Analytical Techniques for Public Service
PNAPP Tacoma, 2nd year Core, Fall 2022

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:
September 28th – December 10th
Wednesday classes: 6-9pm,
Saturday Class: Dec 10th, No Class
Upload pre-recorded final presentations by 9am & discussion replies by 4pm
Location: In-person & Online: Tacoma campus, Zoom & Canvas

Faculty Teaching Team:
Amy Gould: goulda@evergreen.edu
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Office hours: By Appointment or Monday Meets

HyFlex Model: Every course session will be held simultaneously in-person at the Tacoma campus and online via Zoom. Each student may choose the class participation option working best for them each week. There are no thresholds for a maximum or a minimum amount of in-person or online participations. Just come to class! Online or in-person, it's your choice.

Fall 2022 Course Description:
Analytical Techniques for Public Service is a two-quarter core program for second year MPA students. In the fall quarter, student teams design an original research project and complete a human subjects review application. During the winter quarter, student teams carry out their research project through data collection, analysis of results, and reporting.

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 equitably and ethically.

Key questions:
1) Why are there paradigms in social science? How are research ethics used in PA?
2) What is data vs. information? Where are the limits of research?
3) How is research produced and consumed in public service equitably?
4) What are valid and reliable data for the basis of decision making?
5) Who drives research design? What are the consequences of research design choices?

Learning objectives:
- *Why* we do research in public service.
- Understand what it means to construct ethical and equitable research designs.
- Competency in quantitative, qualitative, and mixed methodologies.
- Understand how research can maintain the status quo or change decisions.

- Understand original data collection methods of surveys, focus groups, interviews, and primary voice along with secondary methods of content analysis and existing data sets.
- Become an ethical producer and consumer of research.

Course Credit Equivalencies for Evaluation:
4 - Research Design
2 - Ethics and Equity in Research
= 6 credits
- Note: ATPS is offered as a 2 quarter sequential course. Therefore, students take 6 credits in fall quarter + 6 credits in winter quarter = 12 credits total. These 12 credits are not awarded until the end of winter quarter after requirements for both quarters are met.

KSAs

Knowledge is the theoretical or practical understanding of a subject.
Skills are the proficiencies developed through training or experience.
Abilities are the qualities of being able to do something. Ability is a strength innate to you. The MPA program improves your abilities, but the talent you had existed within you from the start.

Year Long Curriculum: 2022-2023

Quarter	Knowledge Content Areas	Skill & Ability Development
Fall ATPS I	- Paradigms of Social Science: Indigenous, Critical, Interpretive, Positivist - Ethics & Cultural Relevancy *Design*s: Quasi-experimental, Evaluation Research, Case Study, Participatory Action, Community Based, Gap Analysis, System Analysis, Content Analysis *Methodologies*: Quantitative, Qualitative, Mixed *Methods (original & secondary)*: Survey, Interview, Focus Group, Listening Session, Photo-Voice, Primary Voice, Existing data	- Research Design - Consequences of Design - Secondary & Original Research - Instruments for Data Collection - Human Subjects Review - Research Proposal Writing - Limitations of Research & Results
Winter ATPS II	- Analyzing & Interpreting Data - Descriptive & Inferential Stats - Transforming Data into Information - Displaying Useful Information for the Intended Audience	- Analyzing Government & Non-profit Reports - Research Report Writing - Data Collection & Analysis - Communicating the Research Story
Spring Capstone	MPA Reflection, Integration, & Demonstration	- Applied learning - MPA mission driven outcomes & KSA demonstration outputs

Trauma Informed Pedagogy Statement: While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be "a cognitive burden comparable to a full-time job." How can we help our students learn as they (and we) manage this added cognitive load? We can name it and not shame it. Embracing self-care and trauma informed practices is held at the center of our teaching and learning environment. Please reach out to faculty and access the college and/or community resources available to you: https://www.evergreen.edu/covid19/well-being-and-academics-during-covid-19 plus https://www.evergreen.edu/currentstudent/student-resources

Everything we read and discuss is not simply a hot topic. Public service and social science is about people. What we learn may be hard to hear and harder to carry. Be mindful of how much you can hold in this moment. We always ask you to do your best work, but your best may look different each week. It depends on the topic and what you are able to take in at that time. It's ok. We'll hold our family. We're in this together.

