

Policy, Finance, and Budgeting for Public Administration
MPA 1st year core, Spring 2014
Thursdays 6:00pm-10:00pm, Saturday 6/7 9:00am-4:00pm
Location: Seminar II A1105

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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.”

Curriculum at a Glance, 2014 MPA 1st year core (subject to change)

Quarter	Content Areas	Knowledge, Skill, Ability Development Objectives
Spring – Public Policy, Public Budgeting, & Finance (PFB)	<ul style="list-style-type: none"> • Communicating with policy & budgets • Policy & Budget Processes • Policy & Budget Analysis • Financing Policy Decisions • Recommendation & Implementation • Lean & Program Evaluation • Advocacy • Social Entrepreneurship 	<ul style="list-style-type: none"> • Applied learning • Writing plans for decision • Technical Thinking, Reading, & Writing • Information Display

1st Year Core Description (Spring)

Throughout the 1st year Core we explore the fundamentals of administering for the public. Spring quarter we plan to examine the policy, budget, and fiscal foundations of serving the public. The final class in first year core will provide an introduction to policy analysis, budgeting, and finance. We engage in policy and budget analysis to examine public problems and critique possible solutions, understand how public funds are generated and allocated, and establish plans to implement policy and budget changes.

Goals of Spring Quarter Core:

- a) Gain an awareness of key roles in policy and budget processes across sectors.
- b) Recognize terms and tools for communicating with policy and budget analysts, decision-makers, and the public all within the political, social, cultural, economic, and governing contexts.
- c) Become familiar with policy and budget processes including revenue, implementation, and evaluation.

Learning Objectives:

1. Use the budget process to better understand how organizations move from policy intent to program implementation in order to achieve organizational goals.
2. Gain experience in working with estimating and projecting expenditure and revenue trends, performance measurement, cost-benefit basics, variance analysis, and developing persuasive budget proposals.
3. Understand the study of Public Policy including its history, theoretical foundation, and phases of the policy process.
4. Understand the nature of budgeting and finance across sectors. Examine different methods of budget development, types of budgets, revenue sources, and accounting basics.
5. Become an informed consumer of budget, policy, financial analysis in order to make and implement recommendations. How do you move from information to action?
6. Communicate policy and budget recommendations persuasively and effectively.

***Book Carried Over From Winter Quarter**

Shafritz & Hyde (2011). *Classics of Public Administration*. 7th edition. Cengage Learning. ISBN: 978-1111342746, \$86 used, ***used in class all year***

***New Books Spring Quarter**

Bardach, E. (2011). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 4th Edition. CQ Press. ISBN: 978-1608718429

Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Updated edition. Oxford University Press. ISBN: 978-0195334760

Your choice: Read the book **or** watch the movie

Book: Participant Guide Media & Karl Weber, (2010). *Waiting for 'Superman': How We Can Save America's Failing Schools*. Public Affairs, Media Tie-In Edition. ISBN: 1586489275

Movie: "Waiting for Superman" (2010), 111 minutes, Director: Davis Guggenheim

Articles (to be posted on course website):

Week 1: Laubacher article for workshop plus the following articles/video for seminar

Cairney, (2013). Standing on the Shoulders of Giants: How Do We Combine the Insights of Multiple Theories in Public Policy Studies? *The Policy Studies Journal*, Vol. 41, No. 1

Clarke & Ingram, (2010). A Founder: Aaron Wildavsky and the Study of Public Policy. *The Policy Studies Journal*, Vol. 38, No. 3

Doughty, (n.d., powerpoint) Introduction to Policy Writing for Public Policy Professionals

<http://www.harrisschool.uchicago.edu/sites/default/files/files/writing.pdf>

Levine, C. (1985, Jan/Feb). Where Policy Comes from: Ideas, Innovations, and Agenda Choices: Agendas, Alternatives, and Public Politics. *Public Administration Review*. v. 45, n. 1, pp. 255-258

Mazzucato, TedTalk (June 2013), Government- Investor, Risk-Taker, Innovator.

http://www.ted.com/talks/mariana_mazzucato_government_investor_risk_taker_innovator

Week 2: Bardach book plus Shafritz chapters & following article

Schneider, A & Ingram, H. (1993, June). Social Construction of Target Populations: Implications for Politics and Policy. *The American Political Science Review*, v. 87, n. 2, pp. 334-347

Week 3: Shafritz & NASBO sections plus the following articles

Posner, P. (2007, Nov/Dec). The Continuity of Change: Public Budgeting and Finance Reforms Over 70 Years. *Public Administration Review*. pp. 1018-1029

Altschuler, D. (April 18, 2013). Participatory Budgeting in the United States: What is Its Role? *Nonprofit Quarterly*.

