**Tribal Governance, Analytical Techniques for Public Service**
**MPA 2nd year core, Fall 2015**
**Friday 1-5pm, Saturday & Sunday 9am-5pm**
**October 30-November 1, November 13-15, December 4-6**
**Location: TBA**

| Faculty | Phone & E-mail | Office |
|---|---|---|
| Michael Lane | 360.867.6578, lanem@evergreen.edu | Lab I, 3010 |
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**TESC 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."

**Year Long Curriculum at a Glance, 2015-2016 MPA 2nd year core**

| Quarter | Content Areas | Skill Development Objectives |
|---|---|---|
| **Fall**<br>**ATPS I**<br>**Oct. 30-Dec. 6** | <ul><li>Research & Tribes</li><li>Indigenous & Western Philosophies of Social Science</li><li>Limitations of Research</li><li>Methodologies & Methods</li><li>Insider vs. Outsider</li><li>Ethics & Human Subjects Review</li><li>Responsible Research</li><li>Cultural Relevancy</li></ul> | <ul><li>Secondary & Original Research</li><li>Literature Review</li><li>Data Collection instruments</li><li>Research Proposal</li><li>Applying Analytical Techniques with Tribal Organizations</li></ul> |
| **Winter**<br>**ATPS II**<br>**Jan. 8-Feb. 7** | <ul><li>Analyzing & Interpreting Data</li><li>Excel Data Pack</li><li>Descriptive & Inferential Stats</li><li>Grounded Theory & Ethnography</li><li>Transforming Data to Information</li><li>Research Display</li></ul> | <ul><li>Interpreting Reports</li><li>Research Writing</li><li>Data Collection</li><li>Data Analysis</li><li>Communicating w/Data</li><li>Research as Story</li></ul> |
| **Spring**<br>**Capstone** | <ul><li>MPA Reflection, Integration, & Demonstration</li></ul> | <ul><li>Applied learning</li></ul> |

**Fall 2015 Course Description**:

Analytical Techniques for Public Service is a two quarter core program for second year MPA students. Each quarter focuses on specific approaches to applied research in Tribal Governments and Indigenous communities. The learning objectives include:

- Understanding Indigenous research methodologies and why we do research.
- Becoming competent in quantitative and qualitative data collection and analysis.
- Understanding how various research approaches can be used to maintain the status quo or as instruments of positive social, economic, and political change in decision making.
- Understanding various critiques of analytical techniques.
- Becoming an ethical producer and consumer of research.

In the fall, we will respond to questions of research design:

1) What are Indigenous Knowledge frameworks and the paradigms of social science?
2) What are the ethical considerations in research with Indigenous communities and Tribal Governments?
3) How are surveys, interviews, and focus groups practiced in everyday public service?
4) How are research projects designed?

Our goal is to practice research design and analysis by gaining a better understanding of how to approach, critique, use, analyze, and communicate research in public service.

**Books:**

Babbie, E. (2015). *The Practice of Social Research.* 14th Edition. Cengage. ISBN: 978-1305104945  (used fall & winter)

Smith, L. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd edition. Zed Books. ISBN: 978-1848139503(used fall only)

Wilson, S. (2009). *Research Is Ceremony: Indigenous Research Methods*. Fernwood Publishing Co. ISBN: 978-1552662816 (used fall only)

**Resource Articles:**

*Topic: Case Study* Basics of Developing Case Studies & Samples ; Introduction to Case Study

*Topic: Focus Groups* Conducting Focus Groups ; Focus Groups Tips for Beginners

*Topic: Ethics* Steps for Conducting Research and Evaluation in Native Communities ; Protocols and Principles for Conducting Research in an Indigenous Context

**Articles:**

Ermine, W. (2007). The Ethical Space of Engagement. *Indigenous Law Journal*. Vol. 6, Iss. 1

Evans, L. (Nov 2011). Expertise and Scale of Conflict: Governments as Advocates in American Indian Politics. *The American Political Science Review*, Vol. 105, No. 4, p. 663-682

Fuller, S. (2004). *Kuhn vs. Popper: The Struggle for the Soul of Science*. Columbia University Press. Book Review retrieved from: http://www.cjsonline.ca/pdf/kuhnpopper.pdf

Hodge, F. (2012). No Meaningful Apology for American Indian Unethical Research Abuses. *Ethics and Behavior*, Vol. 22, No. 6, p. 431- 444. Retrieved from:  http://www.nnaapc.org/publications/fhcrc%20article.pdf

Little Bear, L. (2000). "Jagged Worldviews Colliding". found in *Reclaiming Indigenous Voice and Vision*. Battiste, M. (ed). UBC Press

Jacob, M. & Peters, W. (Fall 2011). "The Proper Way to Advance the Indian": Race and Gender Hierarchies in Early Yakima Newspapers. *Wicazo Sa Review*, Vol. 26, No. 2, p. 39-55.

