

**Tribal Governance, Analytical Techniques for Public Service II**  
**MPA 2<sup>nd</sup> year core, Winter 2016**  
**Fridays 1-5pm, Saturdays & Sundays 9am-5pm**  
**January 8-10, January 22-24, February 5-7**  
**Location: Seminar 2 E1105**

<b>Faculty</b>	<b>Phone &amp; E-mail</b>	<b>Office</b>
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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**

<b>Quarter</b>	<b>Content Areas</b>	<b>Skill Development Objectives</b>
<b>Winter</b> <b>ATPS II</b> <b>Jan. 8-10</b> <b>Jan. 22-24</b> <b>Feb. 5-7</b>	<ul style="list-style-type: none"> <li>• Analyzing &amp; Interpreting Data</li> <li>• Excel Data Pack</li> <li>• Descriptive &amp; Inferential Stats</li> <li>• Grounded Theory &amp; Ethnography</li> <li>• Transforming Data to Information</li> <li>• Research Display</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting Reports</li> <li>• Research Writing</li> <li>• Data Collection</li> <li>• Data Analysis</li> <li>• Communicating w/Data</li> <li>• Research as Story</li> </ul>

**Winter 2016 Course Description:**

Analytical Techniques for Public Service focuses on using applied research in public administration, Tribal Governance, and Indigenous communities. In the winter quarter, we will respond to the following questions: 1) How do we analyze and interpret quantitative and qualitative data? 2) How do we turn data into meaningful information for decisions? 3) How do we present useful information?

Via praxis, our goal is to practice research design and analysis. Our intent is to gain a better understanding of how to approach, critique, use, analyze, and communicate research in public service.

**Winter 2016 Learning Objectives:**

- Develop knowledge, skills, and abilities as critical producers and consumers of data, information, and analysis.
- Understand the practical applications of analytical techniques for Tribal Governments & Indigenous communities.
- Develop the critical ability to situate social science concepts and techniques within the practice of public service.
- Develop the skill of public speaking and presenting data as information for decision making.

## Required Readings:

### Book:

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

### Articles:

#### ***Weekend 1 Philosophy of Scientific Method Article:***

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

#### ***Weekend 1 Quantitative & Qualitative (Mixed Mode) Article:***

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

#### ***Weekend 1 Qualitative Data Articles:***

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

Jewell, C. & Bero, L. (2008, June). Developing Good Taste in Evidence: Facilitators of and Hindrances to Evidence-Informed Health Policymaking in State Government. *The Milbank Quarterly*. Vol. 86, No. 2, pp. 177-208.

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

#### ***Weekend 1 Ethnomathematics:*** <http://www.hawaii.edu/malamalama/2010/07/ethnomathematics/>

Adam, N. (2010). Mutual Interrogation: A Methodological Process in Ethnomathematical Research *Procedia Social and Behavioral Sciences*. Iss. 8. p. 700–707 International Conference on Mathematics Education Research

Francois, K. & Pinxten, R. (November 2011). Politics in an Indian canyon? Some thoughts on the implications of ethnomathematics. *Educational Studies in Mathematics*. Vol. 78, No. 2, pp. 261-273

Katz, V. (2014). In Memorium: Marcia Ascher. *Historia Mathematica*. Vol 41. No. 3-5

#### ***Weekend 2 Ethnography & GTM Articles:***

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

Duneier, M. (2011). How Not to Lie with Ethnography. *Sociological Methodology*, Vol. 41, pp. 1-11

Raheja, M. (Dec 2007). Reading Nanook's Smile: Visual Sovereignty, Indigenous Revisions of Ethnography, and "Atanarjuat (The Fast Runner)" *American Quarterly*, Vol. 59, No. 4, pp. 1159-1185

#### ***Weekend 2 Research Display As Story Articles:***

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

Leichenko, R., Does Place Still Matter? Accounting for Income Variation Across American Indian Tribal Areas, *Economic Geography*, Oct. 2003, v.79, issue 4, p. 365.---and the accompanying policy brief ----

## **Recommended Resources (Not Required)**

### **Reports and Products (examples of audience specific formats):**

Social Security Administration, Office of Retirement Policy, AIAN Population Projections 2030:  
<https://www.socialsecurity.gov/retirementpolicy/projections/aian-2030.html>

NCAI Policy Research Center Think Tank Report  
[http://ncaiprc.org/pdf/Think\\_Tank\\_Report%20main%20report\\_.pdf](http://ncaiprc.org/pdf/Think_Tank_Report%20main%20report_.pdf)

