

MPA – Olympia – PNAPP 1st Year Core – Fall 2024

Context of Public Administration

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.”

Faculty Teaching Team *Office Hours by Appointment*

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In-person Format

Classes are in person at the Olympia campus.

Location

Seminar 2 building, E cluster, room 1105. See our [Olympia and campus maps](#).

Time

Thursdays 6:00pm – 9:30pm October 3 - Nov 21 and December 5 - December 12

Saturday 9:00am – 1:00pm December 14

Course Description

The purpose of 1st year Core is to identify and explore the fundamentals of governing and administering for the public good. In the fall quarter, we examine the foundations of democracy and public service by investigating the enduring issues for public administrators. Through individual and collaborative work, we will analyze and critique the complexity of public administration in terms of values, interests, competing orientations toward inclusion, equity, and diversity. We will increase our understanding of the political, social, cultural, and economic contexts of public administration. Our goal is to gain an understanding of how practitioners can apply and build on theories of public administration through praxis. We will analyze the roles and responsibilities of public administrators and their institutions at all sectors of governing. In Winter quarter we will examine the knowledge and skills needed to practice democratic public administration. Spring quarter we examine the policy and fiscal foundations of doing public service.

Key Questions

Why does public service matter?

What is public administration as a practice and as a field of study?

What do public administrators do? Who do we do the work for?

What are the enduring issues in the practice and study of public administration? Why do these issues endure?

Learning Objectives

- 1) Explore how government and governance frameworks operate across histories and contexts.
- 2) Recognize and compare foundational concepts and histories in public administration.
- 3) Assess the complexity of public administration in terms of values, interests, and positionalities toward inclusion, equity, and diversity.
- 4) Understand the context of public administration through various philosophical and practitioner lenses.
- 5) Advance and develop new skills in critical thinking.

Course Equivalencies

2 credits Critical Thinking

4 credits Public and Nonprofit Administration

Teaching and Learning Themes

Equity, Ethics, Effectiveness, Efficiency, Economics

Schedule (*faculty may adjust schedule if needed)

Class Dates	Themes and Guiding Questions	Assignments Due
Week 1: Oct 3	What is PA as a practice and as a field of study? What should we consider in PA 'histories'?	Assignment #1: Professional Mission Statement
Week 2: Oct 10	Social Equity, Effectiveness, & Efficiency: What are the enduring issues in the practice and study of PA? What are the principles and values that continue to fuel these issues?	Assignment #2: Timeline of PA
Week 3: Oct 17	Efficiency and Economy Pt 1: How do the nature of the global and US economy impact the nature of the US polity?	Assignment #3: Critical Thinking Essay

Week 4: Oct 24	Effectiveness and Equity P 2: Who do we do the work for? Has political polarization impacted the practice of US public administration?	Assignment #4: Critical Thinking Essay
Week 5: Oct 31	Themes: Equity and Ethics Troubling the Canon of government and governing: Towards reconciling normative PA with tribal governance?	Assignment #5: Lit Review (individual) *Form teams in seminar for assignments 7 and 8*
CHECK-INS	MID QUARTER CHECK-INS WITH FACULTY	*Roughly draft mid quarter evals
Week 6: Nov 7	Themes: Equity and Ethics Bureaucracy as Democracy: What do PAs base decisions on? Why does public service matter?	Assignment #6: Field Journal
Week 7: Nov 14	An enduring issue in US public administration: what is the administrative state? And how is it evolving?	Assignment #7: Draft Lit Review (team) & Teamwork Plan
Week 8: Nov 21	Themes: Effectiveness and Ethics Systems Thinking: Reimagining Traditions of PA. How do public administrators engage in critical/systems thinking?	
HOLIDAY BREAK	HOLIDAY BREAK	
Week 9: Dec 5	Guest speaker panel Synthesis and Review workshop Discuss upcoming evals	Assignment #7: Final Lit Review (team)
Week 10: Dec 12 and Dec 14	Presenting as a Team with a Visual Aid	Assignment #8: Practice and Final Presentations with Visual Aid (team)
Eval Week	Receiving and Offering Course Assessments	*Submit 2 Evals: 1 self eval and 1 eval of your seminar faculty

Assigned Readings

*Readings are available on our course Canvas site through my.evergreen.edu

Week 1

Henry, N. (Jul - Aug 1975). [Paradigms of Public Administration](#). *Public Administration Review*, 35(4), 378-386.

