

The Evergreen State College MPA Program  
First Year Core Spring 2025



## Policy, Budget and Finance for 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\*

Larry Geri, DPA [geril@evergreen.edu](mailto:geril@evergreen.edu)

Amy Gould, PhD [goulda@evergreen.edu](mailto:goulda@evergreen.edu)

**In-person Format, Location:** Seminar 2 building, E cluster, room 1105

**Times:** Thursdays 6:00pm – 9:30pm, April 3 – June 5<sup>th</sup>, Saturday, June 7<sup>th</sup> 9:00am – 1:00pm

### Course Description

The purpose of 1st year Core is to identify and explore the fundamentals of governing and administering for the public good. Spring quarter, the focus will be on an introduction to policy analysis, policymaking, budgeting, and financial management. These topics and related skills are fundamental to public and nonprofit administration. We engage in policy analysis to examine public problems and critique possible solutions; try to craft our preferred solutions into effective laws and programs through the policymaking process; generate revenue (through taxes and fees) then allocate public funds to these programs and track how these funds are spent. As budgets become tighter, we must become more adept at weighing sources of revenue against the cost—and value—of new and ongoing programs. Nonprofit organizations must pay close attention to budgets and finances as they face increasing competition and an uncertain environment. As administrators, we may be pulled in at any point in this process, so it is necessary to have reasonably strong skills in each of these areas.

**Key questions:**

- How do we make sense of the public policy process at various levels of government?
- How are policies and budgets developed, implemented, and evaluated?
- What does it take to craft effective fiscal policy recommendations?
- How do public policies, budgets, and fiscal decisions serve the public?
- How do nonprofit organizations stay solvent and manage their finances?
- What choices and decisions do future leaders need to be prepared to make?

**Learning objectives:**

1. Knowledge of various models of policy development, policy design and budget design.
2. An improved understanding of the complex nature of public problems.
3. Skills in policy analysis.
4. An introduction to public finance, fiscal policy and taxation.
5. An introduction to budgeting and financial management.
6. Skills in analyzing the unique fiscal policy opportunities and challenges available to governments (federal, tribal, state, local) and nonprofits.
7. Improved skills in critical thinking, analysis, technical writing, and working effectively in teams while communicating complex ideas and information to decision-makers and external audiences

**Course Credit Equivalencies for Evaluation:**

2 - Public Policy, 2 - Public Budgeting, 2 - Financial Management

**Required Texts (books are available through Evergreen's library and bookstore)**

Bardach, E., & Patashnik, E. M. (2023). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. 7<sup>th</sup> Edition. CQ press. ISBN: 978-1071884133 **Earlier editions OK.**

Deaton, A. (2023). *Economics in America: An Immigrant Economist Explores the Land of Inequality*. Princeton University Press. ISBN: 9780691247625

Nice, D. C. & Fisher, P. (2021). *Public Budgeting*. 3<sup>rd</sup> Edition. San Diego: Birkdale Publishers. ISBN: 978-1-942456-14-8 **Earlier editions OK.**

**Continuing text from Winter quarter:**

Guy, M.E. and T.L. Ely (2022). *Essentials of Public Service*, 2nd Ed. Irvine, CA: Melvin and Leigh. ISBN: 978-1736040225. (Selected Chapters). (6,7,8,9)