Lummi Nation Press Release  
<http://www.lumminsn.org/website/Site/images/PR%20for%20Jan%202015.pdf>

Northwest Indian Fisheries Commission publications (magazine, reports, success stories)  
<http://nwifc.org/publications/>

Udall Foundation Publications <http://udallcenter.arizona.edu/publications-resources/publications>

Squaxin Island Tribe Newsletters <http://squaxinland.org/info/klah-che-min-newsletters/>

WA Governor's Office of Indian Affairs, 2015 Centennial Accord Agency Highlights Brief  
<http://www.goia.wa.gov/relations/Tab4-AgencyHighlights2014-2015.pdf>

National Institute of Justice, Publications about American Indians/Alaska Native, Tribal, Research and Development [http://www.nij.gov/publications/Pages/publication-list.aspx?pubtype=article&tags=American Indians/Alaska Native, Tribal, Research and Development](http://www.nij.gov/publications/Pages/publication-list.aspx?pubtype=article&tags=American%20Indians/Alaska%20Native,%20Tribal,%20Research%20and%20Development)

Office of Indian Energy Policy and Programs, Case Studies  
<http://energy.gov/indianenergy/resources/energy-resource-library/tribal-case-studies>

United Way of Thurston County, 1 page report card, Report to the Community 2014:  
[http://www.unitedway-thurston.org/sites/unitedway-thurston.org/files/Rpt\\_Community\\_2014%20%283%29.pdf](http://www.unitedway-thurston.org/sites/unitedway-thurston.org/files/Rpt_Community_2014%20%283%29.pdf)

### **Videos (examples of analysis, coding & data visualization):**

Descriptive Stats video: <http://onlinestatbook.com/2/introduction/descriptiveM.html>

Transform Data into Information for Decision <http://experts.allbusiness.com/transform-data-real-information-drives-decision-making/16096/#.VIiIFVJ0zIV>

Effective data visualization video: <https://www.youtube.com/watch?v=nP6qWhOkha4>

### **Tools & Resources (analyzing quant/qual data; transforming data into useful information)**

Dedoose (qualitative data analysis tool) <http://www.dedoose.com/>

Survey Monkey (survey design & analysis tool: see the translator and phone survey tools too)  
<https://www.surveymonkey.com/>

Instantly (Survey Tool with video capability) <https://www.instant.ly/survey-tool/>

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

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

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

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

**Winter 2016 Schedule (\*Faculty may alter schedule)**  
**\*Pending HSR approval, start data collection January 1, 2016.\***  
**Weekend 1: January 8-10**

**Friday, January 8**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
1:00pm	Lecture/Workshop: Seeing What's Missing in Research. Story, Critique, & Asking Too Much of Data.	<b>Assignment #1</b> Status Report, Due Friday January 8 <sup>th</sup> by noon.
2:45pm	BREAK	
3:00pm	Seminar (Reading Groups)	<u>Reading:</u> Evans article Babbie p. 487-494
4:15pm	Discussion: Research Reports & Products	<u>Readings:</u> Scan recommended reports & products for audience driven communication.
5:00pm	END	

**Saturday, January 9**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	Lecture: Scientific Method	<u>Reading:</u> Fuller article
10:30am	BREAK	
10:45am	Seminar (Reading Groups)	<u>Readings:</u> Lajimodiere article Jacob article Jewell article
12:00pm	LUNCH	
1:00pm	Lecture/Workshop: Tools for Interpreting Qualitative Data, Concept Mapping	<u>Reading:</u> Babbie ch. 13
2:30pm	BREAK	
2:45pm	Lecture/Workshop: Interpreting Descriptive Statistics Using SurveyMonkey	<u>Reading:</u> Babbie p. 412-416, p. 451-460
5:00pm	End	

**Sunday, January 10**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	Lecture/Workshop: Interpreting Inferential Statistics Using Excel	<u>Reading:</u> Babbie chs. 14 & 16
10:30am	BREAK	
10:45am	Seminar (Reading Groups)	<u>Readings:</u> Adam article Francois article Katz article Ethnomathematics website article
12:00pm	LUNCH	
1:00pm	Discussion: Ethnomathematics	
2:00pm	BREAK	
2:15pm	Project Team Work Time w/Faculty	
4:30pm	Recap/End	

**Assignment #2: Research Analysis & Presentation Plan.** (group assignment) Two pages, double spaced. Due Monday January 18 posted to canvas by 8:00am.