Raadschelders, J. C., Wagenaar, P., Rutgers, M. R., & Overeem, P. (2000). Against a study of the history of public administration: A manifesto. *Administrative Theory & Praxis*, 22(4), 772-791.

Choose One Additional Reading:

Alexander, J., & Stivers, C. (2020). Racial bias: A buried cornerstone of the administrative state. *Administration & Society*, 52(10), 1470-1490.

Stivers, C. (1995). Settlement women and bureau men: Constructing a usable past for public administration. *Public Administration Review*, 522-529.

Week 2

Meyer, S. J., Johnson, R. G., & McCandless, S. (2022). Meet the New Es: Empathy, Engagement, Equity, and Ethics in Public Administration. *Public Integrity*, 24(4-5), 353-363.

Norman-Major, K. (2011). Balancing the Four Es; or Can We Achieve Equity for Social Equity in Public Administration?, *Journal of Public Affairs Education*, 17(2), 233-252, DOI:

Choose One Additional Reading:

Smith, C. (2024). ["The Surprising Link Between Governing and Good Health."](#) *Governing*.

Hiruko, A. (2021). ["Impending Monroe prison closure leaves inmates, families reeling over the future."](#) *KUOW*.

Geary, C. (2023). ["Washington Has Generous Financial Aid Programs. But Not Enough Students Take Advantage of Them."](#) *New America*.

Week 3

Lemieux, P. (2023). "Is 'Bidenomics' Just 'Bidenology' or 'Trumpology'?" *Regulation*, 46, Fall, 30-36.

Menand, L. (2023). "The Rise and Fall of Neoliberalism." *The New Yorker*, July 17th.

Week 4

Economist (2021). "Is political polarization in America really rising?" Economist, October 5th.

Achenback, J. (2024). "Science is revealing why American politics are so intensely polarized." Washington Post, January 20th.

Optional deeper dives into the polarization literature:

Druckman, J. N., & Levy, J. (2022). Affective polarization in the American public. In *Handbook on politics and public opinion* (pp. 257-270). Edward Elgar Publishing.

Iyengar, S., Lelkes, Y., Levendusky, M., Malhotra, N., & Westwood, S. J. (2019). The origins and consequences of affective polarization in the United States. *Annual review of political science*, 22(1), 129-146.

Week 5

[NCAI About Tribes](#)

Deloria, Jr., V. (1998). [Intellectual Self-Determination and Sovereignty: Looking at the Windmills in Our Minds](#). *Wicazo Sa Review*, 13(1), 25-31.

Lorde, A. (1984). [The Master's Tools Will Never Dismantle the Master's House](#). in *Sister Outsider: Essays and Speeches*. Crossing Press. and the audio of the speech <https://drive.google.com/file/d/1-GORPdRGftFiGRjm39LbkXtXJ3QrE7ag/view>

Weimer, D. (March 2020). [Public Administration Theory: Normative Necessity](#). *Perspectives on Public Management and Governance*, 3(1), 7-11.

Further readings about Tribal Governance (pick two):

Native Nations Institute <https://nni.arizona.edu/publications>

LaFrance, J. and Nichols, R. (2010). [Reframing Evaluation: Defining an Indigenous Evaluation Framework](#). *The Canadian Journal of Program Evaluation*, 23(2), 13–31.

Shreve, B. (Spring 2018). [Learn from the Past, Plan for the Future](#). *Tribal College: Journal of American Indian Higher Education*. 29(3).

Further readings to reconcile normative PA (pick two):

Video: [On Being Wrong](#)

Blog: [Brave Spaces or Safe Spaces to Support \(un\)Learning?](#)

Eikenberry, A. (Dec 2009). [The Present and \(Normative\) Future of Public Administration and Implications for ASPA](#). *Public Administration Review*, 69(6), 1060 – 1067.

Gounari, P. (2008). Chapter 5, [Unlearning the Official History: Agency and Pedagogies of Possibility](#), sourced from *Counterpoints*, v. 319, 97-114.