<http://nonprofitquarterly.org/policysocial-context/22157-participatory-budgeting-in-the-united-states-what-is-its-role.html>

Week 4: NASBO sections plus the following articles

Graduation & Dropout Report, <http://www.k12.wa.us/dataadmin/pubdocs/GradDropout/11-12/GradandDropOutStats2011-12.pdf>

Return on Investment: Evidence-Based Options to Improve Statewide Outcomes, WSIPP, download the report:

<http://www.wsipp.wa.gov/Reports/11-07-1201>

McCLeary summary

<http://www.tacoma.k12.wa.us/information/Documents/McCleary%20Supreme%20Court%20Decision%20Explained.pdf>

Week 6

Judy Jones, CPA website <http://judyjonescpa.com/resources.html> ; “Talk Back to Your CPA” in Dec 2013 newsletter
Nonprofit Accounting 101 <http://www.nonprofitaccountingbasics.org/accounting-bookkeeping/accounting-101>

Week 7: NASBO sections plus the following articles

Who Pays Report: A Distributional Analysis of The Tax systems in All Fifty States, 4th Edition, pgs. 1-18, 119-120

NCSL Principles, (June 2007). Principles of a High-Quality State Revenue System

WSBPC website, WA State Budget & Policy Center <http://budgetandpolicy.org/about-us/budget-matters-2013-> ; see powerpoint titled “Building an Equitable Revenue System” – focus on slide #25

Week 8

Lean Enterprise Institute website <http://www.lean.org/WhatsLean/> ; review the following sections under “What Is Lean”: history, principles, action plan, timeline. Then go to the “knowledge center” section and review some of the resources.

Lean in WA website: <http://www.results.wa.gov/resources/learnLean/leanWA.aspx>

Ken Miller’s critique of Lean: <http://www.governing.com/blogs/public-great/gov-lean-management-fads-texting-convo.html>

McCawley, P. (2001). “Logic Model for Program Planning and Evaluation.” University of Idaho.

Mulroy, E. & Lauber, H. (2004, Oct). A User-Friendly Approach to Program Evaluation and Effective Community Interventions for Families at Risk of Homelessness. *Social Work*. v.49, iss. 4, p. 573

Priest, S. (2001, Spring). A Program Evaluation Primer. *The Journal of Experiential Education*. v.24, iss.1, p. 34

Week 9

Chapters 29 & 30 from WA Nonprofit Handbook http://www.waaco.org/wp-content/uploads/2011/10/Washington-Nonprofit-Handbook_2009.pdf ; “Political Activity” and “Lobbying”

WA Nonprofits, Advocacy Tips

<http://www.washingtonnonprofits.org/index.cfm?fuseaction=Page.ViewPage&pageId=641>

Association of WA Cities, Advocacy Tools <http://www.awcnet.org/LegislativeAdvocacy/Advocacytools.aspx>

A Citizen’s Guide to Effective Legislative Participation:

<http://www.leg.wa.gov/legislature/Pages/EffectiveParticipation.aspx>

***Optional Course Resources for Your Reference*:**

Advocacy:

Community Tool Box <http://ctb.ku.edu/en/using-tool-box> (shows how to build community “toolkit” for advocacy)

Policy:

CATO Institute: <http://www.cato.org/publications>

Brookings Institute: <http://www.brookings.edu/research/reports>

ARNOVA: <http://arnova.org/publications.php>

Plain Talk in Policy: <http://www.plainlanguage.gov/examples/government/WArules.cfm>

WSIPP: <http://www.wsipp.wa.gov/>

Washington Policy Center: <http://www.washingtonpolicy.org/>

Washington State Budget & Policy Center: <http://budgetandpolicy.org/>

Excel:

Login to your my.evergreen.edu account. Under the heading of “Community” click on the link to Lynda.com . Go to the drop down menu of “software” and select Excel. See the “skill level” section in the left hand column and select the tutorials that apply to you.