Lajimodiere, D. (Fall 2011). Ogimah Ikwe: Native Women and Their Path to Leadership. *Wicazo Sa Review*, Vol. 26, No. 2, p. 57-82.

McCawley, P. (n.d.) Logic Model for Program Planning and Evaluation. University of Idaho.

Pearson, C., Parker, M., Fisher, C. Moreno, C. (2014). Capacity Building from the Inside Out: Development and Evaluation of a CITI Ethics Certification Training Module for American Indian and Alaska Native Community Researchers. *Journal of Empirical Research on Human Research Ethics,* Vol. 9, No. 1, p. 46–57.

Santiago-Rivera, et al. (1998). Building Community-Based Research Partnership: Lessons From the Mohawk Nation of Akwesasne. *Journal of Community Psychology*. V. 26 n. 2, p. 163-174.

Schnarch, B. (2004).  Ownership, Control, Access, and Possession (OCAP) or Self-Determination Applied to Research: A Critical Analysis of Contemporary First Nations Research and Some Options for First Nations Communities. First Nations Centre National Aboriginal Health Organization.

**Reports:**

NCAI Report. (**Read pgs. 22- 24**; Section III. A. "Survey of Tribal Comments to Treasury") Indian Tribal Governments: Report on the General Welfare Doctrine as Applied to Indian Tribal Governments and Their Members. ADVISORY COMMITTEE ON TAX EXEMPT AND GOVERNMENT ENTITIES (ACT). June 6, 2012. NCAI.

GAO Report. Native American Housing: Additional Actions Needed to Better Support Tribal Efforts GAO-14-255: Published: Mar 27, 2014. Publicly Released: Mar 27, 2014.

U.S. Census Brief. (Jan. 2012). The American Indian and Alaska Native Population 2010.

FACT SHEET: Big Data and Privacy Working Group Review
https://www.whitehouse.gov/the-press-office/2014/05/01/fact-sheet-big-data-and-privacy-working-group-review

**Recommended Resources (Optional, Not Required):**

Data Use Toolkit for Tribal Programs http://www.aidainc.net/Data%20Toolkit.pdf

From Whatever!!! To Understanding and Applying Basic Statistics
http://academic.evergreen.edu/curricular/atpsmpa/Stats%20basics.pdf

Starting an IRB: Suggestions for Tribes, Tribal Colleges, and Tribal Communities
http://depts.washington.edu/ccph/pdf_files/Start_a_Tribal_IRB.pdf

Model Tribal Research Code
http://www.nptao.arizona.edu/research/NPTAOResearchProtocolsWebPage/AILawCenterModelCode.pdf

Hopi Cultural Preservation Office. Protocol for Research, Publication and Recordings: Motion, Visual, Sound, Multimedia and other Mechanical Devices. http://www8.nau.edu/hcpo-p/ResProto.pdf

Conducting Research in Indian Country http://extension.arizona.edu/sites/extension.arizona.edu/files/pubs/az1460.pdf

Human Centered Community Development (PDF used last year; re-posted to canvas)

Online Stats Book with Examples & Videos http://onlinestatbook.com/2/introduction/inferential.html

Seattle Open Data https://data.seattle.gov/

U.S. Census Bureau http://www.census.gov/ Databook: Change on AI Reservations http://taylorpolicy.com/us-databook

Washington Tribes http://www.washingtontribes.org/ WA State Library http://www.sos.wa.gov/library/ask.aspx

Zotero (organize your research resources) https://www.zotero.org/

Survey Monkey (survey design & analysis tool: see the translator and phone survey tools too)
https://www.surveymonkey.com/ Survey Tool with video capability https://www.instant.ly/survey-tool/

Video Based Online Focus Group Tool http://www.itracks.com/products-services/video-chat/

Kovach, M.E. (2010). *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. University of Toronto Press. ISBN: 978-1442612112

Fowler, F. (1995). *Improving Survey Questions: Design and Evaluation*. Applied Social Research Methods Series, Volume 38. Sage Publications.

Krueger, R. & Casey, M. (2014). *Focus Groups: A Practical Guide for Applied Research*. 4th Edition.

Locke, L., Silverman, S., Spirduso, W. (eds.) (2009). *Reading and Understanding Research*. 3rd Edition.

Yin, R. (2013). *Case Study Research: Design and Methods*. 5th Edition.

