



EVANS SCHOOL OF PUBLIC AFFAIRS

UNIVERSITY *of* WASHINGTON

MPA PROGRAM
STUDENT HANDBOOK

2010-2011 ENTERING CLASS

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PREFACE

This handbook is intended to serve as a convenient reference for students seeking information on Evans School's MPA program. It has important information about the School's academic policies and requirements, including those for concurrent degree students and students in the Peace Corps Masters Program International (PCMI). 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, <http://evans.washington.edu>.

This handbook also provides an overview of the services available to all MPA students, including academic advising, student groups, internship and job placement, financial aid, and other resources available to you. The handbook is also available on the Evans School website at <http://evans.washington.edu/students/handbooks>. As a student, you are responsible for knowing and adhering to the policies, procedures, regulations and deadlines detailed here. For more general information on the School's mission, history, research, teaching, and public service initiatives, please see the School's website (<http://evans.washington.edu>).

No handbook or web site can answer all the questions you have, and certainly cannot replace contact with the faculty and staff who are here to serve you. In particular, the following faculty and staff may be helpful in answering your questions or providing you with assistance:

- Jason Smith, Assistant Dean of Student Services and Admissions
- Jesse Knappenberger, Director of Admissions
- Alix Furness, Manager of International Programs
- Heather Krasna, Director of Career Services
- Associate Professor Rachel Garshick Kleit, Graduate Program Coordinator

These individuals are responsible for administering the Evans School's MPA program. Go to these people when you have questions about your enrollment in the program, MPA policies, the curriculum and its requirements, or any matter related to your academic progress at the school. In addition, each new student will be assigned a faculty advisor. Your advisor is a valuable resource on questions about classes, resources on campus for academic study, or other matters of graduate level academics, and we urge you to use this resource often and wisely.

NOTE: OUR CURRICULAR REQUIREMENTS FOR THE INCOMING 2010-11 COHORT (WHICH ARE DESCRIBED IN THIS HANDBOOK) ARE SUBSTANTIALLY DIFFERENT FROM THE REQUIREMENTS FOR STUDENTS IN EARLIER COHORTS.

SECTION I: EVANS SCHOOL REQUIREMENTS

MPA DEGREE REQUIREMENTS

You will be eligible to receive the MPA degree when you have:

1. Completed the curriculum requirements including at least 72 credits in courses numbered 500 or above, of which at least 60 must be taken within the Evans School (including cross-listed courses with PBAF or PPM designations, so long as the student enrolls in the PBAF/PPM section) and at least 60 must be in courses numbered 500 or above. Any 400-level courses needs to be approved in advance of registration by the Graduate Program Coordinator to be counted towards these totals. 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 PBAF or PPM designations, so long as the student enrolls in the PBAF/PPM section) and at least 60 must be in courses numbered 500 or above.
 - b. Students enrolled in the PCMI program must complete the curriculum requirements including at least 60 credits, of which at least 48 must be in courses numbered 500 or above.
2. Maintained a cumulative grade point average of 3.0 or higher, with grades of 2.7 or higher in every core course (note: core courses may be waived; please contact Student Services for waiver exam information);
3. Completed an approved internship (note: students with several years' professional experience may petition for a waiver of this requirement);
4. Completed an approved Degree Project (or Master's Thesis for students enrolled in a formal or informal concurrent degree) with a grade of 3.0 or higher;
5. Complied with the rules and regulations of the Graduate School of the University, 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 1 and Year 2.

All students (part-time and full-time) must complete the degree program within six years of matriculating at Evans School. Only 15 ungraded credits may count toward the degree; only 6 ungraded credits may be skills workshops.

To receive a Master's degree, you must complete a Master's Degree Request available on the web. **You must apply within the first seven weeks of the quarter in which you wish to graduate.** If you cannot complete the Master's Degree Request on the web, please contact Graduate School Student Services at StudentServices@grad.washington.edu. If you do not receive your degree in the requested quarter, you must complete another Master's Degree Request for the quarter in which you expect to complete requirements. You must be registered for at least 2 credits during the quarter you apply for your master's degree.

