

# “The Context of Public Administration”

## Fall 2018, 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: Sept. 21-23; Longhouse & Purce Hall

Weekend 2: Oct. 12-14; Seminar 2 C1105

Weekend 3: Oct. 26-28; 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. In the fall quarter, we examine the foundations of public administration by investigating the enduring issues that leaders have wrestled with since time immemorial. We seek to increase our understanding of important contexts of governing. Our goal is to gain an understanding of how theories of public administration apply to our practices of service for Tribal communities. We analyze what public administrators do in the Tribal, Federal, State, County, City, and non-profit areas of governance. Finally, we assess what leadership challenges and opportunities are coming next.

### **We will explore the following questions:**

- What is Tribal Governance?
- Who are public administrators and who is the public?
- Why does Tribal Governance matter? What are the enduring issues and why?

### **Learning Objectives:**

1. Understand Tribal Governance within the historical, present day, and future contexts.
2. Understand the roles, responsibilities, and inter-relationships of governing processes.
3. Understand your role in public service.

## 2018-2019 Core Courses Overview

“See. Learn. Do”

Quarter	Knowledge	Skills & Abilities
<p><b>Fall 2018</b> The Context of Public Administration Sept. 21-23 Oct. 12-14 Oct. 26-28</p>	<ul style="list-style-type: none"> <li>• Tribal Governance is Public Administration</li> <li>• Managing and Leading Tribal Organizations</li> <li>• Government and Governing</li> <li>• 7 Generation Decision Making</li> <li>• Meaningful Consultation and Cultural Responsiveness</li> <li>• Theory and Practice: Praxis</li> <li>• Library and online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Effective seminars</li> <li>• Peer communication</li> <li>• Writing decision papers, briefing papers, and one pagers</li> <li>• Making recommendations</li> <li>• Critical thinking and reading</li> <li>• Presentation styles and tools</li> <li>• Managing self and teams</li> <li>• Change Management</li> <li>• Conflict resolution</li> </ul>
<p><b>Winter 2019</b> Doing Democratic Public Administration Jan. 11-13 Jan. 25-27 Feb. 8-10</p>	<ul style="list-style-type: none"> <li>• Living Indigenous Leadership</li> <li>• Tribal Organizations</li> <li>• Organization Structure, Theory, Development, and Behavior</li> <li>• Ethics and Advocacy</li> <li>• Systems Thinking</li> <li>• Tribal Governance and Democracy</li> <li>• Community Engagement and Stakeholder Analysis</li> <li>• Legislative Processes</li> <li>• Performance Measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Writing literature reviews and organizational analyses</li> <li>• Communication and group dynamics</li> <li>• Problem solving and Systems analysis</li> <li>• Legislative tracking</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>Spring 2019</b> Public Policy, Budgeting and Finance for Public Administration April 5-7 April 19-21 May 3-5</p>	<ul style="list-style-type: none"> <li>• Economic Systems</li> <li>• Fiscal and Policy Analysis</li> <li>• Managing Public Goods</li> <li>• Tribal Government, Non-profit, and Private Partnerships</li> <li>• Managing Contracts, Compacts, and Agreements</li> <li>• Data Sovereignty</li> <li>• U.S. Census</li> <li>• Fund Development</li> <li>• Grants</li> </ul>	<ul style="list-style-type: none"> <li>• Policy design and analysis</li> <li>• Negotiating and messaging</li> <li>• Analyzing recommendations and implementing mandates</li> <li>• Writing literature reviews, policy briefs, and budget summaries</li> <li>• Reporting and data analysis</li> <li>• Primary voice</li> <li>• Secondary research</li> <li>• Critical thinking and reading</li> <li>• Presentation styles and tools</li> </ul>

## Required Readings

### **Books:**

Dunbar-Ortiz (2015). *An Indigenous Peoples' History of the United States*. Beacon Press. ISBN: 978-0807057834.

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\***

Zacka (2017). *When the State Meets the Street: Public Service and Moral Agency*. Belknap Press. ISBN: 978-0674545540. **\*used fall & winter\***

### **Videos (posted on canvas):**

Heffernan, "[Forget the Pecking Order at Work](#)" & Heffernan, "[Dare to Disagree](#)"

Schulz, "[On Being Wrong](#)"

Sinek, "[How Great Leaders Inspire Action](#)"

### **Articles (posted on canvas):**

Aufrecht & Case (2005). Indians 78, Washington State 0: Stories about Indians and the Law. *Public Administration Review*, Vol. 65, No. 4, pp. 450-461.

