



MPA PROGRAM STUDENT HANDBOOK



ENTERING CLASS AUTUMN 2017

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PREFACE

This handbook is intended to serve as a convenient reference for students seeking information on the University of Washington (UW) Evans School of Public Policy and Governance' Master of Public Administration (MPA) program. It has important information about the school's academic policies and requirements, including those for concurrent degree students. For information on the degree requirements for the Executive MPA program or the Ph.D. in Public Policy and Management, please see handbooks for those programs, found on the Evans School's website. Students in the fee-based, part-time MPA program should also consult their handbook addendum, available on the Evans School website. Curricular requirements for fee-based, part-time MPA students are the same; however, the registration and payment process differs, as do program costs and eligibility for select university funding opportunities.

This handbook also provides an overview of the services available to all MPA students, including academic advising, student groups, career development, financial aid, and other resources. The handbook is also available on the Evans School website at <http://evans.uw.edu/myevans/students/student-handbooks>. For more general information on the school's mission, history, research, teaching, and public service initiatives, please see our website.

As a student, **you are responsible** for knowing and adhering to the policies, procedures, regulations, and deadlines detailed here.

No handbook or website can answer all students' questions, and certainly cannot replace contact with the faculty and staff who are here to serve students. In particular, the following faculty and staff may be helpful in answering student questions or providing assistance:

- Carrie Evans, Assistant Dean of Students
- Caitlin Blomquist, Academic Program Manager
- Marie Angeles, Admissions & Student Inclusion Counselor
- Barry Wall, Director of Admissions
- Tamara Schaps, Director of Career Development
- Shannon Merchant, Assistant Director of Career Development
- Keeyon Scott, Program Manager, Career Development & Student Services
- Chloe Kinsey, Student Services Program Coordinator
- Craig Thomas., Associate Dean and Professor, Graduate Program Coordinator

These individuals are responsible for administering the Evans School's MPA program. They are students' best resource when they have questions about their enrollment in the program, policies, curriculum and its requirements, or any matter related to their academic progress at the school.

In addition, each new student will be assigned a faculty advisor. The advisor is a valuable resource on questions about classes, resources on campus for academic study, or other matters of graduate level academics; students are urged to use this resource often and wisely.

Note: Curricular requirements for students who began the Evans School MPA prior to 2017, as described in this handbook, may be substantially different.

SECTION I: EVANS SCHOOL REQUIREMENTS

MPA DEGREE REQUIREMENTS

Students are eligible to receive the MPA degree when they have:

1. Completed the curriculum requirements, including **at least 72 credits in courses numbered 400 or above**, of which at least 60 credits must be in courses numbered 500 or above and **at least 60 credits must be taken within the Evans School** (including cross-listed courses with PUBPOL or PPM designations, so long as the student enrolls in the PUBPOL/PPM section). **Any 400-level course needs to be approved in advance of registration** by Student Services to be counted towards these totals. For 400-level course reviews, please send the syllabus to the Student Services staff at evansdss@uw.edu; staff will notify a student whether the 400-level course has been approved.

Exceptions:

- a. Students enrolled in a formal or informal concurrent degree must complete the curriculum requirements, including at least 72 credits, of which at least 52 must be taken within the Evans School (including cross-listed courses with PUBPOL or PPM designations, so long as the student enrolls in the PUBPOL/PPM section), and at least 60 must be in courses numbered 500 or above.
2. **Taken no more than 15 credits of ungraded courses** (this includes both Satisfactory/Not Satisfactory and Credit/No Credit) and no more than six ungraded skills workshops.
 3. **Completed an approved internship.** Students with at least two years of prior, relevant professional work experience may request that their prior work experience fulfill the internship requirement; the deadline is October 31 of a students' first year in the program to submit the online Internship Planning Form to Career Development through EvansJobs.
 4. **Completed one course (3 or 4 credits) designated as a Values, Ethics, and Equity Elective.** The course must be taken for a grade; it may not be taken "S/NS".
 5. **Completed a capstone project** (or master's thesis for students enrolled in a formal or informal concurrent degree) with a grade of 3.0 or higher.
 6. Maintained a cumulative grade point average of 3.0 or higher, with grades of 2.7 or higher in every core course (some core courses may be waived; see our website for waiver information). For an elective course to count towards the credit total, the grade must be 2.7 or higher (or "S" in a class taken "S/NS").
 7. Complied with the rules and regulations of the UW Graduate School, which has final responsibility for approval of degrees.

For full-time students, completion of the Evans School academic program normally requires two full academic years. The internship is, in most cases, completed during the summer between year one and year two.

All students (part-time and full-time) must complete the degree program within six years of matriculating at the Evans School, per UW Graduate School policy.

To receive a master's degree, students must complete an online Master's Degree Request through the UW Graduate School's website: <https://apps.grad.uw.edu/student/mastapp.aspx>.

You must apply to graduate by the last day of instruction in the quarter in which you wish to graduate. Students who cannot complete the Master's Degree Request on the web should contact Graduate Enrollment Management Services at uwgrad@uw.edu. Students who do not receive their degree in the requested quarter must complete another Master's Degree Request for the quarter in which they expect to complete requirements. **Students must be registered for at least one credit during the quarter they apply for their master's degree.**

CONCURRENT DEGREES

There are two ways to obtain concurrent degrees at the University of Washington: (1) established formal concurrent degree programs and (2) informal concurrent degree programs. Students wishing to pursue a concurrent degree must apply separately to each program. Also, once they are ready to graduate they must submit separate Master's Degree Requests for each degree.

For all MPA concurrent degrees, students must complete:

- A. Evans School core courses (36 credits)
- B. Capstone project in the Evans School or a master's thesis in the other unit*
- C. Earn at least 72 total credits, of which 52 must be taken within the Evans School
- D. Completed one course (3-4 credits) designated as a Values, Ethics, and Equity Elective.

Most students finish the MPA and an additional master's degree in three years or an MPA and JD in four years.

*For students in a concurrent degree program, the Evans School may accept a master's thesis in lieu of a capstone project when:

- A. The other unit requires a thesis (of at least 6 credits)
- B. The thesis has a substantial policy/management component
- C. An Evans School faculty member is a formal member of the thesis committee
- D. The student notifies Student Services (evansdss@uw.edu) of the Evans School committee member within four weeks of the establishment of the thesis committee.

The Evans School will **not** accept another program's capstone project or professional project in lieu of the Evans School capstone project

All concurrent degree programs require formal admission to both programs.

FORMAL CONCURRENT DEGREES

The Evans School has established concurrent programs with five schools or departments:

- Jackson School of International Studies
- Department of Urban Design and Planning
- School of Environmental and Forest Sciences
- School of Public Health
- Law School

More information on each is available from Evans School Student Services and on the Evans School website at <https://evans.uw.edu/degree-programs/mpa/concurrent-degrees>.

INFORMAL CONCURRENT DEGREES

The UW allows students to obtain informal concurrent degrees with the Evans School and another school or department. Students wishing to pursue an informal concurrent degree must be admitted separately to each degree program and complete the requirements for each program. Students should consult with other departments or schools early in the process to make sure they understand the requirements for a concurrent degree.

For both formal and informal concurrent degrees, the student must also submit an unofficial transcript highlighting which courses were taken for each degree after applying to graduate from each program.

