"Analytical Techniques for Public Service, II"

Winter 2024, Tribal Governance Concentration

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:

Weekend one:
Friday Jan 12, 6:00-9:00pm Zoom
Saturday Jan 13, 9:00am-4:00pm SEM 2 E1105
Sunday Jan 14, 9:00am-4:00pm s'gʷi gʷi ʔ altxʷ 1007A

Weekend two:
Friday Jan 26, 6:00-9:00pm Zoom
Saturday Jan 27, 9:00am-4:00pm, SEM 2 E1105
Sunday Jan 28, 9:00am-4:00pm, s'gʷi gʷi ʔ altxʷ 1007A

Weekend three:
Friday Feb 9, 6:00-9:00pm Zoom
Saturday Feb 10, 9:00am-4:00pm, SEM 2 E1105
Sunday Feb 11, 9:00am-4:00pm, SEM 2 E1107

Faculty Teaching Team:

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Course Description:
Analytical Techniques for Public Service focuses on using applied research in Tribal Governance and Indigenous communities. In the winter quarter, we will respond to the following questions:
1) How do we purposefully analyze and interpret data?
2) How do we transform data into meaningful information for the audience?
3) How do we tell the research story?
Our goal is to practice research data collection and analysis. Our intent is to gain a better understanding of how to approach, review, use, analyze, and communicate research in tribal public administration.

Learning Objectives:
- Develop skills as producers and consumers of data, information, and analysis.
- Understand the practical applications of analytical techniques for Tribal Governments & Indigenous communities.
- Develop the skill of presenting data as information.

Curriculum at a Glance, 2024 MPA 2nd year core, TG

Quarter	Content Areas	Knowledge, Skills, Abilities
Winter ATPS II	- Indigenous Data Sovereignty - Indigenous Data Governance - Data Collection - Analyzing & Interpreting Data - Descriptive & Inferential Stats - Correlation vs. Causation - Prediction vs. Forecast - Transforming Data to Information - Visualization of Results	- Research Writing - Data Collection & Analysis - Communicating with Data - Research as Story
Spring Capstone	MPA Reflection, Integration, & Demonstration	Applied learning

<u>Winter 2024 Schedule (Faculty may alter schedule)</u>
Faculty may alter schedule if needed

Weekend 1

Friday, January 12

Time	Topic/Activity	Deliverable
6:00pm	Opening Words Workshop: Writing Lit Reviews for Analysis	<u>Required Reading</u>: Creswell, *Research Design*: ch. 10 Resource about lit reviews: https://www.scribbr.com/methodology/literature-review/ Resource about avoiding accidental plagiarism: https://www.scribbr.com/category/plagiarism/ **Due: Assignment #1** Research Briefing Paper
7:30pm	BREAK	
7:45pm	Seminar (small group discussions)	<u>Required Reading:</u> Indigenous Data Governance Read the briefing papers about it: briefing paper 1; briefing paper 2
9:00pm	END Reminder: you have required readings and a seminar reading due tomorrow. Please come to class prepared with questions you have about the readings to share in seminar.	

Saturday, January 13

Time	Topic/Activity	Deliverable
9:00am	Workshop: Lit review themes table for triangulating data	<u>Required readings</u>: Wilson, *Research Is Ceremony*: chs. 3, 6, 7 Creswell, *Research Design*: ch. 2
10:00am	Break	
10:15am	Analysis & Visualization of Qualitative Data Workshop: Coding interview/focus group/listening session data	<u>Required Readings</u>: Kovach, *Indigenous Methodologies*: chs. 1, 6, 7 Creswell, *Research Design*: ch. 9 Wilbur, *Project 562*: introduction, pages 54-68, pages 150-155, pages 396-397 Videos to be shown in class: Example of How to Create Themes and Codes: Queens of Heart (video) Example of How to find Themes from your Data: Research by Sticky Note (video) Examples of How to Do Qualitative Data Analysis & Coding (videos) or option 2
12:00pm	LUNCH	
1:00pm	Seminar (small group discussions)	<u>Seminar Reading</u>: Walker & Bigelow (2011). A Constructive Indian Country Response to the Evidence-Based Program Mandate *Students bring their own questions about reading to discuss in seminar*
2:15pm	BREAK	
2:30pm	Workshop: Program Evaluation Tools Logic Models, Journey Maps and Story Maps	<u>Resources</u>: A Roadmap for Collaborative and Effective Evaluation in Tribal Communities Roadmap for Collaborative and Effective Evaluation in Tribal Communities Tribal Evaluation Institute: Data Systems Improvement Toolkit NIHB Logic Models 101
4:00pm	End Reminder: you have required readings and a seminar reading due tomorrow. Please come to class prepared with questions you have about the readings to share in seminar.	