Budgeting Guides:

State

- A Citizen’s Guide to the WA State budget, 2013
<http://www.leg.wa.gov/Senate/Committees/WM/Documents/2013%20CGTB.pdf>
- State Budget Basics Videos <http://www.nasbo.org/state-budget-basics-videos>
- WA State Operating Budget Instructions http://www.ofm.wa.gov/budget/instructions/operating/2013_15/2013-15_instructions.pdf

City

- City of Olympia Operating Budget Summary, 2014, New “Budget 365” Process <http://olympiawa.gov/city-government/~media/Files/AdminServices/Budget/2014%20Budget/2014%20Preliminary%20Budget%20Summary.pdf>
- State & Local Finances Summary: 2011 http://www2.census.gov/govs/local/summary_report.pdf
- Citizen’s Budget Commission <http://www.cbcny.org/>
- A Local Official’s Guide to Public Engagement in Budgeting http://www.ca-ilg.org/sites/main/files/file-attachments/gf103_peb.pdf

Federal

- Center on Budget and Policy Priorities, Introduction to Federal Budget Process <http://www.cbpp.org/files/3-7-03bud.pdf>
- Federal Budget 101 <http://nationalpriorities.org/budget-basics/federal-budget-101/>
- Federal Budget Concepts and Processes
<http://www.whitehouse.gov/sites/default/files/omb/budget/fy2014/assets/concepts.pdf>
- U.S. Fiscal Forecast on-line <http://www.dev.ourfiscalfuture.org/thereport/>
- Government Accountability Office <http://www.gao.gov/>

Non-profits

- An Executive Director’s Guide to Financial Leadership <http://www.nonprofitquarterly.org/404/2-uncategorised/19126-an-executive-directors-guide-to-fi-nancial-leadership.html>
- President Obama’s FY2014 Budget: The Issues for Nonprofits <http://www.nonprofitquarterly.org/policysocial-context/22155-president-obama-s-fy2014-budget-the-issues-for-nonprofits.html>
- Improving Cash Flow Management in Challenging Times <http://www.nonprofitquarterly.org/management/800-improving-cash-flow-management-in-challenging-times-a-primer.html>
- How Much Profit Does a Nonprofit Need? <http://nonprofitquarterly.org/management/23399-how-much-profit-does-a-nonprofit-need.html>

Budgeting Practitioner:

Congressional Budget Office Blog <http://www.cbo.gov/blog>

Lean Enterprise Institute <http://www.lean.org/WhoWeAre/LEINewsStory.cfm?NewsArticleId=116>

Public Financial Management blog <http://blog-pfm.imf.org/pfmblog/>

Association for Budgeting and Financial Management <http://www.abfm.org/>

National Association of State Budget Officers www.nasbo.org

American Association for Budget and Program Analysis www.aabpa.org

Gov Finance Officers Assoc <http://gfoa.org/>

Spring 2014 Schedule (subject to change)

