

# Analytical Techniques for Public Service, I

## Fall 2019, PNAPP Cohort

**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:**

6pm-10:00pm

Thursdays Oct 3 - Dec 12

Location: Sem 2 C 1105

Saturday joint cohort class: Nov 16, 9am-4pm

Location: TBA

### **Faculty Teaching Team:**

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(TESC e-mail TBA)



Master of Public Administration Program

### **Fall 2019 Course Description:**

Analytical Techniques for Public Service is a two quarter core program for second year MPA students. Each quarter focuses on specific approaches and components for applied research in public administration, public policy, non-profits, and communities. Via praxis (combination of theory and applied practice), 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.

Learning objectives include:

- Understand research designs and *why* we do research in public service.
- Competency in quantitative, qualitative, and mixed methodologies.
- Understand how research can maintain the status quo or change our social, economic, and political decisions.
- Understand various research methods.
- Become an ethical producer and consumer of research.

In the fall, we will respond to these questions:

- 1) What are the paradigms of social science? How are paradigms used in PA?
- 2) What is involved in producing data vs. information?
- 3) How is research produced and consumed in everyday public service?
- 4) What are valid and reliable data? What are causal and correlated data?
- 5) What drives research design? What are the consequences of design choices?

**Year Long Curriculum: 2019-2020**

| <b>Quarter</b>             | <b>Knowledge Content Areas</b>  | <b>Skill &amp; Ability Development</b>   |
|----------------------------|---|--|
| <b>Fall<br/>ATPS I</b>     | <ul style="list-style-type: none"> <li>• Service Learning</li> <li>• Philosophies of Social Science</li> <li>• Ethics &amp; Cultural Relevancy</li> <li>• <i>Designs</i>: Case Study, Participatory Action, Community Based, Advocacy, Feminist, Grounded Theory, Ethnography</li> <li>• <i>Methodologies</i>: Quantitative, Qualitative, Mixed</li> <li>• <i>Methods (primary &amp; secondary)</i>: Survey, Interview, Focus Group, Content Analysis, Existing data sets</li> <li>• Open Data</li> </ul> | <ul style="list-style-type: none"> <li>• Research Design</li> <li>• Consequences of Design</li> <li>• Secondary &amp; Original Research</li> <li>• Instruments for Data Collection</li> <li>• Human Subjects Review</li> <li>• Research Proposal Writing</li> <li>• Limitations of Research &amp; Results</li> </ul> |
| <b>Winter<br/>ATPS II</b>  | <ul style="list-style-type: none"> <li>• Analyzing &amp; Interpreting Data</li> <li>• Descriptive &amp; Inferential Stats</li> <li>• Prediction &amp; Forecasting</li> <li>• Transforming Data to Information</li> <li>• Displaying Useful Information</li> </ul>   | <ul style="list-style-type: none"> <li>• Analyzing Government &amp; Non-profit Reports</li> <li>• Research Report Writing</li> <li>• Data Collection &amp; Analysis</li> <li>• Communicating the Research Story</li> </ul>   |
| <b>Spring<br/>Capstone</b> | <ul style="list-style-type: none"> <li>• MPA Reflection, Integration, &amp; Demonstration</li> </ul>  | <ul style="list-style-type: none"> <li>• Applied learning</li> <li>• MPA mission driven outcomes &amp; KSA demonstration outputs</li> </ul>  |

**Required Books:**

Eller, W. S., Gerber, B. J., & Robinson, S. E. (2018). *Public administration research methods: tools for evaluation and evidence-based practice*. Routledge. ISBN: 978-1138059290  
(used both fall & winter quarters)

Soss, J., Fording, R. C., Schram, S. F., & Schram, S. (2011). *Disciplining the poor: Neoliberal paternalism and the persistent power of race*. University of Chicago Press. ISBN: 978-0226768779

\*One of the three books listed below, Student's choice\*

Angrist, J. D., & Pischke, J. S. (2014). *Mastering 'metrics: The path from cause to effect*. Princeton University Press. ISBN: 978-0691152844

Staub, M. (2018). *The mismeasure of minds: Debating race and intelligence between Brown and The Bell Curve*. The University of North Carolina Press. ISBN: 978-1469643595

