, ch.1 & student's choice of any other 2 chapters |
| 10:30am | BREAK  |  |
| 10:45am | Lecture/workshop: Ethics & Advocacy  |  |
| 12:00pm | POTLUCK LUNCH TOGETHER   |  |
| 1:00pm  | Lecture/workshop: Tools for Making Recommendations<br>Presentation Tools Review<br>Team time for Org Analysis & Highlights Paper | <u>Reading:</u><br>Student's choice of readings listed by lecture topic  |
| 4:00pm  | Closing Words & End  |  |

**Assignment #5:** Draft Org Analysis & Highlights Paper, Due Monday 2/4

**Weekend 3: “Recommendations to Organizations for Democracy in Action”**

**Friday February 8: Longhouse**

| <b>Time</b> | <b>Topic/Activity</b>  | <b>Due</b> |
|-------------|--|------------|
| 1:00pm      | Opening words<br>Guest Speaker: TBA  |            |
| 2:45pm      | Break  |            |
| 3:00pm      | Seminar: Public Speaking with Purpose<br>Telling the Story<br>(getting ready for practice presentations) |            |
| 4:00pm      | END  |            |

**Saturday February 9: Longhouse**

| <b>Time</b> | <b>Topic/Activity</b>  | <b>Due</b>                             |
|-------------|--|--|
| 9:00am      | Seminar: Practice presentations to classmates with your draft visual aid to receive feedback | <b>Assignment #6: Draft Visual Aid</b> |
| 11:00am     | Team time: Faculty & student teams work on assignments together                              |  |
| 12:00pm     | POTLUCK LUNCH TOGETHER   |  |
| 1:00pm      | Team time: Faculty & student teams work on assignments together                              |  |
| 4:00pm      | End  |  |

**Sunday February 10: Longhouse**

| <b>Time</b> | <b>Topic/Activity</b>   | <b>Due</b>   |
|-------------|---|--|
| 9:00am      | Final Presentations   | <b>Assignment #7: Final Org Analysis, Highlights Paper, &amp; Final Visual Aid</b> |
| 12:00pm     | POTLUCK LUNCH TOGETHER  |  |
| 1:00pm      | Final Presentations   |  |
| 2:00pm      | Review of our shared learning for the quarter<br>Give backs to our learning community |  |
| 4:00pm      | Closing Words & End   |  |

**Evaluations** are due no later than Monday February 18, 2019. A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via [my.evergreen.edu](http://my.evergreen.edu). Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

## Assignments

### **Assignment #1: Learning Reflection**

**Due:** Friday January 11<sup>th</sup> posted to canvas by 1:00pm. **Length:** up to you. **Format:** up to you.

**Description:** The goal of a learning reflection is to track and map your learning so far. It allows you to see how the pieces of a class fit into the whole of your learning. By keeping a learning inventory, you actively and deliberately participate in your own learning process so knowledge turns into actionable wisdom.

**Instructions:** What did you learn from our fall quarter core course, “Context of Public Administration”? Refer back to the last workshop we did: “Synthesis & Review”. The study guide and responses from that workshop are posted on fall quarter canvas site. For your learning reflection, how you display the information is up to you (Ex. mind map, table, outline, chart, website, infographic, essay, Haiku Deck, video, etc). This assignment will be done individually and will be shared in seminar.

#### **Requirements:**

- Include the knowledge, skills, or abilities [KSAs] you learned from our fall quarter course: “Context of Public Administration”. Include the readings, lectures, guest speakers, or workshops relevant to each KSA.
- Note how the topics were connected for you. What themes or learning linkages connected throughout the course?
- What did you take away from our shared learning? What materials or experiences from our course were most valuable to you?
- How do these most valuable pieces of your learning from the “Context of PA” course relate to the book *Living Indigenous Leadership*? (reading assigned for weekend 1 of our winter quarter course, “Doing Democratic PA”)

**Resources:** [Explanations of mind mapping](#) and [How to Make a Mind Map](#).

Tool for mind mapping: <https://coggle.it/>

### **Assignment #2: Seminar Paper**

**Due:** Sunday January 13<sup>th</sup> posted to canvas by 9:00am.

**Length:** 2-3 pages (does not include title page, abstract, or works cited page). Use APA format and cite all of your sources (direct quotes and paraphrases).

**Instructions:** Critique the three required seminar readings for Sunday Jan 13<sup>th</sup>:

NCSL (2002). [Models of Cooperation between States and Tribes](#).

NCSL & NCAI (2000). [Government to Government](#).

NCAI (2015). [Tribal Nations and the United States: An Introduction](#).

Written as an essay in APA format, respond to the following questions:

- 1) What is the specific question/issue addressed? How is it framed?
- 2) Who is the intended audience? Is the style and format appropriate for the intended audience?
- 3) What is the main argument?
- 4) Are the claims of the author(s) wildly overstated? Are their arguments supported?
- 5) What does the author(s) take for granted (their assumptions)?
- 6) What’s missing? Who is missing?

### **Assignment #3: Literature Review**

**Due:** Monday January 21st posted to canvas by 9:00am. **Length:** 5-6 pages, double spaced, APA format.

**Instructions:** Write a literature review of 10 resources minimum (journals, government reports, newspapers, primary voice, etc.). The lit review should provide:

- Your definition of a democratic organization,
- the background of an organization you select,
- a problem the organization is facing,
- and the basis for your recommendation to solve the problem.