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Week 1 4/3	<i>Public Policy I</i> <ul style="list-style-type: none"> ▪ Lecture: Introduction to Public Policy ▪ Workshop: Laubacher article ▪ Seminar 	<u>Readings:</u> Articles: Levine, Clarke, Cairney Powerpoint: Doughty TedTalk: Mazzucato	Assignment #1- MPA app rewrite
Week 2 4/10	<i>Public Policy II</i> <ul style="list-style-type: none"> ▪ Start in Seminar ▪ Lecture: Policy Dev & Analysis ▪ Workshop: Tools for policy analysis 	<u>Readings:</u> Bardach- ALL Shafritz chs. 44, 57 Article: Schneider	
Week 3 4/17	<i>Budgeting I</i> <ul style="list-style-type: none"> • Lecture: Budgeting Basics • Workshop: Jeopardy Games • Seminar 	<u>Readings:</u> Articles: Posner, Altschuler Shafritz ch. 13, pg.371-388 NASBO pgs. 2-24, 114-122	Assignment #2- Policy Brief
Week 4 4/24	<i>Budgeting II</i> <ul style="list-style-type: none"> • Meet in Computer Lab • Workshop: Excel for Budget Priorities, BOTEC, & cost-benefit analysis 	<u>Readings:</u> NASBO pgs. 85, 178-186, NASBO module 6 Grad & Dropout Report Return on Investment McCleary Summary	
Week 5 5/1	<i>Bill Analysis & Fiscal Note</i> <ul style="list-style-type: none"> • Meet at State Capitol (optional tour of capitol at 5:00pm) • Guest Speakers (Legislating McCleary & Writing Bill Analysis w/ Fiscal Note) 	<u>Reading OR Movie:</u> <i>Waiting for Superman</i> (read book or watch movie outside of class)	Assignment #3- Cost-benefit analysis
Week 6 5/8	<i>Finance I</i> <ul style="list-style-type: none"> • Webinar: Christa Divis, CPA, Nonprofit Finance 101 • Workshop: Accounting Basics • Seminar (time to work on projects) 	<u>Readings:</u> Judy Jones Consulting website Nonprofit Accounting 101 website	Assignment #4- Bill Analysis & Fiscal Note
Week 7 5/15	<i>Finance II</i> <ul style="list-style-type: none"> • Start in Seminar • Lecture: Revenue Streams • Workshop: why predictions fail 	<u>Readings:</u> NASBO pgs. 31-42, 84 Who Pays, pg.1-18,119-120 NCSL Principles WSBPC website	Assignment #5- Part I
Week 8 5/22	<i>Lean: Program Eval & Performance Measures</i> <ul style="list-style-type: none"> ▪ Guest speaker ▪ Seminar 	<u>Readings:</u> Lean Enterprise website Lean WA website Miller's critique of Lean Articles: Mulroy, McCawley, Priest	Assignment #5- Part II
Week 9 5/29	<i>Persuasive Communication & Advocacy</i> <ul style="list-style-type: none"> • Meet at LOTT • Guest speakers from LOTT, WA nonprofits, AWC • Tour of LOTT 	<u>Readings:</u> WA Nonprofit Handbook, chs. 29 & 30 Advocacy Tips & Tools WA Citizens Guide	Assignment #5- Part III
Week 10 6/5	<i>Change through Social Entrepreneurship</i> <ul style="list-style-type: none"> • Start in Seminar • Lecture & Student Roundtable Fishbowl 	<u>Reading:</u> Bornstein- ALL	
Week 10 6/7 Sat 9-4:00	<i>Student Displays & Presentations</i> *family & guests welcome *potluck		Assignment #5- Final Plan & Display OR Presentation

*Evals, June 9-12. Written evals (self & faculty) required.

Assignments, Spring 2014

Assignment #1: Re-write Public Policy Essay from your MPA Application

Due Wednesday 4/2 posted to moodle by 8:00am. Pages: 5.

Re-write the public policy essay you wrote when you submitted your MPA application. Re-write it based on what you've learned regarding concise writing, analytical writing, APA format, and your general learning from the past two quarters of our core class (readings, lectures, workshops, guest speakers, etc.).

Assignment #2: Policy Brief

Due Wednesday 4/16 posted to moodle by 8:00am. Pages: 5.

Use the same policy from your first assignment. Use the steps from Bardach's *A Practical Guide for Policy Analysis* to structure your paper. Policy briefs should "briefly" present a policy overview and note the policy requirements (What is the basis for this policy? Why does the policy exist? What does it require for implementation?), define one problem with the policy, explain the effects of the problem, suggest policy alternatives, explain the criteria for selecting a recommendation, project the outcomes if your recommendation is accepted, what are the trade-offs of your recommendation, then persuade the reader towards supporting your recommendation. Finally, using the best information available, what might be the budget impacts of your recommendation?

Assignment #3: Cost-Benefit Analysis

Due Wednesday 4/30 posted to moodle by 8:00am. 2 pages.

Assignment will be explained in class during the Excel workshop week 4. You will be given data regarding the McCleary decision budget and policy impacts along with specific instructions to work with. If you need to brush up on your Excel skills, please login to your my.evergreen.edu account. Under the heading of "Community" click on the link to Lynda.com. Go to the drop down menu of "software" and select Excel. See the "skill level" section in the left hand column and select the tutorials that apply to you.

Assignment #4: Bill Analysis & Fiscal Note

Due Wednesday 5/7 posted to moodle by 8:00am.

A bill is a legislative proposal requesting action and/or appropriations. A bill analysis is typically an internal report on your organization's position about the bill, its impacts, and is used to inform organization leaders about the organizational implications and whether to support/oppose or try to modify. It should be written from a non-partisan stance and present facts related to a specific organization; not opinions. You will need to pick a WA state bill (proposed or passed) and identify the organization you are writing from. Consider the following questions: What problem does the bill address? Can the agency implement the bill as written? If effects of the bill are negative, or the bill is poorly worded, can it be fixed? How? What are the gaps or flaws in the bill that the agency needs to address? Do effective dates cause the agency problems? Offer suggestions for new language. A bill analysis typically includes: bill title & number, a one paragraph summary of the bill followed by sections about the Legislative history (sponsors, hearings, floor debates, votes, amendments), current law/practice, justification for the bill/problem addressed and your suggested amendments/rejection/or approval with rationale to support. A **fiscal note (estimate of costs to your org)** follows a fixed format required by the legislative body in conjunction with the Office of Financial Management, and your suggested amendments/rejection/or approval with rationale to support. You may analyze either a proposed bill or one already passed/enacted. From the perspective of the organization you are writing from, you will need to take a position (non-partisan). Place yourself as an employee of a specific organization that is directly affected by the bill you selected.