## Fall 2015 Schedule (*Faculty may alter schedule)

**Friday, October 30**

| Time | Activity | Deliverable |
|---|---|---|
| 1:00pm | Course Overview & Introductions.<br>Lecture: Indigenous Knowledge Framework | Assignment #1<br>Concept Paper due 10/26<br>Assignment #2<br>Methodology Paper due 10/30 |
| 2:45pm | BREAK | |
| 3:00pm | Seminar | Readings:<br>Smith, ALL<br>Little Bear, article |
| 4:15pm | Discussion: End Goal= Research Proposal | Reading:<br>Babbie, ch. 17, & p. 28, 113-119 |
| 5:00pm | END | |

**Saturday, October 31**

| Time | Activity | Deliverable |
|---|---|---|
| 9:00am | Lecture: Indigenous & Western Philosophies of Social Science, Paradigms & Ideologies | Reading:<br>Fuller, article<br>Babbie, chs. 1 & 2 |
| 10:30am | BREAK | |
| 10:45am | Seminar | Reading:<br>Wilson, ALL |
| 12:00pm | LUNCH | |
| 1:00pm | Discussion: Indigenous Research Methodologies & Quantitative, Qualitative, Mixed Approaches | Readings:<br>Lajimodiere, article<br>Babbie, chs. 4, 10 |
| 2:30pm | BREAK | |
| 2:45pm | Lecture/Workshop: Obtrusive vs. Unobtrusive Research, Literature Review, Problem Identification & Definition, Guiding Research Question, Library Resources | Readings:<br>Jacob, article<br>Babbie, chs. 11& 17, p. 28, 113-119 |
| 5:00pm | End | |

**Sunday, November 1**

| Time | Activity | Deliverable |
|---|---|---|
| 9:00am | Lecture/Workshop: Ethics of Conducting Research in Indian Country, Being Culturally Responsible & Relevant | Readings Articles:<br>1) Schnarch 2) Ermine |
| 10:30am | BREAK | |
| 10:45am | Seminar | Reading Article: Pearson |
| 12:00pm | LUNCH | |
| 1:00pm | Discussion: Human Subjects Review & Tribal Ethics Protocols | Reading Resource Articles:<br>Topic: Ethics<br>Readings:<br>1) Hodge 2) TESC HSR application<br>Babbie, ch. 3 |
| 2:30pm | BREAK | |
| 2:45pm | Presentation/Workshop: Case Study & Program Evaluation | Reading Resource Articles:<br>Topic: Case Study<br>Readings:<br>1) Evans 2) McCawley<br>Babbie, chs. 12, & p. 302-303 |
| 4:30pm | Recap | |
| 5:00pm | End | *Research Project Teams Formed* |

**Assignment #3: Draft 1 Research Proposal  Due**: posted on canvas Monday 11/9 by 8:00am.

**Friday, November 13**

| Time | Activity | Deliverable |
|---|---|---|
| 1:00pm | Lecture: Role of the Researcher, Insider vs. Outsider | Assignment #4: Draft 2- Research Proposal Reading: Babbie, p. 291-296 |
| 2:45pm | BREAK | |
| 3:00pm | Seminar | Readings Article: Santiago-Rivera |
| 4:15pm | Discussion: Participatory Action Research | Reading: Babbie, p. 305 |
| 5:00pm | END | |

**Saturday, November 14**

| Time | Activity | Deliverable |
|---|---|---|
| 9:00am | Lecture: Instrument Design with the End in Mind= Surveys, data dictionary, Levels of Measurement | Reading: Babbie, p. 139-143, 412-415 & ch. 9 |
| 10:30am | BREAK | |
| 10:45am | Workshop: Design Survey & Data Dictionary | |
| 12:00pm | LUNCH | |
| 1:00pm | Seminar | Reading Report: U.S. Census Brief |
| 2:30pm | BREAK | |
| 2:45pm | Lecture: Sampling & Limits of Research: Validity, Reliability, Causation, Correlation, Prediction | Reading: Babbie, chs. 5 & 7 |
| 5:00pm | End | |

**Sunday, November 15**

| Time | Activity | Deliverable |
|---|---|---|
| 9:00am | Lecture: Instrument Design with the End in Mind= Interviews, Focus Groups, Qualitative Coding | Readings: NCAI report Babbie, p. 307-315 & ch.13 Reading Resource Articles: Topic: Focus Groups |
| 10:30am | BREAK | |
| 10:45am | Workshop: Design Interview Questions & Coding Scheme, Focus Group Observation | |
| 12:00pm | LUNCH | |
| 1:00pm | Seminar | Reading: GAO report |
| 2:30pm | BREAK | |
| 2:45pm | In Service: Research Project Work Time with Team & Faculty | |
| 4:30pm | Recap | |
| 5:00pm | End | |