Fall 2022 Required Books:

Babbie, E. (2020). *The Practice of Social Research*, 15th edition. Cengage Learning. ISBN: 978-0357360767 (used fall & winter quarters)

Gooden, S. & Berry-James, R. (2018). Why Research Methods Matter: Essential Skills for Decision Making. Melvin & Leigh Publishers. ISBN: 978-0999235935 (used fall & winter quarters)

Jolivette, A. (2015). *Research Justice: Methodologies for Social Change*. Policy Press. ISBN: 978-1447324638 (used fall & winter quarters)

One of the three books listed below, student's choice
- Example of Archival, secondary research: Three Mothers: How the Mothers of Martin Luther King, Jr., Malcolm X, and James Baldwin Shaped a Nation
- Example of Primary Voice : The Deeper the Roots
- Example of Mixed Methods Stress and Resilience: The Social Context of Reproduction in Central Harlem. Related video: Leith Mullings Marable

Recommended Resources (optional):

How to Create a Survey and Surveys 101 and Fowler, F. (2013). *Survey research methods.* 5th Edition. Sage publications. ISBN: 978-1452259000

Basics of Focus Groups and Krueger, R. & Casey, M. (2014). *Focus groups: A practical guide for applied research.* 5th Edition. Sage publications. ISBN: 978-1483365244

Basics of Developing Case Studies and Yin, R. (2003). Slide Show *Case study research and applications: Design and methods*.

Creswell, J.W. & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th edition. Sage publications. ISBN: 978-1506386706

Healey, J. (2015). *The Essentials of Statistics: A Tool for Social Research*, 4th edition. Cengage Learning. ISBN: 978-1305093836

Fall 2022 Schedule (*subject to change at faculty discretion*)

Date	Topic	Deliverable
Week 1 9/28	**Paradigms of Social Science for PA:** Indigenous, Critical, Interpretive, Positivist Good trouble: challenge the canon & then what? Why do we do research? How do paradigms show up in PA? Lecture/ Workshop/Faculty fishbowl: inductive vs. deductive reasoning, obtrusive vs. unobtrusive, insider vs. outsider, research problems & questions Seminar	**Assignment #1**: Concept Paper **Prep Readings**: Course Video: assignment #1 Course Handouts: Research Project Outline ; Example Timeline ; Where Research Comes From Babbie, chs. 1 & 2 Gooden, ch. 1 Podcasts: Do Better Research (explore) Podcast: What even is a research paradigm? **Seminar Readings:** Jolivette, *Research Justice* part 1 Singelton, The 'Science' of Eugenics Lorde, The Master's Tools Will Never Dismantle the Master's House LaFrance, Culture Writes the Script Little Bear, Jagged Worldviews Colliding
Week 2 10/5	**Research Designs & Methodologies: part 1** What do you need from your data? Lecture/ Workshop: quant vs. qual vs. mixed, methodologies vs. methods, primary voice, existing data/big data/open data, community based research, participatory action research, gap analysis, system analysis, case study Seminar	**Assignment #2:** Research Design Critique A **Read for assignment #2 & seminar**: Jolivette, *Research Justice* part 3 **Prep Readings**: Course video: assignment #2 Course Video: Lit review & library resources Course resource: Lit Review Course Handouts: Research why and what?; Research Design ; Plain Talked Research Design ; Building a Research Project ; Case Study Babbie, chs. 4, 10, 17 Gooden, ch. 4 Podcast: What is Methodology? Video: Decolonizing Methodologies Podcast: Podcasting as Method

		Skim as examples of research designs: ● Pierce County Behavioral Health: Mixed Methods Gap Analysis & System Study ; see the report ● Who Pays?: Costs of Incarceration on Families, community-driven action research ● Background Checks in WA: existing data & primary voice ● Housing Justice Coalition research design & planning guide ● Nonprofit Impacts: existing data
Week 3 10/12	**Research Designs & Methodologies: part 2** Lecture/ Workshop/Faculty fishbowl: theoretical thinking, research question, correlation vs. causation, hypotheses, variables, quasi-experimental design, evaluation research, mixed methods Seminar *Research project teams formed. Students will stay in same team for 2 quarters.	**Assignment #3:** Research Design Critique B Readings for Assignment #3: Patent Racism Violence and Economic Activity: Evidence from African American Patents, 1870 to 1940 **Prep Readings**: Course Video: Causation & Correlation Course Handout: From Ideas to Studies ; Mixed Methods Babbie, chs. 5, 7, 12 Gooden, chs. 2 & 5 Reducing Income Inequality in Educational.pdf **Seminar Readings:** Chicago Beyond. Why Am I Always Being Researched? pp. 6-7; 60-84 How to Embed a Racial and Ethnic Equity Perspective in Research.pdf **Skim other research designs**: ● The implications of U.S. gender and racial disparities in income and wealth inequality at each stage of the innovation process ● The Digital Divide: Examining HighSpeed Internet and Computer Access for Washington Students