CURRICULUM REQUIREMENTS

Required Core Curriculum (36 credits)

- PUBPOL 511 Managing Politics & the Policy Process
- PUBPOL 512 Managing Organizational Performance
- PUBPOL 513 Public Policy Analysis
- PUBPOL 516 Economics for Policy Analysis and Management I
- PUBPOL 517 Economics for Policy Analysis and Management II
- PUBPOL 522 Public Budgeting & Financial Management
- PUBPOL 526 Program Evaluation
- PUBPOL 527 Quantitative Analysis I
- PUBPOL 528 Quantitative Analysis II

Capstone Project (8 credits)

Students are required to complete a Capstone Project, as described below.

Values, Ethics, and Equity Elective (3 or 4 credits)

Students are required to take at least one course designated as a Values Elective.

Electives (remaining credits)

Students may elect to focus these electives in one or more specializations.

CORE COURSES (36 CREDITS)

The Evans School core curriculum provides all MPA students with a solid base of knowledge from which they can pursue a wide range of academic courses and professional opportunities in public policy and management. The core courses introduce students to those analytical and managerial skills and perspectives most important in the public and nonprofit environments.

IMPORTANT: The school requires all full-time students to finish their core course requirements in the first three quarters of study. Part-time students are required to fulfill their core course requirements during their first six quarters of study.

The required core curriculum consists of the following courses that are only offered during the terms noted below. Students are strongly advised to take the courses in the order described. Full-time

students will typically earn the MPA in two years; part-time students will typically earn the MPA in three years.

	TERM	FULL-TIME STUDENTS	PART-TIME STUDENTS
Year 1	Autumn	511 Managing Politics & the Policy Process 516 Economics for Policy Analysis and Management I 522 Budgeting & Financial Analysis	511 Managing Politics & the Policy Process 522 Budgeting & Financial Analysis
	Winter	512 Managing Organizational Performance 517 Economics for Policy Analysis and Management II 527 Quantitative Analysis I	512 Managing Organizational Performance 527 Quantitative Analysis I
	Spring	513 Policy Analysis 528 Quantitative Analysis II 526 Program Evaluation	528 Quantitative Analysis II 526 Program Evaluation
Year 2	Autumn		516 Economics for Policy Analysis and Management I
	Winter		517 Economics for Policy Analysis and Management II
	Spring		513 Policy Analysis

WAIVING CORE COURSES

It is possible for students with prior substantial academic or professional background and experience in some subject areas to waive selected core courses.

Waiver exams will be administered during orientation for 516 and 522. Students passing one or more of these exams will be exempt from those courses. Incoming students with prior academic or professional experience in these subject areas are **strongly** encouraged to take these waiver exams.

It is also possible to waive 513, 527, and 528. Waiving 513 requires submission of a resume, a substantial policy analysis writing sample, and a statement making the case for the waiver. Students should submit this material via the MPA Student Resource Center in Canvas, after which it will be reviewed by faculty teaching 513.

To waive 527, students must demonstrate competence in using descriptive statistics, understanding probability, using confidence intervals, p values, and hypothesis tests for

comparing means and proportions. To demonstrate competence, students can submit via Canvas materials from a course(s) covering those skills including a short cover letter explaining how the course(s) covered the skills, a course syllabus, a transcript showing the course and grade, and, optionally, an exam, paper, or problem set showing the relevant work. Faculty will review these materials and decide whether the materials adequately demonstrate those competencies. If faculty determine that materials do not fully show the required skills, the student can choose to take an exam covering the material during orientation week.

Waivers of 528 are available to students who have previously authored a significant quantitative research project. To apply for a 528 waiver, students should submit a copy of this project and a syllabus from a completed course that is similar to 528 via Canvas, and faculty teaching 528 may request that an oral defense be scheduled.

These waiver requests must be submitted to Student Services no later than the deadlines posted in Canvas.

Waiver requests for the following core courses will **not** be considered: 511, 512, 517, and 526.

IMPORTANT: A waiver of a core course does not represent 4 completed graduate credits. However, it does free up an additional 4 units of graduate credit that students can apply to other areas of their curriculum plan, such as elective or specialization courses.

EVANS SCHOOL POLICY FOR RETAKING CORE COURSES

Students must retake any core course in which they receive a grade below 2.7, and will not receive credit toward graduation for any core course in which they receive a grade below 2.7.

Students must retake a core course they have failed **for credit the next time** it is offered. **Withdrawal from a core course after the fourth week of the quarter will be considered a core failure.** Students have two chances to successfully complete a core course. If a student fails a core course on two separate occasions, he or she will be dropped from the MPA program (see below on "satisfactory progress"). If possible, students are advised to retake such a core course from a different professor the second time.

VALUES, ETHICS, AND EQUITY ELECTIVE REQUIREMENT

Learning Objectives

Values, ethics, and equity elective courses should provide students with:

- Opportunities for critical reflection and examination of various aspects of their own values, biases, and ethical commitments, and how these commitments might be pursued;
- Deeper understanding of the frameworks that explain how policy and management shape and are shaped by values, cultural norms, or structural inequities (overall or in a specific policy area).
- The means to engage respectfully with the values and ethical ideals of others in a diverse and pluralistic society;

- The capacity to understand and evaluate claims and arguments about values and ethics in public policy, management, and deliberation;
- The practical knowledge and tools needed for ethical and inclusive service as a public leader.

To be considered as a values elective, a course must have at least one major assignment focused on values, ethics, or equity and values, ethics, or equity must be pervasive in the syllabus.

The current list of approved of Values, Ethics, and Equity Elective courses (3/4 credits) may be found on the Evans School's website. The values elective course must be taken for a numerical grade.

Students may also petition to satisfy the values elective requirement with courses not on the approved list by emailing Student Services (evansdss@uw.edu) with the course number and name as well as a copy of the syllabus and getting written approval.

ELECTIVES AND SUGGESTED SPECIALIZATIONS

Each student in the Evans School MPA program takes electives across an array of substantive and skill areas that build on the core curriculum to strengthen the foundations of his or her career in public service. Classes are organized into *suggested* specializations, sets of courses that advance the student's knowledge in a particular policy domain, or develop the student's skills in policy analysis and management for use across varied policy domains. Some classes further both of these goals.

The suggested specializations offered by the Evans School are listed below, although students are able to mix and match across the areas to create a set of courses that builds the knowledge and skills they need for decision-making in their future career. Each year the Evans School will provide students an updated list of the Evans School courses in each specialization.

The following suggested specializations represent the strengths of the Evans School faculty and the UW as a whole. They are organized into two broad categories that may overlap: (1) Cross-Cutting Skills for Decision-Making and (2) Policy Domains:

CROSS-CUTTING SKILLS FOR DECISION MAKING

A strength of the Evans School is its emphasis on multi-dimensional decision-making in the public and non-profit sectors for public benefit, using high quality evidence, analysis, and careful strategic thinking. Decision-making techniques cut across policy domains.