**Tentative Schedule (faculty may alter schedule if needed)**

<b>Class dates</b>	<b>Themes and Guiding Questions</b>	<b>Assignments Due</b>
Week 1: April 3 <sup>rd</sup>	Public Policy Design for Democracy and Rebuilding Black Wall Street	Assignment #1 Highlights Paper
Week 2: April 10 <sup>th</sup>	Budgets, Policy and Cutback Management	Assignment #2 Budget Analysis of a downsizing model
Week 3: April 17 <sup>th</sup>	State and city budgeting as policy: public goods and governing the commons	Assignment #3 Policy Logic Model and Budget Process Mapping
Week 4: April 24 <sup>th</sup>	Fiscal Policy, Fiscal Federalism...Is a Crisis Coming?	Assignment #4 Research Review
Week 5: May 1 <sup>st</sup>	Policy Analysis and what about tribes?	Assignment #5 Policy Brief *Week 5 check-ins
Week 6: May 8 <sup>th</sup>	Financial Management and PA	Assignment #6 Decision package (individual) *Form final assignment teams
Week 7: May 15 <sup>th</sup>	Crypto for Governments and Nonprofits?	Assignment #7 DRAFT Policy Brief, Decision Package, Budget, and Statement of Financial Condition (group)
Week 8: May 22 <sup>nd</sup>	Nonprofits and Financial Management	Assignment #7 DRAFT Policy Brief, Decision Package, Budget, and Statement of Financial Condition (group)
Week 9: May 29 <sup>th</sup>	The Future of Public Administration: DOGE and Beyond	Assignment #7 FINAL Policy Brief, Decision Package, Budget, and Statement of Financial Condition (group)
Week 10: Thursday June 5 <sup>th</sup>	Practice Presentations	Assignment #8 Draft Visual Aid and practice presentation (group)
Week 10 Saturday June 7 <sup>th</sup>	Final Presentations	Assignment #8 Final Visual Aid and presentation

## Assigned Readings by Week

### Week 1: April 3, Public Policy Design for Democracy and Rebuilding Black Wall Street

[Applied review](#) of John Kingdon's 1984 book *Agendas, Alternatives and Public Policies*

Levine's Review: [Where Policy Comes from](#)

Schneider, A. and Ingram, H. (1993). "[Social Construction of Target Populations: Implications for Politics and Policy](#)," *American Political Science Review*, (87: 2), pp. 334-347.

Devastation of [Black Wall Street](#)

[Rebuilding](#) Black Wall Street

*Optional videos and resources:*

[Public Policy Implementation](#)

[Policy vs. Law](#)

[Policy Process](#) (click "play" for sound)

[Guide to Reading a Legislative Measure](#)

WA How a Bill Becomes a Law ([steps](#))

WA How a Bill Becomes a Law ([storyboard](#): click "play slideshow")

[Change a WAC](#)

### Week 2: April 10, Budgets and Policy

Guy, M.E. and T.L. Ely (2022). *Essentials of Public Service*, 2nd Ed. Chapter 6

Nice and Fisher (2021). *Public Budgeting*, 3<sup>rd</sup> Ed. Chapters 1, 4, 5, 6

Book Chapter/Articles on Canvas:

Stone, Deborah (1997). *Policy Paradox, Rev. Edition*. Chapter 1

Cameron, K. S. (1994). "Strategies for successful organizational downsizing." *Human resource management*, 33(2), 189-211.

### **Week 3: April 17, Budgeting as policy: public goods & governing the commons**

Logic Models ([video](#))

Logic Models ([article](#))

[Public Goods](#) vs. [The Common Good](#)

Hardin: Tragedy of the Commons ([video](#))

[Free Riders](#) vs. [Public Goods](#)

*Optional readings and resources:*

Elinor Ostrom: [Governing the Commons](#)

Digital Public Goods: <https://public.digital/pd-insights/signals/signals-5/digital-public-goods>

Public goods for the common good? [Budget Simulator](#) as used by the [City of Tacoma](#)

WA state budget 2024 <https://fiscal.wa.gov/budgetsummary>

[WA Local Budgeting Resource](#)

### **Week 4: April 24th Fiscal Policy, Fiscal Federalism...Is a Crisis Coming?**

Nice and Fisher (2020). *Public Budgeting*, 3<sup>rd</sup>. Ed. Chapters 2,3

Book Chapters/Articles on Canvas:

McBride, J.; Berman, N. and A. Siripurapu (2023). "The US national debt dilemma."

Gruber (2005). *Public Finance and Public Policy*. Chapters 4, 18, 19

Siripurapu, Anshu and Berman, Noah (2024). "Backgrounder: What are Tariffs?"