| Week 4
10/19 | **Ethics & Cultural Relevancy**

Lecture/ Workshop: HSR, sampling

Team Time to start drafting HSR application | **Assignment #4:**
Complete the HSR CITI training + team work plan
Course video: Milgram Obedience Study
Course handout: Research Ethics

Prep Readings:
Babbie, chs. 3 (& skim ch. 7)
Gooden, ch. 3

Evergreen HSR rationale ;
Evergreen HSR application;
OCAP Principles

Hodge, No Meaningful Apology

Henrietta Lacks: science must right a historical wrong

Community Views on Ethical Issues in Intellectual Disability Research

Skim as additional reference:
● The Belmont Report |
| Week 5
10/26 | **Method: Interviews, Listening Sessions, Focus Groups, & Photo Voice part 1**

Good trouble: challenge the canon & then what?

Lecture/Workshop: designing data collection instruments & protocols

Seminar

*Schedule team check-ins with your seminar faculty | **Assignment #5**:
Draft 1 Research Proposal

Prep Readings:
Course video: assignment #5
Course Handouts: Interviews & Focus Groups

Babbie, chs. 10 & 11

Seminar Readings:
Podcast: Words Matter
Example of case study w/photo voice method:
"Come and Take a Walk"
Example of case study w/focus group method: Podcast:
Using Behavorial Science to Improve Well-Being of Social Workers
Example of case study w/listening session method:
Weaponizing Traditions: Threads of Resistance & Oppression |

Week 6 11/2	**Method: Interviews, Listening Sessions, Focus Groups, & Photo Voice part 2** Lecture/Workshop: content analysis, you have qualitative data now what? Seminar	**Assignment #6**: Draft 1 HSR **Readings**: Course video: assignment #6 Course Handouts: Qual ; Quant Podcast: Invisible Women Podcast: Qualitative Research in a Digital World Babbie, ch. 13
Week 7 11/9	**Method: Surveys part 1** Lecture/Workshop: sampling, design of survey questions Team time	**Assignment**: None Course Handouts: Survey Tips **Prep Readings**: Babbie, chs. 7 & 9 Gooden, ch. 6
Week 8 11/16	**Method: Surveys part 2** Lecture/ Workshop: indices, scales, Levels of Measurement, validity, reliability Seminar	**Assignment #7**: Draft 2 Research Proposal + Draft 2 HSR **Readings**: Babbie, chs. 5 & 6 **Seminar Readings:** Lady Tasting Tea
BREAK	**BREAK**	**BREAK**
Week 9 11/30	**Stories from PA: Research as Story** Guest speaker panel Seminar: discuss book of their choice. How the book you chose demonstrated a research design? In what way(s) does this design aid the story it tells? What other tools will enhance the story? Share two things about the text 1. methodology/method; 2. content? *pilot test instruments w/peers during class	**Assignments:** None **Reading**: *One of these books, student's choice* Three Mothers Or The Deeper the Roots Or Stress and Resilience

Week 10 Wednesday 12/7 Saturday 12/10	**Wed**: Practice Presentations & Give Backs **Sat**: No Class; Pre-Recorded Final Presentations *Schedule draft evaluations with your seminar faculty	**[Wednesday] Assignment #9:** Draft Visual Aid **[Saturday] Assignments #8 & #9**: Final Research Proposal Final HSR Final Visual Aid

Assignments

Assignment #1: Concept Paper (individual assignment)
Due: posted on Canvas 9/28 by 6pm. **Length**: 1 - 2 pages, double spaced
Instructions:
Write a brief synopsis of a research topic idea for your two-quarter research project. This will be the basis for you to pick your teams of 2 to 3 students. You will be encouraged to form teams based on similar topic ideas and then come to a compromise about your shared project topic.