Week 6

[Chevron Doctrine](#)

Book review of Paul Appleby's (1952) [Morality and Administration in Democratic Government](#)

Nabatchi, T., Goerdel, H., and Peffer, S. (Jan 2011). [Public Administration in Dark Times: Some Questions for the Future of the Field](#), *Journal of Public Administration Research and Theory*, 21(1), Minnowbrook III: A Special Issue, i29-i43.

Podcast: #276 GovLov: [The Myth of Bureaucratic Neutrality](#)

Schultz, D. (April, 2018). [The Values of Public Administration](#), *Journal of Public Affairs Education*, 23(2), 661-664.

Week 7

Strauss, P.L. (2021). "How the Administrative State Got to This Challenging Place." *Daedalus*, Summer, 150(3), 17-32.

Yang, E. (2021). "The Danger of the Administrative State." American Institute for Economic Research, February 21st. Available at: <https://www.aier.org/article/the-danger-of-the-administrative-state/>.

Week 8

Website: [Wicked Problems](#)

[Video: A Systems Story \(Systems Thinking\)](#)

[Video: Systems Thinking!](#)

Systems Change ([download PDF report](#)) The Water of Systems Change

Gaber, J. (Dec 2017). [Seeing the community's perspective through multiple emic and etic vistas](#), *Health Promotion International*, 32(6), 1025–1033.

Week 9

No assigned readings, focus on team assignments

Week 10

No assigned readings, focus on team assignments

Assignments:

Assignment #1: Professional Mission Statement

Due: Oct 3 posted on Canvas by 6:00pm

Single spaced, one page.

Write a “one pager” about your professional mission statement. What is your professional purpose? What are your professional goals? What are your professional values? What is your contribution to public service? How does your professional mission connect to your positionality and intersectionality? Please review the resources and examples posted on Canvas.

Assignment #2: Timeline of PA

Due: Oct 10 posted on Canvas by 6:00pm

The timeline is your own design, content, and layout. You can use an online timeline tool like [Canva.com](https://www.canva.com) or [tiki-toki.com](https://www.tiki-toki.com) or [timetoast.com](https://www.timetoast.com) or [Visme.com](https://www.visme.com) . Alternatively, you could use Excel or Word.

Create a timeline of Public Administration. Display the fundamentally essential “moments” to show histories of public administration. Explain what moments in time you chose to include, exclude, and why. Describe the thinking path that framed your timeline: did you focus on politics, economics, or a legal or policy frame, or a government institution frame, or a nonprofit frame, or a social movement frame, or ...?

Assignment #3: Critical Thinking Essay

Due: Oct 17 posted on Canvas by 6:00pm

3 - 5 page essay 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](#) .

Compare and contrast 2 of the assigned readings for week 3. Write a critical thinking paper by responding to the following questions:

- a. What are the roots of the key pieces of knowledge (aka epistemologies) in each reading?
- b. How are the authors’ ways of knowing similar? How are they different?
- c. What is missing from the authors’ analyses? Who is missing?
- d. What questions would you ask the authors?
- e. Based on your analysis of the readings and your views on the political economy of the US, provide a brief statement of your perspective on the appropriate role of government in supporting the US economic system.

Assignment #4: Critical Thinking Essay

Due: Oct 24 posted on Canvas by 6:00pm

3 - 5 page essay 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](#).

Compare and contrast 2 of the readings from week 4. Write a critical thinking paper by responding to the following questions:

- a. What are the roots of the key pieces of knowledge (aka epistemologies) in each reading?
- b. How are the authors' ways of knowing similar? How are they different?
- c. What is missing from the authors' analyses? Who is missing?
- d. What questions would you ask the authors?
- e. From your perspective, what are the implications of affective polarization in the US for the practice of public administration? What can be done to limit any such impacts?

Assignment #5: [Lit Review](#) (this is an individual assignment to be built upon later as a team in assignments #7 and #8)

No page minimum or maximum.

Due: Oct 31 posted on Canvas by 6:00pm

Format: APA essay format, double spaced, 12 pt font.

The "literature" of a literature review refers to any collection of materials on a topic. Using publicly available sources from libraries, government documents, meeting minutes, news articles, practitioner journals, scholarly journals, books, videos, websites, songs, poems, artwork, etc. find sources to support your learning about:

- what public administration is
- what public administrators do
- and who the public is

The goal of this assignment is not to take a position and defend it. A goal is to reveal the assumptions and arguments made by the sources in your scan of the literature. A goal is to end up with informed questions instead of absolute answers. You will likely add, change, and delete sources as you learn. Rewrite, revise, rewrite... the lit review is a dynamic living document

For every author's assumption there is a world view behind it. For every author's argument there is a shift in positionality or intersectionality that could change it. As you work on this assignment, pay attention to the multiplicity of realities about what public administration is, what public administrators do, and who the public is.