"Principles of a High-Quality Revenue System"

### **Week 5: May 1st Policy analysis, and what about Tribes?**

Bardach, E., & Patashnik, E. M. (2023). *A Practical Guide for Policy Analysis*. (all)

[NCAI Policy Issues](#)

*Optional readings:*

CDC Policy Analysis [Key Questions](#) ; CDC Policy Analysis [Guide](#)

**Week 6: May 8th Financial Management and PA**

Nice and Fisher (2021). Chapter 8

Guy and Ely, Chapter 9

**Week 7: May 15th Crypto for Governments and Nonprofits?**

Practical Tips for [Nonprofit Budgeting](#)

[Budgeting for Nonprofits](#)

[Cryptocurrency for Nonprofits](#)

[Crypto Feds Stockpile](#)

[Just and Sustainable Cities through Community Banking](#)

**Week 8: May 22nd Nonprofits and Financial Management**

*Renz, Jossey-Bass Handbook, Chapters 17, 21.*

*Economist* report on philanthropy: "Move Fast and Mend Things" 1 10 24.pdf

Flannery, Collins, and DeVaan (2023). "The True Cost of Billionaire Philanthropy."

**Week 9: May 29th The Future of Public Administration: DOGE and Beyond**

Deaton, A. (2023). *Economics in America: An Immigrant Economist Explores the Land of Inequality.*

**Week 10: June 5<sup>th</sup> and 7<sup>th</sup>**

**Practice Presentations on Thursday**

**Final presentations Saturday**

## Assignments

### **Assignment #1 Highlights Paper on policy models and black wall street**

Length: 1-2 page highlights paper

In public service, policy briefs are written by research institutes, think tanks, advocacy groups, non-profits, and government agencies. The purpose of the “brief” is to briefly inform decision makers. It may be written in a neutral tone or blatantly advocate a position. Often, the “highlights paper” is at the front of the policy brief and it is all a decision maker will read.

**Building on what you learned from the 5 required readings for week 1**, write a highlights paper responding to these questions:

- What is a problem discussed?
- How was this problem defined?
- What options or alternatives were considered for a solution?
- What criteria were used to make a decision?
- Were you persuaded by the decision? Why or why not?
- What are the next steps?
- Whose story was told?

Resources for writing highlights papers:

Example from GAO: <https://www.gao.gov/products/gao-21-288>

Example Components: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2921614/>

**DUE: April 3rd**

### **Assignment #2 Budget Analysis of a downsizing model**

The assigned readings on organizational downsizing summarize a variety of approaches governments may use to reduce their budgets.

**Part I.** Write a short (2-3 pages, double-spaced) paper in which you recommend how an organization you know well could best implement a budget cut of 10-15 percent. Are any of the models included in these readings well suited to this situation? Are there other approaches that might work better for this particular organization? And what impacts would the cuts have on the organization, its clients and stakeholders?

**Part II.** Prepare a one-page spreadsheet summarizing two years of the organization’s overall budget. One column of the spreadsheet should show the current year, with a second column showing how your recommended cuts would impact the upcoming year’s budget.

**DUE: April 10<sup>th</sup>**

### **Assignment #3 Policy Logic Model and Budget Process Mapping**

Purpose: Recognize the flow of how policies and budgets are done.

Instructions: Step 1: Read the about the [Fireworks Ban in Tacoma](#)

Step 2: Read [Ordinance No. 28767](#) found at:

[https://www.cityoftacoma.org/government/city\\_departments/CityAttorney/CityClerk/TMC](https://www.cityoftacoma.org/government/city_departments/CityAttorney/CityClerk/TMC)

Step 3: Create a [logic model](#) using [this template](#) to show the policy's context, inputs, outputs, and outcomes. \*Note this is an ordinance = law as policy.

Step 4: Find a budget from the City of Tacoma connected to this policy. See:

<https://www.cityoftacoma.org/cms/one.aspx?pageId=7691>

Step 5: Create a process map to show the steps of how this budget from the City of Tacoma was developed. City of Tacoma budget process resource:

<https://www.cityoftacoma.org/cms/one.aspx?pageId=109596>

Process Map resources: [Budget Process Map Example 1](#) ; [Budget Process Map Example 2](#)

**DUE: April 17th**

**Assignment #4 Research Review** Instructions: Write a 4–5-page essay (APA format) evaluating one of the assigned articles on fiscal policy. Respond to the following five sets of questions:

- 1) What specific question(s) do the author(s) address? Are these questions stated unambiguously? Is the scope of the question appropriate? From your perspective, are they asking the right questions about the relevant fiscal policy issue?
- 2) What is the article's thesis statement? What argument and claims does it make? Does the author(s) provide convincing support for this thesis and overall analysis? Do you find the argument persuasive? What are the underlying assumptions of the author(s)? Are the conclusions overstated? Do you trust the information enough to use it for a decision?
- 3) Who is the audience? Is the style and format appropriate for that audience? What is known about the author, or authors? What is known about the organization for who the authors are working? Are they credible enough for you to base a decision on their work? Do they have a known bias?
- 4) How does the author depict the process for crafting fiscal policy recommendations? Was this process effective, equitable, and/or ethical?
- 5) Critique the overall approach of the article. Is it clearly written and logically organized? Are the conclusions suggested by the authors substantiated? Are weaknesses in the arguments revealed and discussed? Is this book credible to use for decision making? Why or why not?

**DUE: April 24<sup>th</sup>**

## Assignment #5 Policy Brief

Written in APA format, 8-10 pages

Use the 8 steps in the book by Bardach and Patashnik, *A Practical Guide for Policy Analysis*, and pick one policy from the [NCAI policy website](#) to analyze. No matter what policy you choose, you need to pick an actual existing policy in writing.

In public service, [policy briefs](#) are written by research institutes, think tanks, advocacy groups, non-profits, and government agencies. The purpose of the “brief” is to briefly inform decision makers and persuade them to adopt your recommendation. It may be written in a neutral tone or blatantly advocate a position.

Pick an existing policy on the NCAI policy website to analyze. While using the steps from the Bardach and Patashnik book to craft your analysis, your policy brief should include the following:

(front matter) highlights paper, title page, table of contents, executive summary,  
(define the problem) policy background, comparison to similar policies, problem statement,  
(assemble some evidence) definition of key terms, your possible recommendations to address the problem,  
(construct the alternatives) pros and cons of your recommendations with impacts on stakeholders/rightsholders,  
(select the criteria) evaluation plan with evaluation criteria for measuring the success of your recommendation,  
(project the outcomes) how could your recommendations be implemented, if implemented will your recommendations yield the results you intend to achieve  
(confront the trade offs) what are the costs and benefits to your recommendations  
(decide) pick one recommendation  
(tell the story) describe the “why” and the “who” of your recommendation  
(end matter) references page, appendices

**DUE: May 1st**

## **Assignment #6 Decision package (individual)**

**Description:** Government agencies, including Washington state agencies, prepare decision packages as an essential step in the budget and policy process. (They are also used in the private and nonprofit sectors). These may be used within the agency as part of a prioritization process in crafting a yearly or biannual budget request to OFM. State agencies then make decisions on their priorities and submit to the WA Office of Financial Management a set of Decision Packages (DPs) requesting funds for their high priority programs and projects. OFM analyzes these proposals and may select some that are consistent with the Governor's overall budget and policy priorities. These are the building blocks OFM uses to construct each agency's overall budget request in the Governor's budget that is submitted to the Legislature. (See Canvas for an example OFM decision package).

Agencies carefully craft such decision packages to make persuasive arguments for proposed changes in programs and budgets. Policymakers (and often, legislators) rely upon this information when evaluating the request. Decision Packages stress the desirable outcomes of the revised policy and may include a logic model. Given the competition for limited resources, budget decisions made by OFM and similar gatekeeping budget organizations hinge on several factors: the persuasiveness of the package, where it ranks in terms of the Governor's policy priorities, the quality of its data, and extent to which the stated performance objective or outcomes are likely to be met.

### **Instructions:**

This is an individual assignment. Analyze an existing public policy from WA State government, a city government, or from a non-profit in WA. Your goal is to recommend a change in the policy (this is the "decision" you are proposing), and include a budget proposal (with accompanying spreadsheet, see below) to support your decision. Pick a policy that isn't too big or complex. The public policy you select must be from of an existing law, code, executive order, rule, regulation, ordinance, or an organization's policy. Do not pick a policy that doesn't exist or a policy that has not been enacted. You must show where the money will come from and where it will go. And your decision package should include supporting data; available studies and data providing evidence that the revised policy is likely to be effective and efficient.