Respond to the following questions:
- What public administration problem or solution interests you?
- Why do you suggest researching this for your 2nd year core research 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?
- What paradigm(s) do you think you will use?
- Is there a public or non-profit organization currently addressing this problem or solution? Would you collaborate with a 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 a case study research project.) *Note: you are advised not to work with your current employer.

After all of the papers are posted, read the concept papers posted by your classmates. Start to form teams of 2 to 3 students based on common interest areas. You can work with any student in the class. 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 and faculty advisors on the project teams/topics.

Assignment #2: Research Design Critique A (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 in-text parenthetical citations.)
Due: posted on Canvas 10/5 by 6pm. **Length**: 4-5 pages of content
Instructions: In your own words, please respond to the following questions about Jolivette, A. (2015). *Research Justice: Methodologies for Social Change*. Because this is an edited book with multiple authors, focus your responses on a piece in part 3.

1) Who is the audience? How were the authors transparent about the purpose of their work? What are the paradigms the authors are using in their works and why?

2) Why is this work credible? How do the author(s) provide balanced support for their claims and findings? Are the conclusions overstated; do the conclusions ask more of the data/evidence than is there?

3) What specific question(s) do the author(s) address? How are these questions answered? List hypotheses if applicable.

4) Did they identify limitations with their methodology or suggest any further studies? Do you see any limitations with their methodology? Do you see how any further studies could move the research to the next level?

5) How was their work equitable and ethical?

6) Why does this work matter? How does the work build on or challenge some of the other assigned readings for the week? What was the "gap" in existing research the authors were trying to fill?

Assignment #3: Research Design Critique B (individual assignment)
Due: posted on Canvas 10/12 by 6pm.
Instructions: Same instructions as assignment #2, but focus your essay on this reading and podcast in week 3: Violence and Economic Activity: Evidence from African American Patents, 1870 to 1940. The podcast Patent Racism is an interview with the author Lisa Cook who talked about the intention and the process of the research.

Assignment #4: HSR CITI Training + team work plan (team assignment)
Due: 10/19 posted on Canvas by 6pm
Instructions: As a research project team, engage with the HSR CITI training together. Each individual member of the team can be logged in to take the quiz, but work collaboratively in your team to discuss the course modules and training materials. In other words, talk through the quiz together as a team while you are entering your own individual responses.

Take a screen shot of each individual team member's quiz completion results. Include these screen shots in your team work plan. Make your team work plan for fall quarter specifically with an eye on what's coming winter quarter.

Team work plan should include:
- Role of the Researcher with Researcher bios. These may look like positionality statements to be transparent about how you are each approaching the research design.
- Team's goals for the research project (outputs and outcomes).
- Team's inputs for the research project. Shared ownership of assignment components (no one person should be solely responsible for any one part of the assignments; if someone starts one piece then others need to finish it. Each student needs to learn about each part of the research proposal and HSR).
- Schedule for deliverables with shared ownership explained.
- How you will tap into the team's strengths.
- How you will overcome the team's known obstacles.
- Communication plan and meeting schedule.
- Definition of graduate level work.
- Definition of what team success looks like.
- Conflict resolution plan.
- Screen shots of each team member's HSR CITI training completions.

Assignment # 5: Draft 1 Research Proposal (team assignment)
Due: posted on Canvas 10/26 by 6pm. **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.

Case study is required. Mixed methodology is required. However, only one type of data (quantitative or qualitative) has to come from original research methods (survey, interviews, focus groups). This said, of course you could collect both quantitative and qualitative data with any of these tools.

If you do not collect both quantitative and qualitative data within your original research tool, the remaining type of data you need can come from secondary sources (existing data sets, open data, literature, content analysis, primary voice, government documents, organization's policies, meeting minutes, etc.).