We conduct literature reviews in order to:

- Understand a topic, provide overview, create stepping-stones for our critical thinking and analysis, and define key terms
- Set boundaries for the scope of our analysis (clarify what is out of scope)
- Challenge our assumptions: do not seek to support your predetermined conclusions
- Explicitly look for and cite sources different from your perspective
- Frame your thinking with background information
- Find gaps in the existing literature your analysis may fill
- Compare & Contrast sources (find agreement and disagreement on terms, facts, definitions, reasons, major debates)
- Tell the story (past, present, future)
- Establish your credibility through knowledge and evidence

Lit Review Don'ts:

- make an argument to start
- attempt an exhaustive review of all sources
- summarize entire source
- critique sources on style or opinion
- write a laundry list of sources without any discussions, explanations, or connections

Lit Review Do's:

- Write with sources blended, woven together, and discussed across paragraphs (sources should not be discussed in isolation from each other; use transitional phrases between paragraphs to connect ideas)
- Consider the relevancy (you will read some sources and then not use them)
- Synthesize information as it relates to what you seek.
- Use very few direct quotes and no long quotes. Rely on using your own words to translate the meaning of the source.
- APA citation and style format (title page, parenthetical in-text citations, section headings and subheadings, works cited page)

Lit Review FAQs:

Q: How many sources does the lit review need?

Answer: How many do you need to be informed? Less than 10 is not acceptable.

Q: What types of sources can we use?

Answer: What sources will best help you to be informed? You can use academic, non-academic sources, journals, books, government reports or plans or policies, memos, meeting minutes, news, organizations' websites, videos, etc.

Q: How many of each type?

Answer: What assortment of sources would display breadth and depth of information?

Q: How do we write it?

Answer: Can organize sources by ... What is known vs. unknown; Chronological; Publication Type; Theme or Trend; Controversy or Debate; Crucial Event; Policies; Programs; Populations, Funding; Key terms.

Assignment #6: Field Journal

Due: 11/7 posted on Canvas by 6:00pm Length: 2 - 3 pages (double spaced).

Instructions: Attend a public meeting either in-person or virtually (ex. Legislative committee meeting, City Council meeting, County Commission meeting, Planning Commission, Port Authority, non-profit Board meeting, etc.). Observe the actions or inactions of [government and governing](#).

Do not pick an organization you work for or already know a lot about.

Write a narrative description of your experience that explains where you went, background about the organization, and what you learned from the meeting.

Additionally, respond to the following questions:

- Problem identification: What problems were identified? Were they addressed? What are some of the facts surrounding the problems? What critical issues contributed to the problems?
- Recommendations: Were recommendations made and, if so, by who? What were the recommendations to address the problems? How effective do you think these recommended actions will be in alleviating the problems?
- Funding: Who funded the meeting?
- Public administrators: Who did you identify as public administrators and why?
- Public: Who did you identify as the public and why?
- Government and governing: What government structures were involved and what governing actions or processes were involved?
- Making connections: How do your observations connect to the readings assigned for the week?

Assignment #7: Team Lit Review Learning Project & Teamwork Plan

No page minimum or maximum.

Draft 1 Due: Nov 14 posted on Canvas by 6:00pm

Final Due: Dec 5 posted on Canvas by 6:00pm

The goal of this team assignment is to synthesize a collective lit review from their individual lit reviews done in assignment #5. Teams will be formed in seminar during week 5 and may consist of 2 to 3 students per team. Students will pick their own teammates from within their seminar group.

The purpose of this paper is to use some of the sources from the team's combined lit reviews to describe and explain what public administration is, understand what public administrators do, and explore who the public is. The goal is not to take a position and defend it. The goal is to reveal the assumptions and arguments made by the sources in your lit reviews. An outcome will

be that your team ends up with informed questions instead of absolute answers. You will likely add, change, and delete sources as you learn together.

For every assumption there is a world view behind it. For every argument there is a shift in positionality that could change it. Name the multiplicity of realities about what public administration is, what public administrators do, and who the public is.