**Weekend 2: January 22-24**

**Friday, January 22**

Time	Activity	Deliverable
1:00pm	Guest Speakers: Communicating Meaningful Information with Data Through Telling the Story	<b>Assignment #3</b> Draft 1 Research and/or Product. Due Friday, January 22 by noon.
2:45pm	BREAK	
3:00pm	Seminar (Reading Groups)	<u>Readings:</u> Aufrecht article Leichenko article Leichenko policy brief
4:15pm	Workshop: Writing Research As Persuasive Story	
5:00pm	END	

**Saturday, January 23**

Time	Activity	Deliverable
9:00am	Lecture: Research Journeys & Presentation Tools	
10:15am	BREAK	
10:30am	Guest Speakers: Displaying Audience Specific Research Results As Story	
12:00pm	LUNCH	
1:00pm	Seminar (Reading Groups)	<u>Readings:</u> Cho article Duneier article Raheja article
2:30pm	BREAK	
2:45pm	Lecture: Reclaiming Ethnography & Grounded Theory	
5:00pm	End	

**Sunday, January 24**

Time	Activity	Deliverable
9:00am	Discussion: Can you tell your research story orally only? Can you tell your research story visually only?	
10:30am	BREAK	
10:45am	Seminar (Reading Groups)	Video shown in class: TBA
12:00pm	LUNCH	
1:00pm	Class time to develop Research Report or Product appropriate for target audience	<u>Reading:</u> Babbie ch. 17
4:30pm	Recap/End	

**Assignment #4: Research Report and/or Product Draft 2.** (group assignment) Due Monday February 1 posted to canvas by 8:00am.

**Weekend 3: February 5-7**

**Friday, February 5**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
1:00pm	Practice Presentations Orally Only, Peer Feedback	<b><u>Assignment #5</u></b> Practice Oral Presentation Due Friday Feb 5 in class.
4:00pm	Project Team Work Time	
5:00pm	END	

**Saturday, February 6**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	Practice Presentations Visually Only, Peer Feedback	<b><u>Assignment #5 (con't.)</u></b> Practice Visual Aid Due Saturday Feb 6 by 8:00am.
12:00pm	LUNCH	
1:00pm	Project Team Work Time	
5:00pm	End	

**Sunday, February 7**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	Final Presentations	<b><u>Assignment #6:</u></b> Final Presentation. Optional Visual Aid Due Sunday February 7 by 8:00am. Welcome to invite friends, family, and research participants.
10:30am	BREAK	
10:45am	Final Presentations	
12:00pm	LUNCH	
1:00pm	Final Presentations	
2:30pm	BREAK	
2:45pm	Final Presentations	
5:00pm	Recap/End	

**Assignment #7:** Final Research Report and/or Product. Due Friday February 12 by 8:00am.

**Final Self-Eval & Evals of Both Faculty** uploaded through my.evergreen.edu, cumulative of both fall & winter quarters. Due Monday February 15 by 5pm. \*Evals Required for Credit.\*

**Assignments**

**Assignment #1: Status Report.** (group assignment) Two pages, double spaced. Due Friday January 8 posted to canvas by noon. Provide faculty with an update about your data collection progress. What have you done and what needs to be done? Any obstacles to your research? Any initial findings/impressions?

**Assignment #2: Research Analysis & Presentation Plan.** (group assignment) Two pages, double spaced. Due Monday January 18 posted to canvas by 8:00am. Note how you are going to analyze the data you've collected. List the steps you will take (literally) to organize, transfer, and interpret your data. In what ways does the original data you've collected relate (or not) to your secondary data in the lit review? Does it look like your initial findings will help you answer your research question? How do you intend to present your findings (report, product, or both)?

**Assignment #3: Research Report and/or Product Draft 1.** (group assignment) Due Friday January 22 posted to canvas by noon. Dependent upon the communication format that is best suited for your project's audience, your team may choose to create a report and/or a product to convey the analysis and findings. The team may choose to do one report *or* one product *or* both.

**Research Report:** The page limit for reports varies because each project is unique, however, research reports are typically 10-15 pages. Design your research report with your audience in mind. For many of you, your final project will be a practitioner-oriented report. This will include an executive summary with research question followed by the body of the report. The body of the report will include an introduction with a well-focused discussion to frame the issues and note your problem statement with research question, followed by a synthesis of literature to set the context (include pared down lit review with revisions), your research objectives and methodology (including limitations, assumptions, research/data collection plan, and analysis plan), your main findings (presented with charts, graphs or tables, and with key quotes from the qualitative data), and conclusion/recommendations/areas for future research. Recommendations for organizational/policy change or suggestions for future research should be clear, specific, and logically flow from the findings. Your survey, interview questions, and other relevant information should be presented in an appendix.