**Assignment #5: Draft 3 Research Proposal  Due**: posted on canvas Monday 11/23 by 8:00am.
**Assignment #6:Draft 4 Research proposal & HSR Due**: posted on canvas Monday 11/30 by 8:00am

**Friday, December 4**

| Time | Activity | Deliverable |
|---|---|---|
| 1:00pm | Research Project Work Time with Team & Faculty | |
| 4:30pm | Recap | |
| 5:00pm | END | |

**Saturday, December 5**

| Time | Activity | Deliverable |
|---|---|---|
| 9:00am | Peer Reviews of Research Proposal & HSR | |
| 10:30am | BREAK | |
| 10:45am | Research Project Work Time with Team & Faculty | |
| 12:00pm | LUNCH | |
| 1:00pm | Research Project Work Time with Team & Faculty | |
| 2:30pm | BREAK | |
| 2:45pm | Discussion: Big Data & Appropriate Use of Government Data? | Reading Report: Big Data & Privacy Fact Sheet Reading: Washington State Open Data |
| 5:00pm | End | |

**Sunday, December 6**

| Time | Activity | Deliverable |
|---|---|---|
| 9:00am | Discussion: Future of Research in Indian Country? | |
| 10:30am | BREAK | |
| 10:45am | Research Project Work Time with Team & Faculty | |
| 12:00pm | LUNCH | |
| 1:00pm | Research Project Work Time with Team & Faculty | Assignment #7: Final- Research proposal & HSR |
| 4:30pm | Recap | |
| 5:00pm | End | |

*Advisory evals at end of fall quarter; eval conferences are optional. Final two quarter cumulative evals (student self-eval & student eval of seminar faculty) submitted through my.evergreen.edu no later than February 19, 2016. Eval conferences are required. Student self eval and eval of seminar faculty are required. *

## Assignments

### Assignment #1: Concept Paper (Individual Assignment)
**Due:** posted on canvas Monday 10/26 by 8:00am.  **Length**: One page double spaced (300 words)
What general topic or problem are you passionate about as it relates to your future career path? Based on this, what are you interested in researching for your 2<sup>nd</sup> year core project? What do you plan to learn by systematically investigating this topic? What do you intend to contribute to public administration by analyzing this issue? Read other papers posted by your classmates and start to form teams of 2 students based on common interest areas.

### Assignment #2: Methodology Paper (Individual Assignment)
**Due**: posted on canvas Friday 10/30 by noon. Length:8 pages double spaced (2,000 words)
Indigenous Methodologies have unique aspects for anyone conducting research among Indigenous Peoples, whether they are Indigenous or non-Indigenous. The assigned readings, *Decolonizing Methodologies* by Linda Smith*, Research is Ceremony* by Shawn Wilson and *Jagged World Views Colliding* by Leroy Little Bear explore these issues and provide frameworks and guidance to rethink research as not a purely objective exercise. Write an essay applying what you have learned from the readings to your own personal research interests and how you might use them.

**Assignment #3: Draft 1 Research Proposal (Group Assignment)**
**Due**: posted on canvas Monday 11/9 by 8:00am. **Length**: 2 pages double spaced (500 words)
*In teams of no more than 2 students*, *each team will pick a research topic to study over two quarters (fall & winter)*.
The research proposal in the fall quarter is the premise for the data collection and analysis in the winter quarter. For the first part of your research proposal, co-write the following pieces: Problem Statement: Identify and define the problem you are going to research. Why is this a problem? So What Statement: why does the research matter, who should care, who is the audience? What paradigm(s) will you draw from and why? Co-draft a team work plan. Examples provided.

**Assignment #4: Draft 2 Research Proposal (Group Assignment)**
**Due**: posted on canvas Friday11/13 by 8:00am. **Length**: 4 pages single spaced. (2,000 words)
Include revisions from 1ˢᵗ draft. Annotated bibliography of 20 resources with a relevancy/usefulness scale. Examples will be provided.

**Assignment #5: Draft 3 Research Proposal (Group Assignment)**
**Due**: posted on canvas Monday 11/23 by 8:00am. **Length**: 10-16 pages double spaced (4,000 words)
Include updates from previous draft. Using the most relevant resources from your annotated bibliography, include a co-written literature review of 10 resources (journals, gov reports, newspapers, etc.). The lit review should provide the background of your research problem. Based on this knowledge, write one clear guiding research question (proposals may also include hypothesis/null ). As a team, define all key terms used in your guiding research question. Define your sample (potential subjects/respondents) and sampling approach. Identify and discuss your research methodology. Select an appropriate method (survey, interviews, focus group, or combination). What is your research going to measure? List and define your potential measures/variables.