The application for graduation (also known as a degree warrant) can be obtained online at:
<http://www.grad.washington.edu/student/mastapp.aspx>

CONCURRENT DEGREES

There are two ways to obtain concurrent degrees at the University of Washington: (1) established formal concurrent programs and (2) informal concurrent programs. For all MPA concurrent degrees, students must complete:

- A. the Evans School core courses (36 credits),
- B. a Degree Project in the Evans School or a Master's Thesis in the other unit, and
- C. Earn at least 72 total credits, of which 52 must be taken within the Evans School.

If a concurrent student is going to graduate with his or her MPA before completing the requirements of the second masters degree, the student must complete the Concentration requirement as in the Traditional MPA program..

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 degree project when: (a) the other unit requires a thesis (of at least six credits); (b) the thesis has a substantial policy/management component; (c) an Evans School faculty member is a formal member of the thesis committee; and (d) the student requests and receives approval from the graduate program coordinator within 4 weeks of the establishment of the thesis committee. The Evans School will not accept another program's degree project, professional project, or similar capstone project in lieu of the Evans School degree project.

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 Forest Resources
- School of Public Health
- Law School

These concurrent degree programs require formal admission to both schools. More information on each is available from Evans School Student Services and on the Evans School web site at <http://evans.washington.edu/courses-degrees/concurrent>.

INFORMAL CONCURRENT DEGREES

The University of Washington allows students may 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. It is important to consult with other departments or schools early in the process to make sure that you understand their requirements for a concurrent degree. A student who enrolls in an informal concurrent program must submit an Informal Concurrent Degree Application Form to the Graduate School as soon as he or she has been admitted to the second program. The student must also submit a written course breakdown for each degree when applying to graduate from each program completed.

CURRICULUM REQUIREMENTS

Required Core Curriculum (36 credits)

- PBAF 511 Managing Politics & the Policy Process
- PBAF 512 Managing Organizational Performance
- PBAF 513 Public Policy Analysis
- PBAF 516 Microeconomics for Policy Analysts and Managers I
- PBAF 517 Microeconomics for Policy Analysts and Managers II
- PBAF 522 Public Budgeting & Financial Management
- PBAF 526 Program Evaluation or PBAF 536 Program Evaluation in the Developing World
- PBAF 527 Quantitative Analysis I
- PBAF 528 Quantitative Analysis II

Concentration (12 credits, of which 8 Credits must be taken within the Evans School (including cross-listed courses with PBAF or PPM designations, so long as the student enrolls in the PBAF/PPM section))

- Exception: For students in a formal or approved informal concurrent degree programs, the Concentration requirement can be waived if the student has completed *all* of the requirements of the other degree at the time of graduation from the MPA program (e.g., if the student has already received or is contemporaneously receiving the other unit's degree).

Degree Project (8 credits)

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

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 four 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 Microeconomics for Policy Analysts and Managers I 522 Budgeting & Financial Analysis	511 Managing Politics & the Policy Process 522 Budgeting & Financial Analysis
	Winter	512 Managing Organizational Performance 517 Microeconomics for Policy Analysts and Managers II 527 Quantitative Analysis I	512 Managing Organizational Performance 527 Quantitative Analysis I
	Spring	513 Policy Analysis 528 Quantitative Analysis II 526 Program Evaluation or 536 Program Evaluation in the Developing World	528 Quantitative Analysis II 526 Program Evaluation or 536 Program Evaluation in the Developing World
Year 2	Autumn	526 Program Evaluation or 536 Program Evaluation in the Developing World (if not taken in the Spring of Year 1)	516 Microeconomics for Policy Analysts and Managers I 526 Program Evaluation or 536 Program Evaluation in the Developing World (if not taken in the Spring of Year 1)
Year 3	Winter		517 Microeconomics for Policy Analysts and Managers II
	Spring		513 Policy Analysis

WAIVING CORE COURSES

With the exception of the formal waiver exams offered each academic year, waivers and substitutions in the core are not ordinarily permitted. Only the graduate program coordinator can approve waivers or substitutions. Students may attempt to waive core courses via the following methods:

- 513 Public Policy Analysis: completed policy analysis/written work

- 516 Microeconomics for Policy Analysts and Managers I: exam
- 522 Budgeting & Financial Analysis: exam
- 527 Quantitative Analysis I: exam
- 528 Quantitative Analysis II: written work

There is no structured waiver exam for 513 (Public Policy Analysis) or 528 (Quantitative Analysis II). Instead, students must submit prior written work or an already completed project to the appointed faculty member for review.