There is no “one best way” to think about reporting. However, *it is important for every final report and product to address:* 1) what style of report are you planning on using- how are you planning on communicating (use of text and graphs/charts) the results and their meaning to your specific audience?; 2) what is your main “story-line” and key finding?; 3) what are the interesting similarities and differences between the responses, did you find patterns, themes, connections between quantitative and qualitative data-- how do your findings relate back to your literature review?; 4) what are your conclusions (what do you want the audience to “take away”) and what is your answer to your research question and/or hypotheses? 5) what actions or recommendations need to be taken based upon your findings and/or what are your recommendations for future research? How do you organize complex information for ease of reading, easy reference, use of subtitles, and logic of presentation?

**Research Product:** Ex. brochure, press release, video, mobile app, website, facebook page, newscast, cartoon, etc. Products should be discussed with faculty. Each project may require a different approach to presenting your results dependent upon your audience.

**Assignment #4: Research Report and/or Product Draft 2.** (group assignment) Due Monday February 1 posted to canvas by 8:00am. Incorporate revisions based on feedback. Send this version to your research participants for comment.

**Assignment #5: Practice Presentation** (group assignment) Each team will participate in an Oral Practice Presentation to occur in class on Friday February 5 (no visual aid for Friday's oral only practice). Each team will also participate in a Visual Aid Practice Presentation to occur in class on Saturday February 6 posted to canvas by 8:00am (no public speaking). Based on the feedback received, decide if you are going to proceed with an oral only final presentation *or* a visual only final presentation *or* a combination.

**Presentation.** Each research project group will practice their presentation and receive feedback from classmates and faculty. You will practice once orally and once visually. A total of 20 minutes will be available. We expect the presenters to take 15 minutes to cover the problem, research question, why the research matters, methodology, key findings, recommendations, and suggested areas for future research. The presenter(s) will then facilitate a 5 minute question and answer session with the class.

The visual presentation can be a creation of your choosing and should be appropriate for the audience of your study. Consider using any of the following tools: slide show (powerpoint, prezzi.com,

haikudeck.com, projeqt.com), word cloud with wordle.net or woritout.com, website creator with wix.com or weebly.com, videos with voicethread.com, screencast (startmeeting.com, ignitecast.com), infographics (piktochart.com, thinglink.com, infoogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com). All presentations should adhere to the following guidelines: 1) Any photographs or graphs/charts should have a summary notes about what is being displayed. 2) All photographs or graphs/charts should be cited with their source. 3) 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> 4) If using a video, it should not take up the entire presentation time. 5) All members of the group are expected to participate in the presentation/facilitation as able.

**Assignment #6: Final Presentation** (group assignment) Due Sunday February 7 delivered in class. Optional Visual Aid posted to canvas by 8:00am. While every team is required to do a final presentation, it is your team's choice to use a visual aid for the presentation *or* present orally only *or* a combination.

**Assignment #7: Final Research Report and/or Product.** (group assignment) Due Friday February 12 posted to canvas by 8:00am. Based on the feedback received, revise the report and/or product into a final format to be submitted to faculty and your research participants.

### **Course Policies**

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

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

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

**Late assignments:** If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters



are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

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

**Evaluation:** A written cumulative self-evaluation and two faculty evaluations are required for credit no later than February 15, 2016. Student's self eval and eval of both faculty should be exchanged in our evaluation conference along with faculty evaluation of student. (All evals are to be posted via my.evergreen.edu.) Please note that while self-evaluations are required for the course, we do not require them to be submitted to the Registrar. Evaluation conferences will not be conducted during class time. After the final session you will make arrangements to either have your evaluation conference over the phone, via skype, or in-person. More details will be forthcoming during the last weekend.

**Biculturalism, Multiculturalism, & Diversity:** As the underlying framework to our learning together, faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Biculturalism is to be understood as: recognizing the distinct legal and political relationships between indigenous peoples and Nation states. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

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

**Reasonable Accommodations** will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this

class, please do the following: **Contact faculty** before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

**Expectations of Students and faculty:** to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

**We will abide by the social contract:** WAC 174-121-010 College philosophy.  
<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

**We will abide by the student conduct code (including academic integrity and plagiarism):** Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process  
<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

**We will abide by the non-discrimination policies and procedures at TESC:**  
<http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.htm>

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

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

**Inclement Weather:** In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel program meeting even if campus is open and we will send an all-program email prior to 3:00 pm. You are responsible for checking email and ensuring viable transportation options are available to you.

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