For the team's research proposal, co-write the following pieces:
● Team work plan
● One Problem/Solution Statement: (one sentence) Identify and define the problem or solution you are going to research.
● One Guiding research question: what question will your data answer? (include a literature review to support, oppose, and find gaps in the problem/solution you identified and the question you are asking).
● Problem/Solution Background: Why is this a problem/solution? Who is this a problem/solution for?
● What is the research purpose (describe, explain, explore)? What is your research going to measure? List and define your potential measures/variables.
● Do you need a hypothesis/null? (are you trying to verify/falsify predictions with tests?)
● Definitions of key terms
● What paradigm(s) will you draw from and why?
● Methodology? What quantitative and qualitative data do you need to answer your guiding research question?
● Design with the audience in mind. How will this case study benefit the stakeholders/rightsholders? What's the research purpose?
● Original Research Methods? (survey, interview, focus group) Who are the respondents/participants/collaborators? What is the sample? What is the sampling approach?
● Secondary Research Methods? (existing data sets, open data, literature, content analysis, primary voice, government documents, organization's policies, meeting minutes, etc.)
● Research plan: how will you collect the primary and secondary data? Include the research limitations, assumptions, how you will physically collect the data, access participants, contact lists, schedule, location, delivery method, feasibility: who, when, what, how. Also, include your sources for existing data.
● So What Statement: why does the research matter, who should care, who is the audience? Why is your research question worth answering?

Assignment #6: Draft 1 HSR (team assignment)
Due: posted on Canvas 11/2 by 6pm.
Instructions:
HSR application: Submit draft instrument[s] (survey, interview, and/or focus group questions plus protocols, cover letter & informed consent, plus draft letters of support if collaborating with an organization). Submit draft HSR application with all questions answered and cover sheet completed.

Assignment #7: Draft 2 Research Proposal & Draft 2 HSR (team assignment)
Due: posted on Canvas 11/16 by 6pm.
Two separate documents: 1) Research proposal 2) HSR application.
Instructions: These second drafts should reflect updates, revisions, and incorporate faculty feedback from previous drafts. Add a data dictionary and/or coding scheme to accompany data collection instruments.

Assignment #8: Final Research Proposal & Final HSR (team assignment)
Due: posted to Canvas 12/10 by 9am.
Two separate documents: 1) Research proposal 2) HSR application.
Instructions: These final versions should reflect updates, revisions, and incorporate faculty feedback from previous drafts. These final versions should also be revised based on the feedback you received from peers after pilot testing your instruments.

Research proposal is one complete document posted to Canvas.

HSR packet is one complete document posted to 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), letter of support from collaborating organization if needed). Provided the HSR packet is complete and of high quality, faculty will review the HSR application for approval. AFTER the research project team receives approval from faculty, you may begin data collection.

Assignment #9: Visual Aid & Pre-Recorded Presentation (team assignment)
Draft Visual Aid Due: 12/7 by 6pm.
Final Visual Aid with Pre-recorded Presentation Due: 12/10 by 9am

Discussion posts about at least 4 of the pre-recorded videos Due: 12/10 by 4pm
- What did you learn from the presentation?
- What questions would you ask the presenters?

Pre-recorded Presentation: 10 minutes. All students on the team are expected to verbally participate (as able) in the the pre-recorded video. Be sure to "share screen" and show your visual aid in the pre-recorded video of your presentation. You might use Zoom or Loom to make your pre-recorded presentation so you have a hyper-link of the finished video to upload for this part of the assignment.

A visual aid is required for the presentation. Consider using one or more of the following tools: slide shows (prezi, haikudeck, visme), word cloud, website (wix.com, weebly.com) infographic (Piktochart, thinglink), animation (sparkol, powtoon), timeline (timetoast), interactive Kanban board (trello). All presentations should adhere to the following guidelines:
- All photographs/facts/quotes should be cited with their source.

•   Things to think about: use high contrast colors against background color, limiting red and green (colorblindness), font size, readability, universal design access, proper labeling of graphs/tables/charts. Universal design resource: https://www.washington.edu/doit/equal-access-universal-design-your-presentation

If using a video (within your visual aid), it may not be more than 5 minutes long.

Course Policies

Human Subjects Review application: is included in assignments for the fall. Case study data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by faculty. Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty.
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. 3 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 9 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), 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 if all course requirements have been satisfactorily completed for both fall & winter quarters. 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: Student's course 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.

Mandatory Reporter: The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. We are committed to your well-being and safety, and we're open to discuss any concerns you may have.

Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need. If you are seeking confidential support, please feel free to contact the following confidential resources:

Office of Sexual Violence Prevention and Response (Sem I, 4119, 360.867.5221, jonese@evergreen.edu)
Student Wellness Services (Sem I 2110, 360.867.6200)
SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

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 virtual classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not an appropriate use of class time. 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 still hold class virtually or may 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 online access 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.