Sunday, January 14

Time	Topic/Activity	Deliverable
9:00am	Workshop: Presentation Tools Research Reports and Products: Transforming Data into Information without Asking Too Much of Data	What presentation tool will your team use? Videos to be shown in class: Good decisions grow from great research: Australia (video) IK to Close Gaps in Indigenous Health: Canada (video)Data Viz Handouts from Stephanie Evergreen
10:30am	BREAK	
10:45am	Discussion: Analysis & Visualization of Descriptive Statistics Workshop: Prediction vs. Forecast	Required Reading: Walter & Anderson, *Indigenous Statistics*: ch. 6 Creswell, *Research Design*: ch. 8 Resource: Descriptive Stats (videos)
12:00pm	LUNCH (potluck)	
1:00pm	Discussion: Analysis & Visualization of Inferential Statistics, Workshop: Correlation vs. Causation	Resources: Inferential Stats (videos) Required reading: How Eugenics Shaped Statistics Walter & Anderson, book (ch. 4 & 5) *Students bring their own questions about reading to discuss in class*
4:00pm	End	

Assignment #2: Research Briefing Paper (individual assignment) Due January 19.

Weekend 2

Friday, January 26

Time	Topic/Activity	Deliverable
6:00pm	Telling the Story with Data Workshop: Story Board	Leslie Marmon Silko, writing as healing Resource: https://www.storyboardthat.com/ Assignment #3: Status Report
7:30pm	BREAK	
7:45pm	Seminar (small group discussion)	Seminar Reading: Kovach, *Indigenous Methodologies*: ch. 5
9:00pm	END Reminder: you have required readings and a seminar reading due tomorrow. Please come to class prepared with questions you have about the readings to share in seminar.	

Saturday, January 27

Time	Topic/Activity	Deliverable
9:00am	Research as Story: Guest speakers TBD	Required reading: The Power of Stories and The Power of Stories Brief: Enriching Program Research and Reporting
12:00pm	LUNCH (potluck)	
1:00pm	Big Data, Open Source Data (using existing quant and qual data for your analysis)	Resources: Open Source Tools for Social Science Researchers https://open-source-social-science.github.io DHS/DOJ (2010). Tribal Participation in Fusion Centers Briefing Paper and Why Fusion Centers Matter U.S. Government Open Data https://www.data.gov/ WA State Geospatial Open Data https://geo.wa.gov
2:00pm	Writing Reports and Products Team Time	See "recommended resources" page in Canvas about case studies
4:00pm	End Reminder: you have required readings and a seminar reading due tomorrow. Please come to class prepared with questions you have about the readings to share in seminar.	