**Assignment #6: Draft 4 Research Proposal & Draft HSR (Group Assignment)**
**Due:** posted on canvas Monday 11/30 by 8:00am. **Two separate documents**: 1) Research proposal 2) HSR application.
Research Proposal: Includes updates from previous draft. Provide data dictionary and/or coding scheme to accompany data collection instruments. Provide a research plan (limitations, assumptions, how you will physically collect the data, access, contact lists, schedule, location, delivery method, feasibility: who, when, what, how).
HSR application: Submit draft instrument[s] (survey, interview, and/or focus group questions plus protocols, cover letter & informed consent). Submit draft HSR application with all 6 questions answered and cover sheet completed.

**Assignment #7: Final Research Proposal & Final HSR (Group Assignment)**
**Due**: posted to canvas Sunday 12/6 by 4:00pm. **Two separate documents**: 1) Research proposal 2) HSR application.
Research proposal is one complete document posted on canvas. HSR packet is one complete document posted on canvas (includes the HSR cover page filled out & signed, responses to six HSR questions, cover letter to participants, consent form(s) for participants, and instrument(s)). Provided the HSR packet is complete and of high quality, faculty will submit the HSR application to the Deans/review committee for approval. You should hear back within 1 week.

### Course Policies

**Human Subjects Review (HSR)** is included in assignments for the fall. Data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by your faculty and TESC IRB. Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty and possibly TESC IRB. http://www.evergreen.edu/humansubjectsreview/application . There may be other requirements imposed at the discretion of faculty regarding indigenous research (Native communities, Tribal Governments, Tribal Organizations, etc.).

**Format of Assignment Submissions:** All papers will be submitted to Canvas. All papers must meet assignment parameters and cite works using the citation style you are most comfortable with as long as it is consistent. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do to the satisfaction of your faculty member.

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes focusing on class content, being engaged 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 must be notified prior to a class and/or seminar absence. After one absence per quarter (Ex. 4 hours on Friday is one absence. Or 8 hours on either Saturday or Sunday is one absence.), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question for course credit. After 20 hours (one weekend) of absences you may be denied credit for the course. After reoccurring absences (missing an hour of class weekend to weekend) you may be denied credit. Finally, if you do miss a class, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date.

**Late assignments:** If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Credit:** Students will receive 12 graduate credits at the completion of winter quarter 2016 if all course requirements have been satisfactorily completed to meet course objectives. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. No partial credit will be awarded.. Incompletes are not possible due to the credit structure sequence of the course.  Refer to MPA student handbook. 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. College statement on academic honesty: http://www.evergreen.edu/advising/academichonesty.htm . Failing to complete one or more assignments, completing one or more assignments late, or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.  Students at risk of losing credit will receive written notification prior to the end of the quarter.

**Evaluation:** Advisory (draft) evaluations are due at the end of fall quarter. A written cumulative self-evaluation and seminar faculty evaluation are required for credit no later than February 19, 2016.  Student's self eval and eval of seminar faculty should be exchanged in our evaluation conference along with faculty evaluation of student. (All evals are to be posted via my.evergreen.edu.) Please note that while self-evaluations are required for the course, we do not require them to be submitted to the Registrar. Evaluation conferences will not be conducted during class time. After the final session you will make arrangements to either have your evaluation conference over the phone, via skype, or in-person. More details will be forthcoming during the last weekend.

**Biculturalism, Multiculturalism, & Diversity**: As the underlying framework to our learning together, 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. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Biculturalism is to be understood as: recognizing the distinct legal and political relationships between indigenous peoples and Nation states. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

**Technology Use & Learning Styles:** We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your faculty to discuss learning style options or personal challenges.

**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.

**Expectations of Students and faculty:** to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. 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.
http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010
**We will abide by the student conduct code (including academic integrity and plagiarism)**: Chapter 174-123 WAC**,** Student Conduct Code & Grievance/Appeals Process
http://apps.leg.wa.gov/wac/default.aspx?cite=174-123
**We will abide by the non-discrimination policies and procedures at TESC**:
http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.htm

**Covenant:** Also refer to the verbal cohort covenant agreed to at the beginning of fall 2014.

**Guest Policy:** Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

**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 867-6000 to get the latest news regarding a campus closure or delay.  Faculty may decide to cancel program meeting even if campus is open and we will send an all-program email prior to 3:00 pm.  You are responsible for checking email and ensuring viable transportation options are available to you.

**Communication:** Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.