Waiver exams are intended for those students who have substantial academic or professional background in any of the above subject areas. However, any incoming student is free to attempt to pass a core waiver examination.

Students passing one or more of these exams will be exempt from the core requirement(s) in question. *A waiver of a core course does not represent 4 completed units of 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 Concentration courses.

Please check with the Student Services Office for more information.

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 that has been dropped without approval from the GPC or failed **for credit**, *the next time* it is offered. Students have two chances to successfully complete a core course. If a student either drops a course without prior approval or receives a grade below a 2.7 on two separate occasions, he or she will be dropped from the MPA program. If possible, students are advised to retake such a core course from a different professor the second time.

CONCENTRATION (12 CREDITS)

Each student in the Evans School MPA program will select a “Concentration”, which is a set of courses that will advance the student’s knowledge in a particular policy domain, or a set of courses that develop the student’s skills in policy analysis and management for use across varied policy domains. The Concentration should include courses that the student needs to build the foundation for his or her career in public service. The Concentration must consist of at least 12 credit hours of course work, of which at least 8 must be taken within the Evans School.

The Concentrations offered by the Evans School are listed below. Each year the Evans School will provide students a updated listing of the Evans School courses in each Concentration. Under unusual circumstances, a student can petition to construct his or her own “Concentration” with the approval of the Graduate Program Coordinator. Students are welcome (and able) to complete more than one Concentration, and courses can count towards more than one Concentration.

The following Concentrations represent the strengths of the Evans School faculty and of the University of Washington as a whole:

POLICY ANALYSIS AND EVALUATION

Faculty in this Concentration: Leigh Anderson, Sandra Archibald, Ann Bostrom, Richard Brandon, Joe Cook, Alison Cullen, Laura Evans, Mary Kay Gugerty, Crystal Hall, Charles Hirschman, Sanjeev Khagram, Marieka Klawitter, Rachel Kleit, David Layton, Mark Long, Marcia Meyers, Edward Miles, Robert Plotnick, Smith, Anne Steinemann, Craig Thomas Richard Zerbe, William Zumeta

Today, data, evaluation, and analysis are omnipresent in public and non-profit 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 concentration deepens students skills in analysis and evaluation beyond the skills learned in our core courses. Courses in this concentration are designed to help students develop the knowledge and skills needed to implement analysis and evaluation in a broad set of institutional contexts, and thereby prepare students for careers in which these skills can be applied to a wide variety of policy areas. Some of the courses in this concentration are specifically focused on generalizable methods (e.g., Applied Cost Benefit Analysis, Advanced Multivariate Analysis, Qualitative Methods, etc.), while others are courses that are cross-listed with specific policy area concentrations (e.g., Environmental Risk Analysis, etc.).

LEADERSHIP, MANAGEMENT, AND DECISION-MAKING

Faculty in this Concentration: Jon Brock, , Dorothy Bullitt, Daniel Carlson, Alison Cullen, Patrick Dobel, Laura Evans, David Harrison, Mary Kay Gugerty, Joaquin Herranz, Sanjeev Khagram, Rachel Kleit, Justin Marlowe, Stephen Page, , Craig Thomas, William Zumeta

The Leadership, Management, and Decision Making concentration prepares students to comprehend 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 assumes that individuals can lead from any position in society or organization. The interdisciplinary course of study integrates disciplinary knowledge from areas such as management, administration, organizational studies, decision theory, psychology, sociology, philosophy, and political science. Students will be trained in ways of thinking to combine analysis and decision making to lead with strategic effectiveness. The concentration 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; d) understand the psychological and institutional realities of making decisions; e) develop the

ability to analyze, decide and act through deploying a range of decision strategies; f) understand the stance and skills needed to transform cultures, organizations and institutions through effective leading; and g) integrate management, analysis and decision making in a self-aware manner to think and act strategically.

PUBLIC FINANCIAL MANAGEMENT

Faculty in this Concentration: Dwight Dively, Justin Marlowe, Richard Zerbe, William Zumeta

The Public Financial Management area 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.