POLICY ANALYSIS AND EVALUATION

Faculty in this specialization: Leigh Anderson, Sandra Archibald, Ann Bostrom, Alison Cullen, Brian Dillon, Laura Evans, Mary Kay Gugerty, Crystal Hall, Marieka Klawitter, David Layton, Mark Long, Karin Martin, Marcia Meyers, Jacob Vigdor, William Zumeta

Today, data, evaluation, and analysis are omnipresent in public and nonprofit organizations as managers and analysts work to craft cost-effective interventions, funders demand high quality evidence of efficacy, and the public requires transparency in outcomes. Graduates need skills and experience in applying frameworks developed in the core curriculum to policy analysis and program evaluation to meet these new demands. The Policy Analysis and Evaluation specialization deepens students' skills in analysis and evaluation beyond the skills learned in our core courses. Courses in this specialization are designed to help students develop the knowledge and skills needed to implement analysis and evaluation in a broad set of institutional contexts, thereby preparing students for careers in which these skills can be applied to a wide variety of policy areas. Some of the courses in this specialization are specifically focused on generalizable methods (e.g., applied cost-benefit analysis, advanced multivariate analysis, qualitative methods), while others are courses that are cross-listed with specific policy area specializations (e.g., environmental risk analysis).

STRATEGIC PUBLIC LEADERSHIP, DECISION MAKING, AND MANAGEMENT

Faculty in this specialization: Benjamin Brunjes, Dorothy Bullitt, Alison Cullen, Patrick Dobel, Laura Evans, Scott Fritzen, Rachel Fyall, Mary Kay Gugerty, Joaquín Herranz Jr., Ines Jurcevic, Stephen Kosack, Justin Marlowe, Stephen Page, David Suárez, Craig Thomas, William Zumeta

This specialization prepares students to understand and manage their environment, take the initiative and decide and act with integrity and care to effect change in a world of cooperating and competing people, institutions, and sectors. This approach equips individuals to lead from any position in society or organization. The interdisciplinary course of study draws from all of the disciplines represented in the Evans School, and trains students in topics and skills ranging from individual leadership and decision making to stakeholder engagement, collaborative partnerships, and performance management. The specialization prepares students to: a) better understand personal values, characteristics, and goals, including the normative foundations of leading; b) appreciate the wide array of leadership and management approaches and refine their leadership and management styles; c) understand the frames of judgment and skills needed to effect positive change in a wide array of settings and to transform cultures, organizations, and institutions through effective leading; d) understand the psychological and institutional realities of public leadership; and e) integrate management, analysis, and decision making in a self-aware manner to think and act strategically.

PUBLIC FINANCIAL MANAGEMENT

Faculty in this specialization: Carlos Cuevas, Benjamin Brunjes, Dwight Dively, Sharon Kioko, Justin Marlowe, William Zumeta

The Public Financial Management specialization is appropriate for students who are interested in how the allocation, control, and management of financial resources shape public policy and management. This area is intended to provide students with a foundation for positions in state and local budget offices, credit rating agencies, state and local performance auditing, legislative fiscal research, as well as within the financial management function of nonprofit organizations. Students interested in the financial aspects of a particular policy or service are encouraged to consider the area. Coursework in this area focuses on the specialized analytical tools used by financial management professionals, stylized knowledge of resource allocation and control processes, and effective communication of this esoteric knowledge to the non-financial audience. Topics may include capital budgeting and finance; debt management; budget process, politics, and strategies; tax structures and their implications; financial risk management tools; advanced accounting and auditing; financing pensions and other post-employment benefits; cash management; financial condition analysis; debt management; project finance concepts; and cost allocation methods, among others.

POLICY DOMAINS

Suggested specializations within policy domains apply and deepen skills gained in the core curriculum within the context of particular policy domain. Courses may contribute to multiple policy domains, reflecting the complexity of contemporary thinking about policy, management, and decision-making.

ENVIRONMENTAL POLICY AND MANAGEMENT

Faculty in this specialization: Leigh Anderson, Sandra Archibald, Ann Bostrom, Alison Cullen, Brian Dillon, David Layton, Craig Thomas

The Environmental Policy and Management specialization provides students with the opportunity to acquire the tools, methodologies, interdisciplinary perspectives, and substantive topical knowledge necessary to be successful analysts, managers, and leaders in public, nonprofit, and private organizations that cover a broad spectrum of environmental and natural resources issues. Particular methodological strengths of the specialization are in policy analysis, environmental economics, the role of scientific knowledge in decision-making, and the design and management of governance systems. Topical areas vary from year to year but often include water resources, environmental risk and health, natural resources, air and water pollution, and climate and energy policy. PUBPOL 590 Environmental Policy Processes is the suggested base course, but is not required for taking the other, more specialized courses.

The Evans School also offers a transcriptable Environmental Policy Program Option, for MPA students to tailor their second year coursework and earn a Master of Public Administration (Environmental Policy) on their transcript. Students interested in the Program Option should consult the website for program requirements and Student Services staff. Please see: <http://evans.uw.edu/degree-programs/non-degree/environmental-policy-program-option>

INTERNATIONAL DEVELOPMENT

Faculty in this specialization: Leigh Anderson, Alison Cullen, Sara Curran, Brian Dillon, Scott Fritzen, Mary Kay Gugerty, Stephen Kosack.

In an increasingly interconnected world, the field of international development requires leaders and managers to possess strong analytic skills, an understanding of the importance of local context and culture, and the ability to connect local issues to national and global developments. The challenges of global sustainable development include poverty, the burden of disease, building stable social and political institutions, and, increasingly, climate change and ecosystem vulnerability. Addressing these challenges requires training that is analytically rigorous, but cross-disciplinary and attentive to specific contexts. The Evans School specialization in international development prepares students to work as development managers and analysts to address issues of global poverty, economic development, environmental policy and management, and human rights and civil society development. The specialization includes classes in development management, rural development, environmental and water/sanitation economics, development finance, and monitoring and evaluation.

The Evans School also offers a transcriptable International Development Program Option, for MPA students to tailor their second year coursework and earn a Master of Public Administration (International Development) on their transcript. Students interested in the Program Option should [consult the website](#) for program requirements and Student Services staff.

METROPOLITAN AND REGIONAL POLICY

Faculty in this specialization: Laura Evans, Rachel Fyall, Crystal Hall, Joaquín Herranz Jr., Justin Marlowe, David Suárez, Jacob Vigdor

The Metropolitan and Regional Policy specialization is appropriate for students who are interested in policy, planning, management, and service delivery issues at the urban, suburban, and rural levels within metropolitan regions. This specialization is intended to provide students with a foundation for careers within regional and city government, as well as within nonprofit

organizations concerned with urban and regional problems and solutions. Coursework in this area focuses on cross-cutting concerns where both the impact of the problem and the solutions may vary across urban, suburban, and rural places within the region and involve multiple jurisdictions. An emphasis on equitable solutions to problems and problems of metropolitan governance. Topics may include regional development, transportation, housing, growth management, residential segregation, education policy, workforce development, community development, economic development, immigration, poverty, intergovernmental relations, sustainable development, and urban environmental resource management.

NONPROFIT MANAGEMENT AND PHILANTHROPY

Faculty in this specialization: Dorothy Bullitt, Rachel Fyall, Mary Kay Gugerty, Justin Marlowe, Stephen Page, David Suárez

As the lines between nonprofit, public, and the private sector blur, nonprofit and philanthropic managers are required to have expertise in an ever wider range of specialized skills that include financial management and fundraising, board governance, volunteer management, social marketing, grant making, community collaboration, and more. Nonprofit and philanthropic leaders must also track an increasing number of policy and public sector developments that affect the core activities of the sector. The specialization in Nonprofit Management and Philanthropy provides students with training in these specialized leadership and management skills as well as developing students' ability to track and analyze policy affecting the sector.

The Evans School also offers a transcriptable Nonprofit Management & Social Innovation Program Option, for MPA students to tailor their second year coursework and earn a Master of Public Administration (Nonprofit Management) on their transcript. Students interested in the Program Option should [consult the website](#) for program requirements and Student Services staff.