Sunday, January 28

Time	Topic/Activity	Deliverable
9:00am	Tools for Telling the Story with Data : Needs Assessment (SWOT), Collective Impact Models, Community Assets Inventory, Stakeholder/Rightsholder Analysis	See "recommended resources" page in Canvas about analytical tools
12:00pm	LUNCH (potluck)	
1:00pm	Intro to GIS	
2:00pm	BREAK	
2:15pm	GIS Scavenger with GIS	
4:00pm	End	

Assignment #4: Research Analysis and Presentation Plan (group assignment) Due February 2

Weekend 3

Friday, February 9

Time	Topic/Activity	Deliverable
6:00pm	Seminar	Seminar Reading: Article: Smith, "Indigenous knowledge, methodology and mayhem"
7:00pm	De-briefing with Classmates; outlining your research story Team Time	**Assignment #5** Draft Research Report (and optional product)
9:00pm	END	

Saturday, February 10

Time	Topic/Activity	Deliverable
9:00am	Practice Verbal Presentations	**Assignment #6** Practice Verbal Presentation
12:00pm	LUNCH	
1:00pm	Team Time: incorporate feedback, test video recording tool, practice uploading recording to Canvas, and work on visual aid for Sunday	
4:00pm	End	

Sunday, February 11

Time	Topic/Activity	Deliverable
9:00am	Practice Visual Presentations and Team Time	**Assignment #6**: Practice Visual Presentation. Upload visual aid to Canvas by 9:00am
12:00pm	Lunch	
1:00pm	Movie: Mankiller	
3:00pm	Capstone Proposal Conversations	
4:00pm	End	

Assignment #7: **Final Research Report and Presentation** Due March 11.

Assignment #8: Capstone Proposal Due March 11.

Final Self-Eval & Evals of Both Faculty uploaded through my.evergreen.edu, cumulative of both fall & winter quarters. Due March 18. *Evals Required for Credit.*

Required Books [used fall & winter quarters]

Creswell, J.W. & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th edition. Sage publications. ISBN: 9781506386706

Kovach, M. (2021). *Indigenous Methodologies: Characteristics, Conversations, and Contexts, Second Edition*. University of Toronto Press. ISBN: 9781487537425

Walter, M. & Andersen, C. (2013). Indigenous Statistics. Routledge. ISBN: 9781611322934

Wilbur, M. (2023). *Project 562: Changing the Way We See Native America*. Ten Speed Press. ISBN: 9781984859525

Wilson (2009). *Research Is Ceremony: Indigenous Research Methods*. Fernwood Publishing Co. ISBN: 9781552662816

Required Assignments

Assignment #1: Research Briefing Paper (individual assignment)
Due Friday January 12 posted to Canvas by 6:00pm.

Read the following article: Indigenous Data Governance

Read the briefing papers about it: briefing paper 1; briefing paper 2

Respond to the questions listed below by writing a one to two-page Research Briefing Paper.

1) Who is the audience for this research? What is the research purpose? What are the paradigms the authors are using and why?
2) Is this work credible, why or why not? How do the author(s) provide support for their findings? Are the conclusions overstated; do the conclusions ask more of the data/evidence than is there? Do you trust this research enough to make decisions based on it, why or why not?
3) What specific guiding research question(s) do the author(s) address? How are these questions answered (what is their method and research plan)?
4) Did they identify their research limitations, assumptions, and areas for future research? Do you see any limitations and assumptions with their research? Do you see what future research is needed?
5) Was their work ethical, why or why not?
6) Why does this work matter? What was the "gap" in existing research the authors were trying to fill?

See the examples and resources below about briefing papers:
Example from GAO: https://www.gao.gov/products/gao-24-105723
How to craft a one pager: https://www.compassscicomm.org/how-to-craft-a-great-one-pager/
Q & A briefing paper example: https://www.nature.com/articles/d41586-022-00058-x

Assignment #2: Research Briefing Paper (individual assignment)
Due Friday January 19 posted to Canvas by 6:00pm.

Read this article: Defining an Indigenous Evaluation Framework
Read this briefing paper about it: Indigenous Evaluation

Write a one to two page Research Briefing Paper. Respond to the same questions in assignment #1.