ENVIRONMENT AND NATURAL RESOURCES

Faculty in this Concentration: Leigh Anderson, Sandra Archibald, Ann Bostrom, Joe Cook, Alison Cullen, David Harrison, David Layton, Edward Miles, Anne Steinemann, Craig Thomas, Richard Zerbe

The Environment and Natural Resources concentration 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 the environmental and natural resources issues. Particular methodological strengths of the concentration 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. PBAF 590 Environmental Policy Processes is the suggested base course, but is not required for taking the other, more specialized courses.

INTERNATIONAL DEVELOPMENT

Faculty in this Concentration: Leigh Anderson, Joe Cook, Alison Cullen, Sara Curran, Brewster Denny (emeritus), Mary Kay Gugerty, Charles Hirschman, Sanjeev Khagram

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 concentration 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 concentration includes classes in development management, rural development, environmental and water/sanitation economics, development finance, and monitoring and evaluation.

METROPOLITAN AND REGIONAL POLICY

Faculty in this Concentration: Daniel Carlson, Laura Evans, Andrew Gordon, Margaret Gordon (emeritus), Crystal Hall, David Harrison, Joaquin Herranz, Rachel Garshick Kleit, Justin Marlowe

The Metropolitan and Regional Policy area 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 concentration 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 are emphasized. 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.

NON-PROFIT MANAGEMENT AND PHILANTHROPY

Faculty in this Concentration: Jon Brock, Dorothy Bullitt, Andy Gordon, Mary Kay Gugerty, David Harrison, Justin Marlowe, Stephen Page

As the lines between nonprofit, public and the corporate 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, grantmaking, 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 concentration in Non-Profit 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.

SCIENCE AND TECHNOLOGY POLICY

Faculty in this Concentration: Ann Bostrom, Alison Cullen, Howard McCurdy

The concentration in Science and Technology Policy offers students a focused course of study on the analysis and management of science and technology policy that combines theoretical and applied learning. The concentration helps students understand the manner in which public officials seek to manage policies in which science and technology play a critical role (e.g., nuclear proliferation or global climate change). The concentration helps students understand how emerging developments in science and technology could affect future public policies. The concentration allows students to demonstrate to themselves, the community, and prospective employers their commitment to understanding science and technology policy, and prepares students for work in organizations involved in or supporting science and technology policy. The concentration prepares students to: (a) better understand the management and governance of science and technology organizations regionally, nationally and internationally; (b) apply policy analysis skills to science and technology policies and programs, including the design and evaluation of strategic plans and programs; (c) better understand issues of human capital development and sustainability in science and technology; and (d) appreciate the similarities and differences in the management and governance of science and technology in different cultural and geographic contexts. The concentration also provides students with a roadmap to the regulation of science and technology, including rules pertaining to human subjects, environmental and societal impacts, and property rights.

SOCIAL POLICY: POVERTY, EDUCATION, AND SOCIAL WELFARE.

Faculty in this Concentration: Laura Evans, Crystal Hall, Rachel Kleit, Marieka Klawitter, Mark Long, Marcia Meyers, Stephen Page, Robert Plotnick, 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 concentration 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 non-profit institutions. It is recommended that students pursue coursework and a degree 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.

DEGREE PROJECT (8 CREDITS)

Students who graduate from the Evans School with an MPA degree complete a substantial piece of independent research. While not a thesis, the degree project (DP) enables students to work closely with UW faculty members on a topic of serious interest.

The DP integrates knowledge and skills gained at the Evans School into a capstone project. The DP 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. All projects include a written report, and usually range from 30 to 50 written pages. However, the length, format, and content of the projects vary tremendously depending on the type and scope of the work. The DP demonstrates each student's ability to apply skills from their coursework to a real-world problem in a fully synthesized manner. The Evans School maintains a library of previously completed DPs, which can be searched via the DP database.

Many DPs focus on client-generated real-world questions. If the student identifies such a topic on his or her own, such as from an internship or employer, he or she may investigate it independently by registering with a faculty advisor for DP credits or in a classroom setting by enrolling in one of the DP Seminars. If a student wishes to work on a client-based project that is identified by the school, he or she may enroll in either a Public Service Clinic or a DP Seminar. No matter the choice of venue, students develop their research questions, plan the phases of their project, employ appropriate research methodologies, and implement their research tools within in it.