Wilson, S. (2009). *Research is ceremony: Indigenous research methods*. Fernwood Publishing Co. ISBN: 978-1552662816

**Recommended Resource Books (optional):**

Fowler, F. (2013). *Survey research methods*. 5<sup>th</sup> Edition. Sage publications. ISBN: 978-1452259000

Krueger, R. & Casey, M. (2014). *Focus groups: A practical guide for applied research*. 5<sup>th</sup> Edition. Sage publications. ISBN: 978-1483365244

Lipmanowicz, H. & McCandless, K. (2014). *The surprising power of liberating structures: Simple rules to unleash a culture of innovation* (Black and White Version). Liberating Structures Press. ISBN: 978-0615975306

Yin, R. (2017). *Case study research and applications: Design and methods*. Sage publications. ISBN: 978-1506336169

**Full Reading List by Week (content posted on canvas)****Week 1, 10/3:****Research: Social Science Paradigms Methodologies & Methods****Required**

Book: Eller, Gerber & Robinson, *Public administration research methods* Chapters 1, 3, 5

Patel, S. (2015) "The research paradigm – methodology, epistemology and ontology – explained in simple language." <http://salmapatel.co.uk/academia/the-research-paradigm-methodology-epistemology-and-ontology-explained-in-simple-language/>

Young, J. (2011). *The criminological imagination*. Cambridge, UK: Polity Press. **Chapters 1-? (forthcoming)**

What is Service Learning? <https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>

**Recommended**

Fuller, S. (2004). *Kuhn vs. Popper: The Struggle for the Soul of Science*. Columbia University Press.

Lorde, A. (1984). "The Master's Tools Will Never Dismantle the Master's House" [https://collectiveliberation.org/wp-content/uploads/2013/01/Lorde\\_The\\_Masters\\_Tools.pdf](https://collectiveliberation.org/wp-content/uploads/2013/01/Lorde_The_Masters_Tools.pdf)

Prime(d) podcast (pick any episode) <https://www.npr.org/podcasts/557820907/prime-d>

Smith, et al. (2016). Indigenous knowledge, methodology and mayhem: What is the role of methodology in producing indigenous insights? *Knowledge Cultures*. 4(3), 131–156.

Wenger, Etienne, Beverly Trayner and Maarten de Laat (2011). "Promoting and assessing value creation in communities and networks: a conceptual framework." The Netherlands: Ruud de Moor Centrum.

U.S. Census Operational Plan 2020 v4: <https://www2.census.gov/programs-surveys/decennial/2020/program-management/planning-docs/2020-oper-plan4.pdf>

## **Week 2, 10/10:**

### **Design: Case Study, Research Question, Lit Review, Mixed Methodology**

#### Required

Book: Eller, Gerber & Robinson, *Public administration research methods* Chapters 2, 8, 20

Yin (2003). Case Study Research Design & Methods. <https://www.slideshare.net/pavan7soni/case-study-research-by-robert-yin-2003>

Book: Soss, J., Fording, R. C., Schram, S. F., & Schram, S. (2011). *Disciplining the poor: Neoliberal paternalism and the persistent power of race*. University of Chicago Press. (ALL)

#### Recommended

Case Study [Basics of Developing Case Studies & Samples](#) ; [Introduction to Case Study](#)

NICWA (2004). "Case Studies in Tribal Data Collection and Use". Casey Foundation.

U.S. Government Open Data <https://www.data.gov/>

MPA research guide: <http://libguides.evergreen.edu/c.php?g=396911&p=2697308>

Literature Reviews: <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>

Non-profit research: <https://www.arnova.org/default.aspx>

Non-profit magazine: <https://blueavocado.org/>

Governing magazine: <https://www.governing.com/>

## **Week 3, 10/17:**

### **Sampling, Levels of Measure, Correlation, Causation, Validity, Reliability**

#### Required

Book: Eller, Gerber & Robinson, *Public administration research methods* Chapters 6, 13, 14

S for Justice at New York University School of Law. <https://www.brennancenter.org/what-caused-crime-decline>

#### Recommended

Complexity Theory video: The Cynefin Framework <https://www.youtube.com/watch?v=N7oz366X0-8&feature=youtu.be>