Assignment #3: Status Report (group assignment)
Due Friday January 26 posted to Canvas by 6:00pm.
One to two page briefing paper. 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 to help you answer your guiding research question?
How does your research process connect to the teachings in these assigned readings?:
Kovach, *Indigenous Methodologies*: chs. 5, 6, 7
Creswell, *Research Design*: ch. 10
Wilbur, *Project 562*: introduction, pages 54-68, pages 150-155, pages 396-397
Wilson, *Research Is Ceremony*: chs. 6 & 7

Assignment #4: Research Analysis & Presentation Plan (group assignment)
*You can start data collection as soon as you receive HSR approval from faculty*Due Friday February 2
posted to Canvas by 6:00pm. Two to three pages, double spaced.
How are you going to analyze the data you've collected?
List the steps you will take (literally) to organize, interpret, and triangulate 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 guiding research question?
What is the main story (take away message) of your data?
How will you present your findings (report & product)?
How does your research analysis connect to the teachings in these assigned readings?:
Kovach, *Indigenous Methodologies*: chs. 5, 6, 7
Creswell, *Research Design*: ch. 10
Wilbur, *Project 562*: introduction, pages 54-68, pages 150-155, pages 396-397
Wilson, *Research Is Ceremony*: chs. 6 & 7

Assignment #5: Research Report Draft [and optional Product Draft] (group assignment)
Due Friday February 9 posted to canvas by 4:00pm.
Dependent upon the communication format that is best suited for your project's audience, your team will create a report and a product to convey the analysis and findings. Send to any research participants if you promised to incorporate their feedback.

Research Report [required]: The page length for reports varies because each project is unique. Design your research report with your audience in mind. For many of you, this will be a practitioner-oriented report. This will include an executive summary with the guiding 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 or success statement with the guiding research question repeated , followed by

a synthesis of literature to set the context for your analysis , your research purpose and methodology plus methods (including limitations, assumptions, how you collected and analyzed the research), triangulate your analysis to come up with your main findings (triangulation: lit review with primary voice with original data you collected. Presented with charts, graphs or tables, key quotes), and finally suggest areas for future research.

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 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?

5) what are your recommendations for future research? How do you organize complex information for ease of reading, reference, and logic of presentation?

The teachings in these assigned readings will help you write your report:

Kovach, *Indigenous Methodologies*: chs. 5, 6, 7

Creswell, *Research Design*: ch. 10

Wilbur, *Project 562*: introduction, pages 54-68, pages 150-155, pages 396-397

Wilson, *Research Is Ceremony*: chs. 6 & 7

Research Product [*optional*]: This could be the same thing you produce for your practice visual aid. Ex. briefing paper, brochure, infographic, poster, video, website, cartoon, etc. Products should be discussed with faculty. Each project may require a different approach to presenting your results dependent upon your audience.

Assignment #6: Practice Presentations (group assignment)

Verbal Only: Each team will participate in a Verbal Practice Presentation to occur in class on Saturday February 10 (no visual aid for Friday's verbal only practice).

Visual Only: Each team will also participate in a Visual Aid Practice Presentation to occur in class on Sunday February 11 posted to canvas by 9:00am (no public speaking).

Based on the feedback received from classmates and faculty, decide if you are going to proceed with a verbal only final presentation, *or* a visual only final presentation, *or* a combination of both. A total of 20 minutes will be available. We expect the presenters to take 15 minutes to cover the problem or success statement, guiding research question, why the research matters, methodology and method, key findings, and suggested areas for future research. The presenter(s) will then facilitate a 5 minute question and answer session with the class = 20 minutes of total time per group.

The visual presentation can be a creation of your choosing and should be appropriate for the audience of your study (the visual aid may be the same as your product). Consider using any of the following tools: slide show (powerpoint, prezi.com, haikudeck.com), poster or brochure (Canva), flip book

(flipsnack.com or heyzine.com), word cloud (wordart.com, tagul.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com), kanban board (trello). . 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. 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 #7: Final Presentation, Final Report [and final optional product] (group assignment)
Due Monday March 11 by 9:00am posted on Canvas as a recording (record yourselves using freeconferencecall.com, or Zoom, or Loom, or GoToMeeting, or ScreenPal, or Descscript, BandiCam, or your smart phone).
Save the recording to a cloud service and upload the link to Canvas. Or, save the recording as a MP3 or MP4 file and upload the file on Canvas. If using a Visual Aid, also post to canvas by 9:00am. 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 verbally only, *or* a combination of both.
Based on the feedback received, revise the report and product into a final format to be submitted to faculty and possibly to your research participants.