Students must complete eight credit hours of DP credit, usually as 4 credits taken in two sequential quarters. Evans School students are eligible to take DP credits after completing 36 hours of credit toward their MPA. To fulfill the DP requirement, the student's degree project must receive a grade of 3.0 or higher.

Evans School students can meet the degree project requirement (1) through an independent DP, (2) by enrolling in a DP seminar, or (3) by enrolling in a public service clinic.

INDEPENDENT DEGREE PROJECT

Students may choose to complete a substantial independent degree project (PBAF 605). Independent degree projects typically 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. Students may choose to expand a topic that they have addressed in other courses or use a project developed from their paid or volunteer work. Students may work in small groups, but must work with their faculty advisor to set clear expectations for the division of work. Summer internships can provide a good source of potential topics.

A faculty adviser provides guidance through all stages of the research and evaluates the final report. Students must choose one professor from the Evans School faculty as their degree project reader and have the option of choosing a second reader from the Evans School, or UW faculty or from off campus. If there is a second reader then both readers share in reading the project drafts and consult on the final grade, although the first reader has final responsibility for the grade. Students should consult with their readers early in the process to establish expectations for content and timeline for completion.

Prior to taking degree project credits, students must have a one or two page description approved by their degree project reader. This description must include a rough outline and a timeline for completion. Students are expected to have a complete outline of the project during winter quarter (for a spring completion or one quarter before other completion dates) and a full draft of the written report at least a month before the last week of classes for spring quarter (or the quarter student will graduate).

PUBLIC SERVICE CLINICS

Students may also complete their degree projects through the Evans School Public Service Clinics (PBAF 606 and 607). The clinic is a two-quarter, 4-credit-each sequence of courses that connects student research interests with applied research, organizational change, and capacity building activities identified by nonprofit and public agencies. The clinic aims to link the degree project requirement with needs of community agencies to provide substantial benefits to the broader community and to the student. A member of the Evans School faculty leads each clinic and serves as first degree project reader. The clinic meets regularly to provide peer and faculty guidance in the design and conduct of the degree project. Students in the clinic can choose to work independently or with a group. Projects may share a common theme within a clinic. Whether undertaken independently or as a group, each student is responsible for the completion of a written product that demonstrates thoughtful, analytic work.

Public Service Clinics normally run winter and spring quarters of each year for four credits each quarter. During autumn quarter of each year the clinic director will consult with students and public and nonprofit agencies to match student interests with agency needs. As with independent degree projects, students have the option of having a second reader.

DEGREE PROJECT SEMINAR

A third option for completing a degree project is to enroll in a two-quarter DP Seminar (PBAF 608). As with an independent degree project, students typically choose a topic that involves the identification and exposition of a policy or administrative problem, consideration of alternative courses of action, and recommendations for a solution to the problem. Students may choose to expand a topic that they have addressed in other courses or use a project developed from their paid or volunteer work. Students may work in small groups, but must work with their faculty advisor to set clear expectations for the division of work. Unlike an independent DP, students enroll in a seminar class to work with a particular instructor, with whom they delineate a topic salient to the subject of the seminar. The seminar format provides more structure for progress through the work, and affords the opportunity for substantial peer review and support in addition to faculty feedback.

DP seminars generally meet for two quarters, either in the fall and winter of the second year or in the winter and spring of the second year. The seminar instructor 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 then both readers share in reading the project drafts and consult on the final grade, although the first reader has final responsibility for the grade. Students should consult with their readers early in the process to establish expectations for content and timeline for completion. Seminar topics and instructors can be found in the quarterly course listings on the Evans School website prior to registration.

Students in the PCMI degree track should also refer to the PCMI Handbook addendum for more information about the degree project.