Denhardt & Denhardt (2000). The New Public Service: Serving Rather Than Steering. *Public Administration Review*, Vol. 60, No. 6, pp. 549-559.

Henry (1975). Paradigms of Public Administration. *Public Administration Review*, Vol. 35, No.4, pp. 378-385.

Ronquillo (2011). American Indian Tribal Governance and Management: Public Administration Promise or Pretense? *Public Administration Review*, Vol. 71, No. 2, pp. 285-292.

Shafritz, Russell, Borick (2012). *Introducing Public Administration*. 8<sup>th</sup> Edition. Chapter 1.

Simrell King & Beeby (2008). Colleen Jollie, State Tribal Liaison: A Story of Transformational Change. *Public Administration Review*, Vol. 68, No. 6, pp. 1142-1150.

### **Resource Readings (posted on canvas):**

WSDOT (2015). [Tribal Consultation Best Practices Guide](#)

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*. <http://www.ncai.org/about-tribes>

U.S. Constitution <https://www.archives.gov/founding-docs/constitution-transcript>

Explanation <https://www.archives.gov/founding-docs/constitution/what-does-it-say>

Public Law 280 [http://www.tribal-institute.org/lists/pl\\_280.htm](http://www.tribal-institute.org/lists/pl_280.htm)

Q & A: <http://www.tribal-institute.org/articles/goldberg.htm>

State of WA v. Pink <https://www.narf.org/nill/bulletins/state/documents/pink.pdf>

Fall 2018 Schedule (Faculty may alter schedule)

Weekend 1: "Contexts of Governments"

**Friday September 21: Longhouse**

Time	Topic/Activity	Due
1:00pm	Welcome & Opening Words: Introductions Stories of our Founding What is our learning community? What is seminar?	<b>Assignment #1:</b> Critical Thinking Paper
2:45pm	BREAK	
3:00pm	Seminar Who are public administrators and who is the public?	<u>Readings:</u> Paul & Elder, <i>Miniature Guide to Critical Thinking</i> Jorgensen, <i>Rebuilding Native Nations</i> , ch. 9 Zacka, <i>When the State Meets the Street</i> , chs. 1, 2 Article: Shafritz
4:00pm	End	

**Saturday September 22: Purce Hall**

Time	Topic/Activity	Due
9:00am-4:00pm	New Student Orientation at Purce Hall MPA 101: Student Planning Worksheet	

**Sunday September 23: Longhouse**

Time	Topic/Activity	Due
9:00am	Syllabus Overview Lecture: What is Tribal Governance? Tribal Governance is Public Administration	<u>Readings:</u> NCAI, <i>Tribal Nations &amp; the U.S.</i> Articles: Aufrecht, Henry, Denhardt
10:45am	BREAK	
11:00am	Library Resources & Online Tools; Writing a Decision Memo; Grad School Study Skills	
12:00pm	POTLUCK LUNCH TOGETHER	
1:00pm	Seminar: peer review of writing	<b>Assignment #2:</b> Seminar Paper <u>Reading:</u> Article: Ronquillo
2:45pm	BREAK	
3:00pm	Workshop: Critical Thinking	<u>Reading:</u> Paul & Elder, <i>Miniature Guide to Critical Thinking</i> Video: Schulz
4:00pm	Closing Words & End	

**Assignment #3:** Decision Memo, Due Monday 10/1. Read assignments posted by peers to start forming your teams for the Briefing Paper assignment. Teams of 2-3 students from within your seminar group.