SOCIAL POLICY: POVERTY, EDUCATION, AND SOCIAL WELFARE

Faculty in this Specialization: Scott Allard, Laura Evans, Rachel Fyall, Crystal Hall, Heather Hill, Ines Jurcevic, Marieka Klawitter, Mark Long, Karin Martin, Stephen Page, Jacob Vigdor, William Zumeta

Social policies foster individuals' and families' well-being by educating children and youth; cushioning temporary or permanent losses of income; assuring minimum levels of income and essential goods and services such as food, housing, and health care; providing employment services and job training; and meeting the special needs of particularly vulnerable populations. Public programs with these objectives account for about two-thirds of the federal budget and about half of state and local government budgets. The social policy specialization prepares students for careers leading to high-level managerial and policymaking positions in government and in nonprofit organizations involved in the design, implementation, management, and evaluation of education and social policies. Coursework in this area develops students' ability to bring policy analysis and management tools to bear on issues in education and social policy, and helps students understand how public education and social policies affect, and are affected by, the family, the market economy, and voluntary and nonprofit institutions. It is recommended that students pursue coursework and a capstone project that build their expertise in one major area of education and social policy. Those areas include (but are not limited to): education and

workforce development policy; health care policy and management; poverty and inequality; labor market policy; and income support policy.

CAPSTONE PROJECT (8 CREDITS)

Students who graduate from the Evans School with an MPA degree must complete a capstone project that integrates knowledge and skills gained at the Evans School. Capstone projects can serve as an opportunity to further develop a student's specialization, to expand networks in the community, and to create a significant sample of work. Capstone projects demonstrate students' abilities to apply skills from their coursework to a real-world problem.

Students must fulfill the capstone project requirement in one of the following ways:

1. **Complete a team-based, 8-credit Capstone Project (CP):** 4 credits in Winter Quarter and 4 credits in Spring Quarter. Supervised by a faculty member during the Winter and Spring Quarters, students will meet with other teams in a regularly scheduled Capstone Project Seminar class. The student, along with his or her team members, will register for this seminar each quarter for four credits each. The seminar format provides a structure for progress through the work and affords the opportunity for substantial peer review and support in addition to faculty feedback. The seminar instructor provides guidance through all stages of the project and evaluates the final report. Seminar student teams develop their questions, plan the phases of their project, employ appropriate research and/or analytic methods, and develop policy or management recommendations based on the findings. Seminar instructors can be found in the quarterly course listings on the Evans School website prior to registration.

Most students selecting this option will complete a project through the Student Consulting Lab. The Lab links the skills and services of second-year MPA students with the real-world needs of a particular nonprofit or public agency. Students will work in teams (generally 3 to 6 students) to answer a client's proposed question. These questions involve the identification and exposition of a policy or administrative problem, consideration of alternative courses of action, and recommendations for a solution to the problem. The final product for the CP is negotiated between the student team, the faculty member, and the client.

While it is preferred that Capstone Project Seminar students complete the CP through the Public Service Clinics, a secondary option is for Capstone Project Seminar students to develop a team-based, self-generated topic. If a student takes this option, it is preferred that the student engage a particular public or nonprofit agency client who would like a question to be answered (such as a program evaluation, or a policy analytic or management issue). The project must be team-based (generally 3 to 6 students).

All CPs include a written report.¹ The length, format, and content of the written report will vary depending on the type and scope of the work. Student teams are expected to have a complete outline of their project during winter quarter and a full draft of the written report at least a month before the last week of classes for spring quarter.

If making satisfactory progress, students will receive an "N" grade at the end of Winter Quarter. An "N" grade indicates that satisfactory progress is being made, but evaluation depends on

¹ They may also include video material, a web site, or online material if appropriate.

completion of the project. When they complete their capstone project at the end of Spring Quarter, the “N” grade will be converted to match the Spring Quarter grade.

Capstone projects must be submitted electronically. Detailed instructions can be found on the Evans School website at: <http://evans.uw.edu/myevans/students/capstone-project-forms-submission>

The database of completed capstone projects can be found at:
<http://evans.uw.edu/myevans/students/capstone-project-archive>

If you are planning to use human subjects at any point during your capstone project, please review the Evans School's policy for use of human subjects for student projects:
<http://evans.uw.edu/myevans/evans-school-student-projects-and-human-subjects-approval>

- 2. In unusual circumstances and with the permission of a faculty member from the Evans School and the School's Graduate Program Coordinator, the student may complete a 4-credit independent research project.** This option is primarily intended for students who wish to complete an individual project similar to a thesis (if, for example, a student has an interest in subsequent doctoral studies). Based primarily on a one or two page proposal that includes a rough outline and a timeline for completion, the faculty member will assess the student's ability to conduct independent research and will assess whether the student would benefit from the opportunity. Once the faculty member has approved the proposal, it must be approved by the Graduate Program Coordinator before the student can register for independent project credits. The Graduate Program Coordinator may set an annual cap on the number of students who are permitted to use this option. Please contact the Student Services staff at evansdss@uw.edu; staff will consult with the GPC for approval of independent research projects.

The faculty member provides guidance through all stages of the research and evaluates the final report. Students have the option of choosing a second reader from the Evans School, UW faculty, or from off-campus. If there is a second reader, both readers share in reading the project drafts and consult on the final grade, although the first reader has final responsibility for the grade.

Evans School students are eligible to take capstone project credits after completing 36 hours of credit toward their MPA. To fulfill the capstone project requirement, a student's capstone project must receive a grade of 3.0 or higher.

For students in a formal or approved informal concurrent degree programs, the Evans School may accept a master's thesis in lieu of a capstone project (see “Concurrent Degrees” description).

Capstone Learning Objectives

The Evans School's MPA curriculum offers a strong set of sequenced, required core courses, normally taken by students in the first year of the program, followed by a second year that is focused largely on building an area of specialization (via an established Program Option or Certificate or a less formal specialization), plus a capstone learning experience. The capstone, which may or may not be part of the chosen specialization, is designed to be a culminating, applied learning experience.

Capstone Purposes and Learning Objectives

The idea of providing professional master's students with a faculty-guided, culminating learning experience that enables them to bring together several components of their prior learning to address an applied problem is common in the recent literature of the public policy and management field, as well as in related professions. A key purpose is to help students to transition from the student role to that of practitioner, bringing knowledge and skills to bear on problems that arise in the nonacademic employment setting. A common approach to offering such experiences is for students to be organized to work in teams on applied projects, whether for specific clients or more generally for an identifiable audience in the field. The Evans School offers two such opportunities: capstone project seminars that complete projects explicitly for clients and, in selected years, "deep dive" courses may be offered, which may or may not have a specific client but do have an external audience on a particular policy or management topic.

Capstone seminars are designed to challenge students to bring together a variety of aspects of their prior learning to address specific client-determined problems that are of real external interest and require substantial research and analysis over a period of months, while working closely with the client to meet expectations. This includes all aspects from refining the client's problem statement to deciding on and executing relevant methodologies, to presenting results orally and in writing. Since the work occurs over a period of about five months while students are taking other courses, students must expand their capacity to plan their time and meet milestones along the way. Students also simulate the work environment in these projects in that they work with other students in project teams and thus refine their skill set in this professionally relevant domain.