To foster collaboration, develop a teamwork plan to be turned in with both the draft and final versions of this assignment.

Teamwork plan should include:

- How the team's learning in this assignment connects back to what each team member wrote in assignment #1.
- Team's goals for the project.
- Explain shared responsibility of assignment components (no one person should be solely responsible for any one part of the assignment).
- Schedule for deliverables, drafts, and who is doing what/by when.
- Communication plan and meeting schedule.
- Definition of graduate-level work.
- Conflict clarity, reconciliation, and resolution plan.

Assignment #8: Team Lit Review Learning Project Presentation & Visual Aid

Draft 1 Due: Thursday Dec 12 by 6:00pm. Upload the team's draft visual aid to Canvas. As a team, be prepared to give a practice presentation with your draft visual aid during class to receive feedback from classmates and faculty.

Final Due: Saturday Dec 14 by 9:00am. Upload the team's final visual aid to Canvas. As a team, be prepared to give your final presentation with the finalized visual aid during class.

Presentation: 15 minutes. We expect the presenters to take 15 minutes to describe and explain their team's assessments and outcomes. Q&A: 5 minutes. Total time: 20 minutes

The visual presentation can be a creation of your choosing. Consider using any of the following tools: slide show (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), 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.

Course Policies, Commitments, and Responsibilities

Faculty Commitments and Responsibilities

Trauma-Informed Principles Commitment: 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.](#)" The faculty are committed to recognizing trauma and resisting re-traumatization by integrating [Trauma Informed Teaching & Learning Principles](#) throughout the course. Specifically, we seek to create an atmosphere that is respectful, transparent and trustworthy by making expectations clear and communicating with the goal of building learning community trust and understanding to foster student choice by, when possible, offering options for engagement, readings, and communication; and lastly, to empower student voice by responding to the various forms of privilege and oppression silencing and limiting decision-making in learning communities.

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), or SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please request academic accommodations due to a disability, please contact the office of [Access Services](#) for Students with Disabilities (867-6348 or 6364) to receive a letter of accommodation. 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. . Information about a disability or health condition will be regarded as confidential.

Student Commitments and Responsibilities

Participation & Attendance: Classes are offered in person. Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, contributing 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 (= 3 hours accumulated is one absence), make-up work will be assigned by faculty. Makeup work must be completed by the end of the last scheduled class meeting 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 (e.g., 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.

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. Late assignments may or may not receive feedback.

Credit: Students will receive 6 graduate credits if all course requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. **No partial credit 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. Failing to meet course requirements (e.g., 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.

Human Subjects Review (HSR): Students may NOT conduct primary data collection without HSR approval by faculty. There may also be requirements regarding research protocols with governments (Tribes/Feds/state/local), Native communities, private organizations or nonprofits. For more information see the [Institutional Review Board Student Guide](#).

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. Academic Honesty at TESC: "Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments." Source: <http://www.evergreen.edu/advising/academichonesty.htm>

Evaluation: Student's course self-eval and eval of seminar faculty are both required for credit as submitted via my.evergreen.edu . Start drafts of both evals so that students can discuss draft evals during week 5 check-ins. There will be class time to discuss/practice writing evals before the end of the quarter.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not an appropriate use of class time. Consult your faculty to discuss technology use and learning style options.

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.

Collective Commitments and Responsibilities

Tribal Acknowledgement for both Olympia and Tacoma locations of The Evergreen State

College: The Squaxin Island Tribe's habitation of the land on and around the inlets of the Southern Salish Sea, including what is now the City of Olympia and here at The Evergreen State College spans thousands of years. The ancestral families who lived and thrived here: They named Budd Inlet Steh-Chass, and they named Eld Inlet where the campus is located Squi'Aitle. Today, the Squaxin Island Tribe continues to live on and steward the lands and waters of the Southern Salish Sea. We acknowledge the Squaxin Island Tribe as it continues to live on and steward these lands and waters.

We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences and histories of the Indigenous people of this land and beyond.

We respect and acknowledge the Squaxin Island and Puyallup Tribes, and other Tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, Tribal sovereignty, environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures and histories of the Tribes of these lands and waters.

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.

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](#)

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](#)
- [Basic Needs Resources](#)
- [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](#)