**Weekend 2: "Managing & Governing"**

**Friday October 12: Seminar 2 C1105**

Time	Topic/Activity	Due
1:00pm	Opening words Touchstone Review: what did we do last time? Lecture/workshop: Governing vs. Government Constitutions, Structures, and Decision Processes of Governments (Tribes, Feds, States, Counties, Cities)	<u>Reading:</u> U.S. Constitution & Explanation
2:45pm	BREAK	
3:00pm	Seminar Time: peer review of writing; form teams for briefing paper assignment & write team work plan	<b>Assignment #4:</b> Seminar Paper <u>Reading:</u> Jorgensen, <i>Rebuilding Native Nations</i> , chs. 3, 4
4:00pm	End	

**Saturday October 13: Seminar 2 C1105**

Time	Topic/Activity	Due
9:00am	Guest Speakers: Meaningful Consultation?	<u>Readings:</u> Article: Simrell King & Beeby NCAI, <i>Government to Government</i> NCSL, <i>Models of Cooperation between States &amp; Tribes</i> WSDOT, <i>Tribal Consultation Best Practices Guide</i>
10:30am	BREAK	
10:45am	Lecture/workshop: Challenges and Opportunities in Tribal Administration	<u>Reading:</u> Jorgensen, <i>Rebuilding Native Nations</i> , ch. 6
12:00pm	POTLUCK LUNCH TOGETHER	
1:00pm	Lecture: Public Law 280	<u>Readings:</u> PL 280, WA v. Pink Jorgensen, <i>Rebuilding Native Nations</i> , chs. 5, 10
2:45pm	BREAK	
3:00pm	Workshop: PL 280	
4:00pm	End	

**Sunday October 14: Seminar 2 C1105**

Time	Topic/Activity	Due
9:00am	Seminar: Why does Tribal Governance matter? What are the enduring issues and why? Your role in governing? Your responsibility in public service?	<u>Reading:</u> Dunbar-Ortiz, <i>An Indigenous Peoples' History</i> , pgs 1-94
10:45am	BREAK	
11:00am	Presentation Tools; Briefing Paper & One pager	
12:00pm	POTLUCK LUNCH TOGETHER	
1:00pm	Lecture/workshop: Managing self and teams; Change management and conflict resolution; Allyship; Trauma in the Workplace	<u>Reading:</u> Zacka, <i>When the State Meets the Street</i> , ch. 3 Videos: Heffernan x 2
4:00pm	Closing Words & End	

**Assignment #5:** Draft Briefing Paper & One Pager, Due Monday 10/22

**Weekend 3: "Recommending Action"**

**Friday October 26: Longhouse**

Time	Topic/Activity	Due
1:00pm	Opening words Guest Speakers: What do leaders do? 7 generation decision making	<u>Reading:</u> Jorgensen, <i>Rebuilding Native Nations</i> , ch. 11 Video: Sinek
2:45pm	Break	
3:00pm	Seminar: Public Speaking with Purpose; Telling the Story (getting ready for practice presentations)	
4:00pm	END	

**Saturday October 27: Longhouse**

Time	Topic/Activity	Due
9:00am	Seminar: Practice presentations to classmates with your draft visual aid to receive feedback	<b>Assignment #6:</b> Draft Visual Aid
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	
2:00pm	Seminar & Workshop: what would you do? Making recommendations with elevator speeches	<u>Reading:</u> Dunbar-Ortiz, <i>An Indigenous Peoples' History</i> , pgs 95-237
4:00pm	End	

**Sunday October 28: Longhouse**

Time	Topic/Activity	Due
9:00am	Final Presentations	<b>Assignment #7:</b> Final Briefing Paper, One Pager & Final Visual Aid
12:00pm	POTLUCK LUNCH TOGETHER	
1:00pm	Final Presentations	
3:00pm	De-brief & Feedback: Review of our shared learning for the quarter; Give backs to our learning community	
4:00pm	Closing Words & End	

**Evaluations** are due no later than Monday November 5, 2018. A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

## Assignments

### **Assignment #1: Critical Thinking Paper**

Due: Friday 9/21 posted to canvas before class. Length: 3 to 5 pages (page length does not include title page, abstract, and works cited page). Use APA format and cite all of your sources (direct quotes and paraphrases).

**Instructions:** According to Paul & Elder's, *Miniature Guide to Critical Thinking*, critical thought means that you assess the assumptions and positions of yourself and between people in groups and organizations. This practice is important to managers and leaders because it helps us understand how we co-create and socially construct our perspectives in relation to each other.