Deep dive courses (when they are offered, which may not be every year) have largely similar objectives but clients may be less explicit. The basic goal of working together successfully with other students over a period of months on a substantial, complex problem of real external interest remains the same. Students are expected to bring together multiple aspects of what they have learned and collaborate with others to develop externally relevant knowledge about real, current problems in a particular area of public policy and management. They also present a product in written and oral form to an external audience.

Both types of capstone experiences require students to bring together aspects of their multiple learnings from courses in a collaborative, applied, problem-oriented setting and thus help prepare them for their professional roles after graduate school. Both types of capstones thus relate to the Universal Required Competencies of the Network of Public Policy, Affairs, and Administration (NASPAA), the Evans School's accrediting organization. Specifically, the capstone learning objectives relate to competency #3: helping students learn "to analyze, synthesize, think critically, solve problems and make decisions"; as well as, depending upon the project, competency #2: "to participate in and contribute to the policy process," competency #4: "to articulate and apply a

public service perspective,” and competency #5: to communicate and interact productively with a diverse and changing workforce and citizenry.”

INTERNSHIP REQUIREMENT

The Evans School believes it is crucial for students to relate the study of public policy and management to the actual problems encountered in managing and operating agencies and organizations. Internships provide this opportunity, giving students dynamic professional settings in which to apply the analytical and managerial knowledge they acquire in the Evans School academic program. In addition to providing a venue for applied professional learning, internships also help students build networks and connections in their policy areas of interest. Increasingly, recent graduates receive offers of employment from organizations where they completed internships. *For many students, a quality internship experience is critical to success in the competitive job market after graduation.* Many students come to the Evans School with several years of work experience, but may lack the specific experience or professional contacts necessary to successfully launch a career in their interest area. The internship requirement aims to prepare all Evans School MPA students with the **experience** and **network** needed to successfully transition into a public service career upon graduation.

To fulfill the Evans School internship requirement, a student must document at least 400 hours of graduate-level, professional experience in a public, nonprofit, or private organization. Students may intern full-time during the summer months, part-time during the school year, or a combination of both (to total 400 hours through one or multiple experiences). It is expected that the internship will require the student to utilize substantive analytical or managerial knowledge to solve problems at the level of policy development, implementation, or evaluation. The internship must relate to the Evans School curriculum and students will need to complete an internship contract outlining specific learning objectives and goals for each experience.

Students with at least two years of full-time, recent, and relevant professional work experience may use this experience to fulfill the internship requirement. **All** students must submit an Internship Planning Form by **October 31** of their first year, denoting whether or not they have already fulfilled the internship requirement (through previous work experience prior to enrollment at the Evans School). Students who fulfill the requirement through prior professional work experience are still strongly encouraged to pursue internships during the program. Students who must fulfill the requirement during the program should work closely with the Career Development team to select and apply for an internship that aligns with their professional goals.

Information on how to find an internship, submit the Internship Planning Forum, and more can be found at <https://evans.uw.edu/career-development/internship-requirements-forms>

INDEPENDENT STUDY

Students may develop ideas for independent study, and then work with a faculty member to complete a project. The project can develop from work or volunteer experience or from academic work, but must involve a written product. The work should be equivalent to that done for the same number of credits of other course work (about 30 hours per credit for the quarter). The student should prepare a one-page proposal and timeline and complete the online [independent coursework form](#). After the form is submitted, it will be reviewed by the selected Evans School faculty member for approval and, if

approved, the student will receive an add code for registration. Students may count up to 8 credits of independent study towards their MPA degree, though they are encouraged to take advantage of the existing Evans School (and UW) elective classes whenever possible.

SKILLS WORKSHOPS

Evans School Skills Workshops (PUBPOL 598) teach practical policy and managerial skills. They are typically taught by distinguished practitioners and professionals from the public and nonprofit sectors. Topics covered by skills workshops complement the offerings of the regular Evans School curriculum by providing students with a wide range of practice-oriented courses. The workshop topics generally do not fit easily into traditional, four-credit academic courses.

Skills workshops usually carry 1 credit and are graded on a credit/no-credit (C/NC) basis. They are offered in a variety of scheduling and teaching formats to encourage creativity and innovation. Each workshop involves 10 to 12 contact hours and requires additional work to be completed outside of class.

Up to 6 credits of skills workshop credit (and up to 15 ungraded credits total) can be applied to the 72-credit total for MPA students.

SECTION II: ACADEMIC CALENDAR & DEADLINES

CURRENT ACADEMIC CALENDAR

Quarterly schedules, dates of instruction, registration deadlines, deadlines for adding or dropping a course, tuition and fee deadlines, the final exam schedule, grade deadlines, and holidays can all be found at the University of Washington's Academic Calendar website at:

<http://www.washington.edu/students/reg/calendar.html>

GRADUATE STUDENT DEADLINES

DEADLINE FOR PAYROLL DEDUCTION—GRADUATE RESEARCH ASSISTANTS

First Day of Quarter

DEADLINE TO GO ON-LEAVE

The deadline to submit a leave request, receive approval, and pay the required fee is the last day of instruction of the quarter (one week before the last day of the quarter). The graduate program coordinator approves on-leave status; requests are submitted through the MyGrad Student view:

<http://grad.uw.edu/for-students-and-post-docs/mygrad-program/>

More information and instructions can be found at:

<http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-9-on-leave-policy-to-maintain-graduate-student-status/>

DEADLINE TO WITHDRAW FROM UNIVERSITY

Please check exact dates for each quarter on the UW website.

- 7th Calendar Day of Quarter – No Tuition/Fees
- 8th through 30th Calendar Day of Quarter – 50% Tuition/Fees
- After 30th Calendar Day of Quarter – 100% Tuition/Fees

DEADLINE TO DROP A COURSE

Through the 2nd Week, after the 1st week of the quarter a late registration fee is assessed.

DEADLINE FOR APPLICATION FOR MASTER'S DEGREE (GRADUATE)

Submit your Application for Graduation (Degree Warrant) to the UW Graduate School. Master's Degree Requests must be submitted by the last day of instruction during the quarter in which a student completes all degree requirements.

More information on filing your graduation request can be found at:

<http://grad.uw.edu/policies-procedures/masters-degree-policies/>

Full-Time Graduate Status

MPA students must register for a minimum of 10 credits to be considered full-time at the University of Washington. Please note that Evans School core and elective classes are typically 4 credits and skills workshops are 1 credit. A typical courseload for a full-time Evans School student is 12 credits per quarter. Students who register for more than 18 credits will be charged a higher tuition rate.

SECTION III: ADVISING, ADMINISTRATIVE, & GRADUATION INFORMATION

ADVISING SUPPORT

GENERAL ACADEMIC PROGRAM ADVISING

The Student Services office in 109 Parrington Hall is the first point of contact for students regarding any advising issues. Students should address questions about the Evans School curriculum and program requirements to the assistant dean of student affairs. If Student Services cannot answer your question or resolve your issue, they may put you in contact with the graduate program coordinator, who also serves as a "special case" arbiter for students who are seeking exemptions from program requirements or who wish to transfer graduate credits from another institution. The graduate program coordinator is also responsible for administering the academic grievance process and serves as the principal advisor to students on academic probation.

FACULTY ADVISOR

The faculty advisor's primary responsibility is to assist students in planning their educational experiences. Students work with their advisors to select courses in key areas of interest that fulfill their specialization requirement. Faculty serve as important links to other UW schools and departments, and can assist students in identifying campus-wide courses and research opportunities that are relevant to students' specific interests. Students are free to contact any faculty member with substantive questions about their studies, regardless of whether that faculty member is the student's advisor.