Assignment #8: Capstone Proposal
Due Monday March 11 posted on Canvas by 9:00am.
Students "cap off" their studies in the MPA program by completing a Capstone project. In the Capstone course, students engage in an applied demonstration project of their own design (demonstrating the knowledge, skills and abilities gained in the MPA program) as related to the MPA mission statement. Write a one page "Capstone Proposal" describing what you propose to complete for your Capstone project. Explain how your Capstone will demonstrate the key knowledge, skills, and abilities you learned in the MPA program. Explain what parts of the MPA mission are demonstrated by your Capstone.

<u>**Course Policies**</u>

 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. Additionally, please review the Additional Campus Resources at the end of the syllabus.

Everything we read and discuss is not simply a "hot topic". Public service and social science are 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 work may look different each week. It depends on the topic and what you are able to take in at that time.

Human Subjects Review (HSR) application: Students may NOT begin primary data collection without HSR approval by faculty. Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty. There may be more requirements regarding indigenous research protocols with Native communities, Tribal Governments, Tribal Organizations or requirements from Tribal IRBs. The HSR application and protocols are included in assignments for the fall quarter.

Format: Unless otherwise stated, all papers should be typed, double-spaced, 12-point font, and follow APA format and citation style. (See: APA Style & Purdue Writing & Grammar Guide .) All written work will be of high quality, grammatically correct, clear, and without spelling errors. Students may request in-person or virtual writing assistance from Evergreen's Writing Center: https://www.evergreen.edu/writingcenter/writing-center.

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 12 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (being late to class; regularly missing an hour of class), 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, turn in any assignments that were due on the class date missed, and review class notes and materials available on Canvas.

Assignments: Assignments are available on Canvas under Discussions (and Assignments) and listed in each weekend's module.

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's 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 , for the MPA Academic Honesty policy and additional 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. Because ATPS is a two-quarter course, draft evaluations are due end of the fall quarter; Eval conferences are optional. Final evaluations will be submitted at the end of winter quarter.

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.

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.

Conduct & Conflict Resolution: Please refer to the MPA Student Handbook .

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: https://www.evergreen.edu/offices-services/academic-affairs/student-conduct-code.
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.

Salish Tribal Land Statement

The Evergreen State College is located on the ceded territories of the Medicine Creek Treaty Tribes, which include the Squaxin Island Tribe, the Nisqually Indian Tribe, and the Puyallup Tribe of Indians. The Olympia area was historically a center for trade and exchange among many Salish Sea tribes, including the Chehalis, the Skokomish, and others. With this awareness, we honor the ancestors and pay respect to elders past and present of the Medicine Creek Treaty Tribes, and to all Native peoples of this land.

Additional Campus Resources

- Academic and Career Advising
- Academic honesty
- Access Services for Students with Disabilities
- Alcohol/drug use
- All Official College Policies
- Assistive Technology (AT) Lab (available to all students, staff, faculty)
- Basic Needs, Food Resources, and additional emergency needs of students
- BLISS (BIPOC & LGBTQ+ Intersectional Support Services)
- Code of student rights and responsibilities
- COVID-19
- Conflict Resolution
- Counseling Services
- Evergreen᾽s Social Contract
- Free Speech Guide
- Library
- Media Loan
- MPA Student Resources
- Non-discrimination policy
- QuaSR: Quantitative & Symbolic Reasoning Center
- Sexual Misconduct reporting and resources
- Student Activities
- Student Employment
- Student Engagement, Equity, and Support
- Student Wellness Services
- The Writing Center