Using the tools of critical thinking found in the miniature guide, critically read the following:

Jorgensen, *Rebuilding Native Nations*, ch. 9

Zacka, *When the State Meets the Street*, chs. 1, 2

Shafritz (article, ch.1 of *Introducing Public Administration*)

Based on these readings (Jorgensen, Zacka, Shafritz), write a paper using your critical thinking about the readings to respond to each of the following questions. Be sure to cite each of the readings to support your analysis:

- What is the role of government?
- Who are "the people" or "the public"?
- Who are public administrators?
- What does it mean for a public administrator to be of service?

Finally, relying on your own professional experiences and personal story, write your definitions of "public administrator" and "the people"? What does it mean to you for a public administrator to be of service to the people?

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

Due: Sunday 9/23 posted to canvas before class. Length: 2 to 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). Seminar papers will be reviewed by one of your peers during class.

**Instructions:** Critique the assigned seminar reading by responding 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: Decision Memo**

Due: Monday 10/1 posted to canvas by 9:00am. Length: 1-2 pages, single spaced

**Instructions:** Also referred to as a "Decision Paper" or "Issue Brief", this assignment will give you an opportunity to practice concisely writing about a problem and crafting a recommendation for decision makers.

First, select one of the dilemmas or questions presented in any of the Jorgensen chapters assigned this quarter.

Second, pick your audience of decision makers. Who should you gear your analysis and recommendation towards? *\*See extra credit option\**

Third, select a few current sources that provide background and facts about the issue (Ex. government documents, newspaper, academic journal, website, legal brief, research report, etc.). Pay attention to what decisions already occurred and the results of those actions. Note what crucial pieces of information are missing that leaders may need to make a decision.

Fourth, with your audience in mind, analyze the existing information about what options are available for resolution, or propose your own options. Weigh out the pros and cons of each option.

Finally, make recommendations to your audience. Persuasively inform their decision.

*\*Extra Credit: (optional) Send your decision memo to the decision maker(s) you identified as your audience. This is a way to apply your learning: engage in a decision experience!\**

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

Due: Friday 10/12 posted to canvas before class. Length: 2 to 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). Seminar papers will be reviewed by one of your peers during class.

**Instructions:** Critique the assigned seminar reading by responding 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 Briefing Paper & One pager (Group Assignment)**

Due: Monday 10/22 by 9:00am posted to canvas.

Briefing paper length: 8 to 10 pages, double spaced, APA format. Your page limit does not include your title page, table of contents, executive summary, works cited page, or any appendices.

One pager length: 1 page, single spaced.

**Description:** Briefing papers provide leaders with an issue overview, define terms, identify boundaries for scope of recommendation (clarify what is out of scope), frame recommendation with audience in mind, find gaps in existing information or options available to show how your recommendations may fill these gaps, compare and contrast existing information from various parties (find agreement and disagreement on terms, facts, definitions, major debates), and establish your credibility through knowledge and evidence. Knowing how to write a briefing paper is a useful skill for public servants and community activists. A persuasive briefing paper is concise, well-organized, and covers the most important and relevant facts and solutions.

**Instructions:** Form a team of 2 to 3 students from within your seminar group. Discuss the topics of the decision papers written by each of you. Pick one topic to explore further as a team. Together, your small group will write a **briefing paper that should include:**

- Title page
- Table of contents
- Abstract/Executive summary

- Background of the issue
- Identification of a problem
- Definition of key terms
- Recommendation (*\*with audience in mind: see extra credit option\**)
- Analysis/pros and cons of recommendation
- Stakeholder impacts
- Action plan
- Works cited page
- Appendices (Ex. Team Work Plan)

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

*\*Extra Credit:* (optional) Send your briefing paper to the decision maker(s) you identified as your audience. This is a way to apply your learning: engage in a decision experience!\*

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

Due: Saturday 10/27 posted to canvas before class.

**Presentation.** 10 minutes. Highlight main points and take away message of your briefing paper.

**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. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com), word cloud (tagul.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infrogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com). All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have a summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility. <http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf>
- If using a video, it may not take up more than half the presentation time.
- All members of the group are expected to participate in the presentation/facilitation as able.

#### **Assignment #7: Final Briefing Paper, One Pager & Final Presentation with Visual Aid**

Due: Sunday 10/28 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. Makeup work must be completed by the end of the quarter in question for 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 that class meeting and turn in any assignments that were due that class date.

**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.