Faculty advisors are assigned at the beginning of Autumn Quarter given the student's interests. Not everyone will be able to have their advisor of choice.

Questions concerning registration procedures should be addressed to Academic Services in Parrington 208. Questions regarding on-leave status and student records in general should be addressed to Student Services in Parrington 109. The reference guide below outlines the Evans School advising network in greater detail.

PRIMARY CONTACT	ADVISING ISSUE	OTHER RESOURCES
Assistant Dean of Students/ Director of Admissions	Financial Awards/Aid	UW Office of Financial Aid/UW Graduate School
	Admissions/Prospective Students	UW Graduate School
Evans School's Career Development team	Internships, Career Planning, Job Availability and Support	UW Career Center
Faculty Advisor	Planning Form Review	Student Services
	Specialization/Academic Advising	Student Services
	Academic Probation	Student Services
	Academic Grievance Process	Student Services
	Curriculum Requirements	GPC, Faculty Advisor

PRIMARY CONTACT	ADVISING ISSUE	OTHER RESOURCES
Student Services	General Inquiries	
	Student Record Inquiries	Assistant Dean of Students Academic Program Manager
	Required Forms (independent study, capstone project, planning forms, etc.)	Assistant Dean of Students Academic Program Manager
	Transfer Credit	GPC
	On-Leave Process	GPC
	Core Course Waivers	GPC
Academic Services	Registration (Waitlist, add codes)	Student Services
UW Graduate School	Graduation (filing, additional requirements)	Student Services

WAITLIST POLICY

Please see the following for the current Evans School waitlist policy:
<http://evans.uw.edu/degree-programs/course-listings/course-wait-list-policy>

ACADEMIC PLANNING AND PROGRESS

PROGRESS THROUGH THE MPA DEGREE

A Degree Requirements Checklist and Student planning forms are available on the Evans School's website and students are encouraged to utilize these resources as a course planning tool. Please see: <https://evans.uw.edu/myevans/students/mpa-degree-requirements>. In addition, students are encouraged to use the Degree Audit Reporting System (DARS) in MyPlan to monitor their academic progress.

We recommend students utilize these resources to prepare for meetings with academic and faculty advisors.

- Students in selected concurrent degree programs have planning forms tailored to concurrent degrees, and should submit a completed form reflecting the appropriate number of credits for the degree

FILING FOR GRADUATION

By the last day of instruction in the quarter in which they plan to graduate, students must also apply directly to the UW Graduate School through the online Request for Master's Degree system. Concurrent degree students must file separate degree requests for each degree.

For the quarter in which a student plans to graduate, he or she must do the following:

1. Complete the Application for Graduation with the UW Graduate School at <https://apps.grad.uw.edu/student/mastapp.aspx> (this is also known as the degree warrant). Students can apply for graduation any time during the first nine weeks of the quarter they plan to graduate. Approved degree warrants are good for one quarter only. NOTE: The Evans School is a non-thesis program. Be sure to check the non-thesis option on the application. Concurrent students who are in a thesis program have more options; please see the UW Graduate School guidelines in Appendix D.
2. Clear up all of your incompletes and make sure the instructor turns in the change of grade or the incomplete removal cards to Student Services in Parrington 109.
3. **The UW Graduate School requires that a student be registered during the quarter in which they plan to graduate.** Please contact Student Services for details.
4. Return a mandatory online Career Development employment survey (survey will be sent directly to student at least two weeks before graduation).
5. Submit all online internship forms to Career Development and retain the confirmation email sent by Career Development stating that you have fulfilled the internship requirement. If you are unsure about the status of your internship requirement, please contact Career Development at evansjob@uw.edu.

The filing of the application for the master's degree with the UW Graduate School and fulfilling all graduate requirements is the responsibility of the graduate student. Please confirm with the Student Services Office that all materials have been received and are on file.

Timely filing for graduation is essential to avoid late fees. Please see the UW Graduate School's website at <http://grad.uw.edu/policies-procedures/general-graduate-student-policies/graduate-registration-waiver-fee/> for guidelines and information about the "Graduate Registration Waiver Fee."

TRANSFER OF CREDITS

The Evans School follows the Graduate School's policy for transfer credits; the policy can be found at: <http://grad.uw.edu/policies-procedures/masters-degree-policies/>. The policy states that: a) no more than 6 graduate level quarter credits can be transferred from other academic institutions to count towards the total credits; b) no more than 12 UW Graduate Non-matriculated credits can be applied to

the total credits, and c) no more than 12 credits derived from any combination of UW Graduate Non-matriculated credits and graduate transfer credits can be applied to the total credits. The Graduate Program Coordinator must approve any transfer requests before they are submitted to the Graduate School for processing. Please contact the Student Services staff at evansdss@uw.edu regarding approval of transfer credits.

OTHER INSTITUTIONS

The Evans School allows up to 6 credit hours in total to be transferred from other institutions. Students may transfer credits from other institutions into the Evans School under the following conditions:

- a. The student held graduate status at the other institution(s).
- b. The course(s) taken were listed as graduate courses.
- c. The student received a grade equivalent to 3.0 or above.
- d. The student is able to demonstrate that the course is equivalent to a regular Evans School course in scope and content or the course(s) was related to the field of public policy and management.
- e. The course(s) was not used toward another degree.
- f. The course(s) was taken no longer than six years before matriculation at the Evans School.

UW GRADUATE NON-MATRICULATED STATUS

Up to 12 University of Washington graduate credits may be transferred to the Evans School under the following conditions:

- a. The student had graduate non-matriculated status.
- b. The course(s) were graduate-level courses.
- c. The student received a grade of 3.0 or above.
- d. The student is able to demonstrate that the course is equivalent to a regular Evans School course in scope and content related to the field of public policy and management.
- e. The course(s) was not used toward another degree.

EXCHANGE PROGRAMS

Evans School students who wish to take courses at another graduate institution need to consult Student Services prior to leaving the University for guidance on courses and transfer credits. (Student Services staff will consult with the Graduate Program Coordinator for appropriate review and approvals.) Failure to consult prior to taking courses may mean credit will not be given for course work. Generally, criteria will be similar to transfer credits from other institutions (see above).

ON-LEAVE STATUS

Students must be accounted for (i.e., either registered or officially on-leave) during every term but Summer Quarter, from the time they are accepted to the Evans School until they complete their MPA degree. Any student who does not apply for on-leave status before going on-leave for one or more quarters during the academic year will be dropped from the UW Graduate School and will need to request reinstatement to the UW before returning. **Students in the PCMI program should refer to the PCMI Handbook Addendum for information about on-leave status during their Peace Corps service.**

FILING FOR ON-LEAVE STATUS

If it is necessary to take a leave of absence from the University for professional or personal reasons, a student should first notify Student Services. Next they need to submit an online request to go on-leave. Students can only apply for on-leave status one quarter at a time. Students must have completed at least one quarter of graduate study at the UW prior to filing an on-leave petition. International students must be enrolled full-time for 3 quarters before they can request to go on-leave. The on-leave request submission website can be found at: <http://grad.uw.edu/for-students-and-post-docs/mygrad-program/>.