SUGGESTED DEGREE PROJECT TIMELINE			
Summer Quarter	Autumn Quarter	Winter Quarter	Spring Quarter
<ul style="list-style-type: none"> Explore DP topics during internship or on own time 	<ul style="list-style-type: none"> Discuss topics with faculty and outside advisors or apply for Public Service Clinic projects Choose topic and 	<ul style="list-style-type: none"> Intensive DP work Complete outline to reader 	<ul style="list-style-type: none"> Intensive DP work Complete draft to reader at least one month prior to quarter end Completed project

	faculty reader(s) <ul style="list-style-type: none"> • Possibly enroll in DP seminar 		to uploaded to DP database by last day of finals week
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Degree projects will be submitted electronically at <https://evans.washington.edu/node/add/degree-project/> Detailed instructions can be found on the Evans School website, <http://www.evans.washington.edu/students/forms-advising/degree-projects>.

INTERNSHIP REQUIREMENT

The Evans School believes that it is crucial for students to relate the study of public policy and management to the actual problems encountered in managing and operating 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 professional learning, internships are intended to provide useful experience that will benefit students as they seek entry to full-time permanent employment. Close to 20% of Evans School internships result in employment. *For many students, a quality internship experience is critical to their success in the competitive job market after graduation.* Many students come to the Evans School with several years of solid work experience, but still lack the relevant experience and professional contacts necessary to successfully launch a career in their interest area.

To fulfill the Evans School internship requirement, *an internship must meet or exceed the standard of at least three months of full-time paid, professional employment in a government, 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 roughly 400 hours). 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.

Information on how to find an internship and more can be found in the Career Services section of the Evans School's website.

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 put together a one page proposal and timeline prior to registration. The student should contact the Academic Services program coordinator at evansreg@uw.edu for an entry code for the independent study. **Students can count up to eight credits of independent study towards their MPA degree.**

SKILLS WORKSHOPS

Evans School Skills Workshops (PBAF 598) teach practical policy and managerial skills. They are typically taught by distinguished practitioners 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 one 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 at least 10 contact hours and requires additional work to be completed outside of class.

Up to 6 credits of skills workshop credit can be applied to the 72-credit total for MPA students.

SECTION II: ACADEMIC CALENDAR & DEADLINES

ACADEMIC CALENDAR 2010-2011

Quarterly schedules, dates of instruction, registration deadlines, deadlines for adding or dropping a course, tuition and fee deadlines, 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/1011cal.html>.

GRADUATE STUDENT DEADLINES

DEADLINE FOR PAYROLL DEDUCTION - GRADUATE RESEARCH ASSISTANTS

First Day of Quarter

DEADLINE TO GO ON-LEAVE

5th Calendar Day of Quarter. The Graduate Program Coordinator approves on-leave status and the proper forms can be obtained in the student services office.

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

DEADLINE FOR APPLICATION FOR MASTER'S DEGREE (GRADUATE)

Submit your Application for Graduation (Degree Warrant) to the UW Graduate School. Master's Degree Request schedule: Autumn/Winter/Spring Quarters:

Weeks 1-9 are considered as filing the *Request* on time.

Weeks 10-11 the *Request* system is closed and no *Requests* are accepted.

If a student has missed the filing deadline but has satisfied all degree requirements a new request for masters degree request along with the registration waiver fee can be submitted during the first two weeks (14 days) of the following quarter. This will allow the student to graduate without registering for the minimum required credit. For more information, please see the Graduate School's website.

<http://www.grad.washington.edu/area/regwaiver.html>

FULL-TIME STATUS

MPA students must register for a minimum of 10 credits to be considered full time. Please note that Evans School core and elective classes are typically four credits, and skills workshops are one credit.

SECTION III: ADVISING, ADMINISTRATIVE, & GRADUATION INFORMATION

ADVISING SERVICES

GENERAL ACADEMIC PROGRAM ADVISING

The Student Services office in 109 Parrington Hall should be your first point of contact for any advising issues. Students can address questions about the Evans School curriculum and program requirements to the assistant dean of student services. 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 Concentration 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; these nominations are advisory.