Singleton, M. (2014). "The 'Science' of Eugenics: America's Moral Detour." *Journal of American Physicians and Surgeons*. Vol 19, No 4. <http://www.jpands.org/vol19no4/singleton.pdf>

## **Week 4, 10/24:**

### **Ethics & Cultural Relevancy**

#### Required

Book: Eller, Gerber & Robinson, *Public administration research methods* (review) Chapters 3, 4, 5

Human Subjects Review at Evergreen: <https://www.evergreen.edu/humansubjectsreview/>

Explore this website and its links in depth. Particularly the sections for "HSR Topics" plus "Law and Policy". HSR Application: <https://www.evergreen.edu/humansubjectsreview/application>

Recommended (Week 4)

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

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.

**Week 5, 10/31:**

**Methods: Interviews, Focus Groups, Content Analysis, Coding**

Required

Book: Eller, Gerber & Robinson, *Public administration research methods* Chapters 9, 10

*Focus Groups* [Conducting Focus Groups](#) ; [Focus Groups Tips for Beginners](#)

Recommended

Book: Krueger, R. & Casey, M. (2014). *Focus Groups: A Practical Guide for Applied Research*. 5<sup>th</sup> Edition. Sage Publications.

**Week 6, 11/7:**

**Method: Surveys, Coding**

Required

Book: Eller, Gerber & Robinson, *Public administration research methods* Chapters 7, 11

*Surveys* [Survey Design](#) ; [Survey Tool & Tips](#)

Recommended

Book: Fowler, F. (2013). *Survey Research Methods*. 5<sup>th</sup> Edition. Sage Publications. ISBN: 978-1452259000

**Week 7, 11/14:**

**Designs: Participatory Action, Community Based, Ethnography, Advocacy, Grounded Theory, Feminist**

Required

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.

Cho, J. & Lee, E. (2014). Reducing Confusion about Grounded Theory and Qualitative Content Analysis: Similarities and Differences. *The Qualitative Report*. Vol 19, Art 64, p. 1-20.

Baum, Fran, MacDougall, & Smith (2006). Participatory action research. *Journal of Epidemiology and Community Health* 60:854–857.

Recommended

Ackerly, B. & True, J. (Dec. 2008). Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations. *International Studies Review*, Vol. 10, No. 4, p. 693-707.

Huby, G., Harries, J., Grant, S. (2011). Contributions of Ethnography to the Study of Public Services Management: Past and present realities. *Public Management Review*, Vol. 13, Issue 2, pp. 209–225.

Recommended (week 7 con't.)

McAllister, C., Wilson, P., Green, B., & Baldwin, J. (April 2005). Come and Take a Walk': Listening to Early Head Start Parents on School Readiness as a Matter of Child, Family and Community Health. *American Journal of Public Health*, Vol 95 Iss 4, pgs. 617-625.

Nielsen, M. (2010, December). Pains and Possibilities in Prison: On the Use of Emotions and Positioning in Ethnographic Research. *Acta Sociologica*, Vol. 53, No. 4, pp. 307-321.

**Week 8, 11/21:**

Project team time in class w/faculty. No readings.

**Week 9, 12/5:**

**Stories of Research in PA**

*Student's Choice* (pick one film for week 9. Watch the full length film. Links are just for reference.)

["Brexit"](#)

["Kitchen Stories"](#)

["Kinsey"](#)

["49 Up"](#)

["The Seventh Fire"](#)

["The Stanford Prison Experiment"](#)

**Week 10, 12/12:**

**Synthesis & Review**

*Student's Choice* (pick one book for week 10)

Angrist, J. D., & Pischke, J. S. (2014). *Mastering 'metrics: The path from cause to effect*. Princeton University Press. ISBN: 978-0691152844

Staub, M. (2018). *The Mismeasure of Minds: Debating Race and Intelligence between Brown and The Bell Curve*. The University of North Carolina Press. ISBN: 978-1469643595