Assignment #5: Analysis & Plan (major project done as an individual OR in a group)

Part I: Policy Brief

Due Wednesday 5/14 posted to moodle by 8:00am.

You may choose to use the same bill from assignment #4.

Either as an individual or in groups of 3 students from within your seminar, select a specific policy to analyze (an organization's policy, or bill, law, code, statute, regulation, etc.). Using the same steps in assignment #2, write a policy brief. Additionally, attach a logic model of your recommendation. Finally, include either a decision tree or needs assessment or risk assessment of your recommendation.

Part II: Finance & Budget Analysis

Due Wednesday 5/21 posted to moodle by 8:00am.

Add to Part I by developing a cost estimate of the changes in policy you recommend. Does it save or cost money? What will you need to spend money on? Follow the guidelines in the NASBO material and lectures. Identify the sources of revenue associated with this policy and your recommendation (how is the policy financed? Will you need different or additional revenue streams for your recommendation?). Further, conduct a budgetary cost-benefit analysis of the recommendation from your policy brief. You will need to create the budget for your cost-benefit analysis based on the best information available.

Part III: Implementation & Evaluation Plan

Due Wednesday 5/28 posted to moodle by 8:00am.

Add to parts I & II by writing an Implementation & Evaluation Plan. The plan may include multiple phases in order to explain how you would literally implement your recommendation. These implementation phases or sections may include: goals/objectives, benchmarks, measures of success for outputs and outcomes (used later for evaluation criteria), list of roles/persons required for action, authority/approvals needed, interdependencies and contingencies, time frames, dollars associated with action items, public outreach, employee education, marketing, etc. Finally, establish an evaluation plan to explain your evaluation criteria and processes for evaluating your recommendation. This evaluation plan may include stakeholder analysis, feedback loops, learning principles from lean, performance measures/program eval, ethics review, etc.

Assignment #5: Final Analysis & Plan Display OR Presentation

Final Plan and Display or Presentation Due Saturday 6/7 posted to moodle by 8:00am.

This is an opportunity to engage in “policy entrepreneurship”; how will you make your recommendation a reality? You can pick the audience to direct your plan towards. Prepare either a display or presentation to exhibit your plan. This may be a: 10 minute presentation to class with 5 minute Q & A (15 minutes total) **OR** a stand-alone display via poster board, bulletin board, information kiosk, story board (projqet.com), brochure, movie, cartoon, webpage, wordle, prezi, white board animation, brainspark, time toast, community toolbox, or other professional display about your plan. If you choose the display option, the key is the information display you create must be a “stand-alone” display and not require any explanation from you. This means you will not be allowed to speak in-person about your display. All the information you want to convey must be done by the display itself. It can be as interactive for the user as you make it. A feedback form will be placed at each station for your fellow students to fill out: Ex. what are the key takeaways, first impressions, questions left unanswered, is the plan feasible?

Human Subjects Review (HSR) Any “research” you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites). You will *not* collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

Format: All papers should be typed using a computer, double spaced (unless otherwise stated), 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. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant.

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, seminar faculty should be notified prior to a class and/or seminar absence. ***After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) you may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) you may be denied full 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:** Turning in assignments late is unacceptable. However, if there is a 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 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. **No partial credit will be awarded. Incompletes may rarely be offered**

on case by case basis. 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 expulsion from the MPA program. Plagiarism (i.e., using other peoples' work as your own) will result in total loss of credit for the class and may result in expulsion from the MPA program.** College statement on academic honesty: <http://www.evergreen.edu/advising/academic honesty.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. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements. **Evaluation:** Written self-evaluations and a seminar faculty evaluation are required for credit at the end of each quarter in our evaluation conference along with faculty evaluations of students. (Students may submit faculty evaluations to faculty directly or to Program Secretaries.)

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. 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. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style 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.

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, reading unrelated materials, playing with a IPOD, laptop, or cell phone are not appropriate.) Consult your seminar 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>

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.