A “literature review” is an assessment of relevant resources to help you respond to the organization’s problem. Consider selecting an organization you’ve had a problem with in the past (as a service recipient or agency partner). This is your opportunity to learn more about them. *\*Do not select an organization where you are currently employed.\** The organization you pick could be a Tribal government department, an area within a Tribal enterprise, an agency within a federal/state/county/city government, or a section within a non-profit organization. Write in an essay format with resources discussed across paragraphs (compare/contrast sources). Use very few direct quotes and no long quotes if possible.

*We write literature reviews to:* Understand the background of a topic; define terms; set boundaries for the scope of our analysis (clarify what is out of scope); challenge our assumptions rather than simply support our predetermined conclusions; compare and contrast sources (find agreement and disagreement on terms, facts, definitions, reasons, major debates); identify gaps in available information; tell the story; build credibility through knowledge and evidence. Readers and decision makers need useful resources. *\*Note: Read other student’s literature reviews from within your seminar group. Start forming teams for the org analysis assignment.\**

### **Assignment #4: Seminar Paper**

**Due:** Friday January 25th posted to canvas by 1:00pm. **Length:** 2-3 pages (does not include title page, abstract, or works cited page). Use APA format and cite all of your sources (direct quotes and paraphrases).

**Instructions:** Critique the assigned seminar reading for Friday Jan 25<sup>th</sup> based on your selection of at least one of these readings about org analysis:

Video: Milhauser, [Organizational Metaphors](#)

Training Guide: [Org theories explained to UN](#)

Meier and Krause, [The Scientific Study of Bureaucracy: An Overview](#)

Video: Senge, [5<sup>th</sup> Discipline](#) or article: Senge, [Learning Organizations](#)

Dull (2010). Leadership and Organizational Culture. *Public Administration Review*, 70(6), p. 857-866

Behn (1995). The Big Questions of Public Management. *Public Administration Review*, 55(4), p. 313-324

Madrazo and Senge (2011). Being the Change, *Academy for Systemic Change*

Written as an essay in APA format, respond to the following questions:

- 1) What is the specific question/issue addressed? How is it framed?
- 2) Who is the intended audience? Is the style and format appropriate for the intended audience?
- 3) What is the main argument?
- 4) Are the claims of the author(s) wildly overstated? Are their arguments supported?
- 5) What does the author(s) take for granted (their assumptions)?
- 6) What’s missing? Who is missing?

### **Assignment #5: Draft Organization Analysis & Highlights Paper (Group Assignment)**

**Due:** Monday February 4 by 9:00am posted to canvas.

**Length:** 10-15 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.

Highlights paper length: 1 page, single spaced.

**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 questions than answers.

**Description:** This assignment will be completed in teams of 2 to 3 students from within your seminar group. Build on one of your group member’s lit review assignments. **Select an organization none of you currently work for.** Conduct an organizational analysis of the selected Tribal government department, or area within a Tribal enterprise, or agency within a federal/state/county/city government, or section within a non-profit organization. The goal of the assignment is to expand your skills at organizational assessment and provide insights into the realities of life in organizations.

#### **Instructions for Org Analysis & Highlights Paper:**

Step 1: Get the basics.

- Write a team work 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. *\*Pick an organization where you are not currently employed.\**
- 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: Respond to the questions and key points below. This will involve a search of secondary resources (government reports, news media, academic research, org memos, meeting minutes, press releases, and other background documents/materials publicly available). Select an organization that has information readily and publicly available. 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?
- What are its relationships with other levels or parts of governments and/or non-profit organizations?
- Is it democratic in form and action? Why or why not.
- Is the organization prepared for the future? Is it sustainable? Why or why not.
- What are the challenges currently facing the organization? (Ex. community engagement, innovation barriers, restructuring, change, planning, budget, program implementation, management, or some combination.)
- Pick one challenge to “solve”. Explain your team’s recommendation for how the organization should address this challenge & evidence supporting your recommendation (lit review).

Step 3: Write a one page highlights paper about the key points of your org analysis & recommendation.

### **Assignment #6: Draft Visual Aid & Practice Presentation (Group Assignment)**

**Due:** Saturday February 9th posted to canvas by 9:00am.

**Presentation.** 10 minutes. Highlight main points and take away message. **Q & A Session:** 5 minutes. The presenter(s) will facilitate a question and answer session with the class after their presentation is done.

**A visual aid is required** for the presentation. 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](#).
- If using a video, it may not take up more than half the presentation time. \*Please turn on the closed captioning feature for videos.\*
- All members of the group are expected to participate in the presentation/facilitation as able.

### **Assignment #7: Final Org Analysis, Highlights Paper, & Final Presentation with Visual Aid**

**Due:** Sunday February 10th by 9:00am posted to canvas.

See assignment details above. Incorporate feedback into final assignments. Presentations will occur during our normally scheduled class and faculty will assign team presentation times.

### **Course Policies**

**Human Subjects Review (HSR):** *Students will NOT collect original data for this class.*

**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 on Friday 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 15 hours (Ex. one weekend) 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 weekend to weekend), 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 at the end of the course if all 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:** The student's self-evaluation and evaluation of their seminar faculty are required to be submitted through my.evergreen.edu. Final eval conferences are required. Student's 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 classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate. 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 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 transportation 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 Tribal governments, Tribal organizations, or Indigenous 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.