You should include:

- A narrative explaining the options along with the finance and budget assumptions you are making. Rely on actual existing budget and finance data available about the policy you selected. As in the example, your package may include several sections: Background; Current Situation; Proposed Solution; Narrative Justification and Impact

Statement; Reasons for Change. You may start with the Template provided and edit it as you see fit.

- A logic model depicting your recommended policy, using the logic model instructions from Assignment #3).
- A budget request with a financing plan for your recommendation—these will show on a spreadsheet where the funds will come from and where they will go. Include the estimated costs associated with action items to implement your recommendation.
- A Summary/Abstract: 1 page, single spaced that includes a summary spreadsheet.

Length: 5-6 pages, double spaced, APA format (length page count does not include title page, table of contents, executive summary, works cited page, or any appendices).

**Due: May 8<sup>th</sup>**

### **Assignment #7**

#### **Policy Brief, Decision Package, Budget, and Statement of Financial Condition (group)**

This team assignment combines crafting a policy brief, preparing a decision-package for a recommended policy direction, and a more detailed budget. This is a common combination at all levels of government: effective and persuasive policy analysis—arriving at the right time and place—can lead to new legislation, which if approved leads to new policies and programs and revised budgets.

#### **Policy Brief**

Prepare a policy brief of around 5-8 double-spaced pages on a policy germane to state or local government. As with your earlier assignments, select your topic and policy arena with some care to avoid focusing on an issue that is either too grandiose or too minor. Your brief should include a set of policy options as well as a clear recommendation of one option that will be the focus of your decision-package. Your brief should use APA style and include proper citations and a reference list.

#### **Decision Package**

Prepare a decision package for your preferred policy option using the process described in Assignment 6. As with Assignment 6, craft a narrative explaining the policy options your team identified along with the finance and budget assumptions you are making. Use your policy brief as a source since it should include actual budget and finance data available about the policy you selected. Your package may include several sections: Background; Current Situation; Proposed Solution; Narrative Justification and Impact Statement; Reasons for Change. You may start with the Template and edit it as you see fit.

## **Budget and Statement of Financial Condition**

Prepare two spreadsheets. 1) a budget spreadsheet that summarizes the overall budget for the organization that will be implementing your recommended program. This budget should include a line item for the new program you are advocating. 2) A Statement of Financial Condition for the agency featured in your analysis. Details on how to prepare these spreadsheets will be covered in class and posted to Canvas.

Sequence:

- Week 6 (May 8): Form teams for Assignment #7. Select policy for analysis
- Week 7 (May 15<sup>th</sup>): Submit draft policy analysis
- Week 8 (May 22<sup>nd</sup>): Submit revised policy analysis, draft decision package
- Week 9 (May 29<sup>th</sup>): Submit final version of entire package with policy analysis, decision package and budget/financial statement spreadsheets

## **Assignment #8 Draft Visual Aid and Presentation**

### **Draft 1 Due: June 5<sup>th</sup>**

Upload the team's draft [visual aid](#) to Canvas. Additionally, record a practice run of your team's presentation and load it to Canvas. Use an online recording tool (Ex. Teams or Loom) with speaker and screen share recording capability. Save your recording as an MP4 file and upload to Canvas. Recorded practice presentation should not exceed 15 minutes total. As a team, be prepared to share your recorded practice presentation with your draft visual aid during seminar to receive feedback from classmates.

## **Assignment #8 Final Visual Aid**

**Final Due: Saturday, June 7<sup>th</sup> 9 am.** Upload the team's final visual aid to Canvas. As a team, be prepared to give your final presentation in-person with the finalized visual aid during class on Saturday, June 7th.

Presentation with visual aid: 15 minutes. We expect the presenters to take 15 min to describe and explain their team's project. Q&A: 5 min. Total time: 20 minutes. The visual aid can be a creation of your choosing. Consider using any of the following [presentation tools](#).

All presentations should adhere to the following guidelines: 1) Any photographs or graphs/charts should have 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.](#)" 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](mailto: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 a 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.

**Incident 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](#)