Once the student has submitted the request, the Graduate Program Coordinator (GPC) will approve or deny the request. If approved, the student will then be prompted to pay a \$25 non-refundable fee. Leave can be requested as early as two weeks prior to the start of the quarter, but they must be submitted, approved, and paid no later than midnight PST of the last day of instruction. This process must be repeated each quarter if the student seeks to go on-leave for multiple quarters in a row (excluding summer quarter). Requests from international students will also need to be approved by the International Student Services Office after they are approved by the Graduate Program Coordinator.

Further information for filing for on-leave status is available at:

<http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-9-on-leave-policy-to-maintain-graduate-student-status/>

RETURNING FROM ON-LEAVE STATUS

Graduate students who are returning from official on-leave must either register during Registration Period II, or submit another on-leave request. If a student does not register or go on-leave then they will be dropped from the University and will have to submit a reinstatement petition and pay the \$250 reinstatement fee.

REINSTATEMENT TO THE GRADUATE SCHOOL & PROGRAM

Students previously registered in the Graduate School who have failed to maintain graduate student status (on-leave status was not secured and registration was not maintained), but wish to resume studies within the same degree program must file a request for reinstatement to the Graduate School. Requests will first be reviewed and approved by the department. Once the department has approved the request and the Graduate School has confirmed students' eligibility for reinstatement, students will be notified to pay the non-refundable \$250.00 reinstatement fee before registering for the requested quarter of reinstatement. Reinstatement petitions can be submitted online at <http://grad.uw.edu/for-students-and-post-docs/mygrad-program/>.

WITHDRAWING FROM THE UNIVERSITY; ADDING, DROPPING, AND AUDITING COURSES

Withdrawal:	<p>Students withdrawing from the University (i.e., dropping <i>all</i> of their courses) once a quarter's work is in progress MUST obtain a withdrawal form from the Withdrawal Office, Schmitz Hall. Students who do not submit the on-leave form will be dropped by the UW Graduate School and must apply to the UW Graduate School for reinstatement.</p> <p>Please keep the Evans School Student Services office informed of your current address and phone number.</p>
Dropping a Course:	<p>Graduate students withdrawing officially from a course during the first two weeks of a quarter shall have no entry on their academic record. No drops will be permitted after the 2nd week of the quarter. (Exception: Each student will be permitted to drop one course between the beginning of Week 3 and the end of Week 7 of any one quarter each year September–August; i.e., one such drop per year. If a student uses this drop option, the grade “W” shall be recorded by the Registrar’s Office for the dropped course.) The Registrar's Office will charge a late fee for courses dropped after the first week of the quarter. Late course drops can have additional significant financial implications; students should consult the Student Fiscal Services website regarding possible tuition forfeiture.</p> <p>The grade "W" shall count neither as completed credit nor be computed into the grade point averages.</p>
Hardship Withdrawal:	<p>Students may submit an online petition to the Office of the Registrar for a hardship withdrawal after the 14th day of the quarter. Approved hardship withdrawals will be entered on the transcript with a grade of HW. The \$20 change-of-registration fee will be assessed, plus any tuition forfeiture. Any student considering petitioning for a HW is encouraged to contact Student Services.</p>
Auditors:	<p>Students must first register for the class they wish to audit, and then go to Schmitz Hall in person to select the audit grade option. No entry is made on the permanent record for courses audited.</p>
Adding a Course:	<p>Graduate students may add courses through the third week of the quarter. A late fee will be charged by the Registrar's Office for all courses added after the first week of the quarter. A special petition process exists for adding courses through the end of the quarter. See Student Services for details.</p>

UNIVERSITY OF WASHINGTON GRADUATE SCHOOL MEMORANDUM No. 19

GRADING SYSTEM FOR GRADUATE STUDENTS

(Revised July 2015)

This document is available online through the UW Graduate School at:

<http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-19-grading-system-for-graduate-students/>

EVANS SCHOOL GUIDELINES FOR COURSE GRADES

This statement describes the guidelines for numerical grades for courses taken in the Evans School.

4.0	Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, methodologically sophisticated, and well-written. Work is of good professional quality, shows an incisive understanding of the major policy and management issues, and demonstrates a clear recognition and mastery of the appropriate analytical approaches to address the problems and questions.
3.7	Strong work for a graduate student. Work at this level shows signs of creativity and is thorough and well reasoned. It indicates a strong understanding of appropriate methodological or analytical approaches, and demonstrates a clear recognition and good understanding of the salient policy and management issues and problems.
3.4	Competent and sound graduate student work. Work is well reasoned and thorough and methodologically and analytically sound, but is not especially creative or insightful, nor technologically or analytically sophisticated. It shows adequate understanding of the policy and management issues and problems, although that understanding may be somewhat incomplete. This grade indicates neither unusual strengths nor exceptional weaknesses.
3.2	Adequate graduate student work. Basically competent performance, although the work shows some weaknesses. Work is moderately thorough and well reasoned, but there is some indication that the understanding of important policy or management issues is less than complete. It may also be inadequate in other ways, such as quality of reasoning, writing, or incomplete analysis. Methodological or analytical approaches are generally adequate but have one or more weaknesses or limitations.
3.0	Borderline graduate student work. This work barely meets the minimal expectations for a graduate student in the course. The understanding of basic policy or management issues is incomplete and the methodological or analytical work performed is minimally adequate. The writing and reasoning barely qualify for professional quality work. Overall performance, if consistent in graduate courses, would barely suffice to sustain graduate status in good standing and does not reflect long-term professional quality work.
2.6	Deficient graduate work. This work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed and flawed by numerous errors and misunderstandings of important issues. Methodological work or analysis is weak and fails to demonstrate knowledge or basic skills competence expected of graduate student work. May also reflect unprofessional level of writing, organization, or reasoning skills. This grade means the course will not count towards graduation.

EVANS SCHOOL POLICY ON ACADEMIC INTEGRITY, STUDENT RIGHTS AND RESPONSIBILITIES, AND SATISFACTORY PROGRESS

You are joining a learning community in the Evans School of Public Policy and Governance that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect, and integrity, and you accept the responsibility to encourage others to adhere to these standards. You also have a responsibility to conduct yourself in adherence to the University's Student Conduct Code, and to maintain good academic standing in the program. In addition to these expectations of responsibilities, you also have rights and recourses to address grievances. This section describes these rights and responsibilities. *It is your responsibility to understand these expectations now.*

Student Conduct Code

The first expectation is that Evans School students adhere to the University's Student Conduct Code. The following is an abbreviated version. The complete code is available in Washington Administrative Code, Chapter 478-120.

"Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

- academic and professional honesty and integrity,
- refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others, and
- complying with the rules and regulations of the University and its units.

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University."

ASPA Code of Ethics

In addition, the American Society for Public Administration has its own [Code of Ethics](#), including "(6) Demonstrate personal integrity: Adhere to the highest standards of conduct to inspire public confidence and trust in public service." Your time at the Evans School will give you an opportunity to practice these codes.

Student Academic Conduct²

² This section is drawn primarily from the Committee on Academic Conduct in the College of Arts and Sciences.

Students at the Evans School are expected to maintain the highest standards of academic conduct, and, of course, most do. Cheating harms the person cheating, as it deprives them of the opportunity to learn the material. It also harms honest students who are frustrated by the unfairness of cheating that goes undetected and therefore unpunished.

Academic misconduct occurs if you present as your own work something that you did not do. It is also considered academic misconduct if you help someone else present work that is not his or her own.