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

**Fall 2019 Schedule** (Faculty may alter schedule) Note: Seminars set after research project teams form.

| DATE                           | TOPICS/ACTIVITIES  | READINGS  | DUE  |
|--------------------------------|--|---|--|
| <b>Week 1</b><br><b>10/3</b>   | <b><i>Research: Social Science Paradigms Methodologies &amp; Methods</i></b> <ul style="list-style-type: none"> <li>Lecture/Overview: Research Proposal</li> <li>Reading Groups</li> </ul> | <u>Readings:</u><br>Book: Eller chs. 1, 3, 5<br>Required articles ( <b>Canvas</b> )<br>Recommended articles ( <b>Canvas</b> )             | <b>Assignment #1</b><br>Concept Paper (due Tuesday 10/1)                       |
| <b>Week 2</b><br><b>10/10</b>  | <b><i>Design: Case Study Research Question, Lit Review, Open Data</i></b> <ul style="list-style-type: none"> <li>Lecture/workshop</li> <li>Reading Groups</li> </ul>                       | <u>Readings:</u><br>Book: Eller chs. 2, 8, 20<br>Book: Soss (all)<br>Required article ( <b>Canvas</b> )                                   |  |
| <b>Week 3</b><br><b>10/17</b>  | <b><i>Sampling, Levels of Measure, Correlation, Causation, Validity, Reliability</i></b> <ul style="list-style-type: none"> <li>Lecture/workshop</li> <li>Reading Groups</li> </ul>        | <u>Readings:</u><br>Book: Eller chs. 6, 13, 14<br>Required articles ( <b>Canvas</b> )<br>Recommended articles ( <b>Canvas</b> )           | <b>Assignment #2</b><br>Design Critique<br>*Research Project Teams Finalized.* |
| <b>Week 4</b><br><b>10/24</b>  | <b><i>Ethics &amp; Cultural Relevancy</i></b> <ul style="list-style-type: none"> <li>Lecture/workshop: Research Proposal &amp; HSR application</li> <li>Reading Groups</li> </ul>          | <u>Readings:</u><br>Eller chs. 3, 4, 5 ( <b>review</b> )<br>Required articles ( <b>Canvas</b> )<br>Recommended articles ( <b>Canvas</b> ) |  |
| <b>Week 5</b><br><b>10/31</b>  | <b><i>Interviews, Focus Groups, Content Analysis, Coding</i></b> <ul style="list-style-type: none"> <li>Lecture</li> <li>Workshop in seminar: note taking, coding</li> </ul>               | <u>Readings:</u><br>Eller chs. 9 & 10<br>Required articles ( <b>Canvas</b> )<br>Recommended articles ( <b>Canvas</b> )                    | <b>Assignment #3</b><br>Draft 1- Research Proposal (due Tuesday 10/29)         |
| <b>Week 6</b><br><b>11/7</b>   | <b><i>Surveys, Coding</i></b> <ul style="list-style-type: none"> <li>Lecture</li> <li>Workshop in seminar: survey</li> </ul>   | <u>Readings:</u><br>Eller chs. 7 & 11<br>Required articles ( <b>Canvas</b> )<br>Recommended articles ( <b>Canvas</b> )                    | Note: Grocery store test your research project topic                           |
| <b>Week 7</b><br><b>11/14</b>  | <b><i>Designs Slam</i></b> <ul style="list-style-type: none"> <li>Lecture/workshop</li> <li>Seminar</li> </ul>   | <u>Readings:</u><br>Required articles ( <b>Canvas</b> )<br>Recommended articles ( <b>Canvas</b> )   | <b>Assignment #4</b><br>Draft 2- Research proposal & HSR                       |
| <b>SAT</b><br><b>11/16</b>     | <b><i>Joint Cohort Class</i></b> <ul style="list-style-type: none"> <li>TBA</li> </ul>   | <u>Readings:</u><br>?   |  |
| <b>Week 8</b><br><b>11/21</b>  | <b><i>In Class Team Time w/ faculty</i></b>  | None  | Note: Pilot test your instruments  |
| <b>25-29</b>                   | <b><i>HOLIDAY</i></b>  | <b><i>HOLIDAY</i></b>   | <b><i>HOLIDAY</i></b>  |
| <b>Week 9</b><br><b>12/5</b>   | <b><i>Stories of Research in PA</i></b> <ul style="list-style-type: none"> <li>Guest Panel</li> <li>Seminar</li> </ul>   | <u>Readings:</u><br>Student's Choice of Film  | <b>Assignment #5</b><br>Draft 3 – Research proposal & HSR                      |
| <b>Week 10</b><br><b>12/12</b> | <b><i>Synthesis &amp; Review</i></b> <ul style="list-style-type: none"> <li>Workshop</li> <li>Seminar</li> </ul>   | <u>Readings:</u><br>Student's Choice of Book  | <b>Assignment #6</b><br><b>Final-</b> Research proposal & HSR                  |

## Assignments

### **Assignment #1: Concept Paper (individual assignment)**

**Due:** posted on Canvas Tuesday 10/1 by 8:00am. **Length:** One page, double spaced

**Instructions:** What problem interests you? (give it a category label) Is there a public or non-profit organization currently addressing this problem? Can you collaborate with this public or non-profit organization? (service learning: having a real world collaborator on your research project is encouraged) You can reach out to organizations and ask them about problems on the horizon for their organization and if they could benefit from some research around the issue. Based on this, what would you suggest 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 to 3 students based on common interest areas. The research project topic and teams will remain the same throughout fall and winter quarters. Teams will need to be finalized by week 3. After week 4, we will base seminar groups on project teams (you can work with anyone in the class).

\*Note: you are advised not to work with your current employer.

### **Assignment #2: Design Critique (individual assignment)**

(APA format, title page, abstract, references page, main content is double spaced, 12 pt. font, Times New Roman, with section headings and use of parenthetical citations.)

**Due:** posted on Canvas Thursday 10/17 by 6:00pm. **Length:** 3-5 pages of content

**Instructions:** In your own words, please answer the following questions about *Disciplining the poor: Neoliberal paternalism and the persistent power of race*. **Do not just summarize the book**

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



### **Assignment # 3: Draft 1 Research Proposal (group assignment)**

**Due:** posted on Canvas Tuesday 10/29 by 8:00am. **Length:** It depends.

**Instructions:** *In teams of no more than 3 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. Mixed methodology is required. However, only one methodology (quantitative or qualitative) has to come from original research methods. The other methodology can come from secondary sources (existing data sets) or primary voice (newsletters, blogs, government documents, meeting minutes). For the first part of your research proposal, co-write the following pieces:

- Team work plan
- Problem Statement: Identify and define the problem you are going to research.
- Problem Background: Why is this a problem? (weave in lit review to support, oppose, and find gaps)
- So What Statement: why does the research matter, who should care, who is the audience? (weave in lit review to support, oppose, and find gaps)
- Guiding research question: what question will your data respond to? (include lit review to support, oppose, and find gaps).
- Do you need a hypothesis/null?
- Definitions of key terms
- What paradigm(s) will you draw from and why?
- Methodology? What data do you need to answer your question?
- Design choice with audience in mind. How will this case study benefit the stakeholders/rightsholders/organization you are collaborating with? What's the purpose?
- Method? (survey, interview, focus group, existing data source)
- Respondents/Participants? Sample? Sampling approach?
- What is your research going to measure? List and define your potential measures/variables.

### **Assignment #4: Draft 2 Research Proposal & Draft 1 HSR (group assignment)**

**Due:** posted on canvas Thursday 11/14 by 6:00pm.

**Two separate documents:** 1) Research proposal 2) HSR application.

**Instructions:**

Research Proposal: Includes updates from previous draft. Data collection tools/instruments and plan for how you will collect the primary and secondary data. Include your source for existing data. 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 #5: Draft 3 Research Proposal & Draft 2 HSR (group assignment)**

**Due:** posted on Canvas Thursday 12/5 by 6:00pm.

**Two separate documents:** 1) Research proposal 2) HSR application.

**Instructions:** Include updates from previous drafts.

### **Assignment #6: Final Research Proposal & Final HSR (group assignment)**

**Due:** posted to Canvas Thursday 12/12 by 6:00pm.

**Two separate documents:** 1) Research proposal 2) HSR application.

**Instructions:** 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 review committee for approval. You should hear back in early January.

### **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 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>

**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. 4 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 12 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 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 12 graduate credits at the end of winter quarter 2020 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:** At the end of fall quarter, the student's draft self-evaluation and draft evaluation of their seminar faculty are required to be submitted through my.evergreen.edu. Final eval conferences are required at the end of winter quarter. Student's cumulative fall/winter 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 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.