Plagiarism

One of the most common forms of cheating is *plagiarism*, which is using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words.
5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*
6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend (inside or outside the School) do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper. This includes internet paper-writing resources. Note that it is also considered academic misconduct if you are the friend who willingly wrote a paper for someone else or shared your work for copying.

Multiple submissions

Multiple submission is the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The UW does not have a general policy prohibiting

this practice. However, because an individual professor may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both professors involved. Non-compliance will result in a violation of the University's standard of conduct.

Exams

Another common form of cheating involves exams. The following will all be considered violations of the student conduct code:

- Copying from someone else's exam, or allowing another student to copy from your exam;
- Aiding another student during an exam where collaboration is prohibited, including talking, signs, gestures, or sharing notes;
- Using notes (unless expressly allowed by the teacher, in which case notes must follow their specifications);
- Using any electronic device such as a tablet, laptop, or mobile phone unless expressly permitted by the instructor;
- Altering an exam for re-grading;
- Getting an advance copy of the examination;
- Using a surrogate test-taker;
- Working together on a take-home exam when an instructor forbids collaboration;
- Deliberately delaying turning in a timed class exam; such a delay would unfairly give that student extra time and will be considered a form of cheating.

Lying

Lying encompasses the following: the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes, but is not limited, to the lying to administration and faculty members, and falsifying any university document by mutilation, addition, or deletion.

What happens if there is a suspected violation?

It is the responsibility of the entire Evans School community to uphold its academic standards and integrity.

It is the Evans School's policy that instructors maintain discretion over whether and how any suspected academic misconduct should be reflected in the grade for that assignment, exam, or for the course. This may include a zero grade. Students who disagree with the instructors' assessment should follow the University's normal grade appeal process (see below). Proven academic misconduct as outlined above could also result in disciplinary action from the Graduate School, including probation or dismissal from the University.

In addition, instructors who suspect misconduct will report the misconduct to the Graduate Program Coordinator.

EVANS SCHOOL GUIDELINES FOR SATISFACTORY AND UNSATISFACTORY ACADEMIC PERFORMANCE

These Evans School Guidelines stipulate the conditions for satisfactory and unsatisfactory academic performance in the Evans School of Public Policy and Governance. The purpose of the guidelines is to specify the rules clearly in order to avoid confusion and misunderstanding. Student Services staff, the graduate program coordinator, and the faculty are available to assist all students in maintaining satisfactory academic performance in the School. Tutoring help may also be available for specific courses; please consult with the assistant dean of student affairs for more information on tutoring availability. Students self-pay for tutoring services.

Students who fail to meet the requirements for satisfactory academic performance will be notified in writing of their unsatisfactory performance by the graduate program coordinator.

SATISFACTORY PERFORMANCE:

1. A cumulative grade point average (GPA) of 3.0 or higher.
2. A grade of 2.7 or higher in each core course (PUBPOL 511, PUBPOL 512, PUBPOL 513, PUBPOL 516, PUBPOL 517, PUBPOL 522, PUBPOL 526, PUBPOL 527, and PUBPOL 528). As discussed above, dropping any of these core courses after the fourth week of the quarter will be considered a failure for the purposes of maintaining satisfactory performance.

UNSATISFACTORY PERFORMANCE:

1. A cumulative grade point average (GPA) below 3.0: low scholarship.

WARN:	<p>Recommended for beginning students whose <i>quarterly</i> GPA or <i>cumulative</i> GPA are below 3.0 but whose grades in all core courses are at least 2.7; full-time students must be in their first quarter in the School, and part-time students must have accumulated fewer than 12 total credits.</p> <p>Recommended for students whose quarterly GPA is 3.0 or higher but whose <i>cumulative</i> GPA is below 3.0.</p>
PROBATION:	<p>Recommended for students whose <i>quarterly</i> GPA and cumulative GPA are below 3.0 (except as noted above for full-time students who are in their first quarter in the School or part-time students who have accumulated fewer than 12 total credits).</p> <p>This means that once students receive notice of PROBATION for a cumulative GPA below 3.0, they must maintain a <i>quarterly</i> GPA of 3.0 or higher until their cumulative GPA rises to 3.0 or higher.</p>

FINAL PROBATION:	<p>Recommended for students whose <i>quarterly</i> GPA is below 3.0 and whose cumulative GPA has been below 3.0 for two successive quarters (excluding the first quarter in the School for full-time students in the school, or the first two or three quarters for part-time students whose total credits are fewer than 12).</p> <p>FINAL PROBATION is used to warn students they will be DROPPED at the end of the next quarter unless they improve their performance.</p>
DROP:	<p>Recommended for students whose quarterly GPA is below 3.0 and whose cumulative GPA has been below 3.0 for three successive quarters (excluding the first quarter in the School for full-time students, or the first two or three quarters for part-time students whose total credits are fewer than 12).</p>

2. A grade below 2.7 in any core course (PUBPOL 511, PUBPOL 512, PUBPOL 513, PUBPOL 516, PUBPOL 517, PUBPOL 522, PUBPOL 526, PUBPOL 527, PUBPOL 528) is unsatisfactory progress.

PROBATION:	Recommended for students with a grade below 2.7 in any core course.
DROP:	<p>Recommended for students with a grade below 2.7 in a core course that has been retaken ONCE, or dropped without approval. This means that students who received a grade below 2.7 in a core course or dropped it without approval must retake the SAME core course and must receive a grade of 2.7 or higher on the first retake, or they will be DROPPED from the Evans School. (See Evans School policy for retaking core courses.)</p> <p>Recommended for students who have received grades below 2.7 in four core courses. This means that students can retake only three core courses.</p>
NOTIFICATION:	<p>According to University of Washington procedures, students must receive written notification from the graduate program coordinator of unsatisfactory performance (PROBATION, FINAL PROBATION) prior to being</p> <p>DROPPED from the Evans School. The notification must include the steps required in order for the students to return to satisfactory performance.</p>
APPEAL:	<p>DROP actions can be appealed to the Evans School. After hearing the appeal, the Appeals Committee will make a recommendation to the dean of the Evans School and the dean of the UW Graduate School. Appeals beyond this point should follow the process outlined in UW Graduate School Memorandum No. 33, Academic Grievance Procedure.</p>

The Evans School follows the UW Graduate School’s rules about continuation, review, and termination of students based on their academic performance relative to the Evans School’s guidelines outlined here. For information on the UW Graduate School’s rules, please see

<http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-16-unsatisfactory-performance-and-progress/>.

Grievance and Appeal Procedures

Appealing Grades

Students contesting individual grades or academic evaluations should refer to the Change of Grade Procedure contained in the University Handbook, Vol. Four, Part III, Chapter 11, Section 2. This information can also be found at:

<http://www.washington.edu/admin/rules/policies/SGP/ScholRegCH110.html>. Note that the policy requires that students first discuss the matter with the professor before the end of the following academic quarter (not including Summer quarter). Students who remain unsatisfied would then submit a written appeal to the Graduate Program Coordinator who is charged with following University procedure.

Graduate School Academic Grievance

Graduate students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints under this Academic Grievance Procedure. Graduate School Memorandum No. 33 applies to, but is not limited to, the application of departmental, college, or Graduate School policies, deviations from stated grading practices (but not individual grade challenges – see above), unfair treatment, and related issues. Students who believe they have been discriminated against on the basis of race, religion, color, creed, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran should refer to the Resolution of Complaints Against University Employees Procedure contained in University of Washington Administrative Policy Statement 46.3 rather than Memo 33. Memo 33 can be found at: <http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/>.