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 the 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 Student Services/Director of Admissions	Financial Awards/Aid	UW Office of Financial Aid/UW Graduate School
	Admissions/Prospective Students	UW Graduate School
	Required forms (independent study, degree project, planning forms, etc.)	
Career Services	Internships, career planning, job availability and support	UW Career Services
Faculty Advisor	Planning Form Review	Student Services
	Concentration/Academic Advising	GPC
Graduate Program Coordinator (GPC)	Transfer Credit	Student Services
	Academic Probation	Student Services
	Academic Grievance Process	Student Services

	On-Leave Process	Student Services
	Core Course Waivers	
Student Services	Curriculum Requirements	GPC, Faculty Advisor
	General Inquiries	
	Student Record Inquiries	Assistant Dean of Student Services/Director of Admissions
Academic Services	Registration (Waitlist, MyUW)	Student Services
UW Graduate School	Graduation (Filing, additional requirements)	Student Services

ACADEMIC PLANNING FORMS

FORMS

The Evans School planning forms are designed to help students, faculty advisors, and the School's Student Services Office plan and track students' progress toward the MPA degree. The planning form reflects the courses a student will take or has taken to fulfill all the requirements of the degree. Through periodic meetings with his or her advisor to discuss the planning form, each Evans School student can reflect upon the timing and coherence of his or her course of study. The planning form is available on the Evans School website at <http://evans.washington.edu/students/forms-advising>. Please be sure to keep a copy for yourself before submitting it to Student Services.

FORMS AND PROGRESS THROUGH THE MPA DEGREE

Students must submit two planning forms during their tenure at the Evans School. **Full-time students must submit to Student Services their first planning form prior to the end of their first year** at Evans School. Part-time students must submit their planning form once they are nearing their first **36 credit hours**.

During the first two weeks of the term in which a student plans to graduate, each student must submit a final planning form to Evans School Student Services, and Student Services must approve the form before the student can graduate:

- MPA Students must submit a final **72-credit** planning form
- Students in the PCMI program will submit a final **60-credit** planning form.
- Students in 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

During the first seven weeks of the quarter in which they plan to graduate, students must also apply directly to the University of Washington Graduate School through the on-line 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 <http://www.grad.washington.edu/student/mastapp.aspx> (this is also known as the degree warrant). Students can apply for graduation any time during the first seven weeks of the quarter they plan to graduate. Approved degree warrants are good for one quarter only. NOTE: 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 Graduate School guidelines in Appendix D.
2. Submit the updated planning form (filled out by student) to the student services office (Parrington 109). This is due at the beginning of the quarter in which you wish to graduate.
3. Clear up all of your incompletes and make sure that the instructor turns in the change of grade or the incomplete removal cards to Student Services in Parrington 109.
4. The Graduate School requires that a student be registered for at least two credits during the quarter in which they plan to graduate. Please see Student Services office for details.

5. Return a mandatory on-line Career Services employment survey (survey will be sent directly to student at least 2 weeks before graduation).
6. Submit all online internship forms to the assistant director of Career Services. Internship waivers are not automatic and must be approved. The deadline is October 31 of any given year.

The filing of the application for the master's degree with the 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 web site at <http://www.grad.washington.edu/area/regwaiver.html> for guidelines and information about the "Graduate Registration Waiver Fee."

EVANS SCHOOL POLICY STATEMENT ON TRANSFER OF CREDITS

The maximum total number of transfer credits accepted is 24 and can be any combination from the types of credits listed below:

1. OTHER INSTITUTIONS

Evans School allows up to 12 credit hours in total to be transferred from other institutions with permission of the Graduate Program Coordinator. Normally, not more than 3 credits will be allowed for each completed course. 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 Evans School.

2. UW GRADUATE NON-MATRICULATED STATUS

Up to 12 University of Washington graduate credits may be transferred to 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(es) was not used toward another degree.

3. EXCHANGE PROGRAMS

Evans School students who wish to take courses at another graduate institution need to consult the graduate program coordinator prior to leaving the University for guidance on courses and transfer credits. 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 Number 1 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 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 Graduate School and will be required to re-apply 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 file an on-leave petition during the quarter prior to the term that will be missed. Students may apply for on-leave status for up to three consecutive quarters. Students must have completed at least one quarter of graduate study at the UW prior to filing an on-leave petition. In order to get a card, students must first contact their faculty advisor to let them know of their intention to go on-leave. Second they must contact the graduate program coordinator to have their on-leave approved. Once their on-leave is approved, students must fill out the online on leave form and bring it to the graduate program coordinator for a signature. On-leave cards must be delivered to 264 Schmitz Hall with a \$35.00 fee by the 5th calendar day of the quarter to be missed.

Further information for filing for on-leave status is available at:
<http://www.grad.washington.edu/stsv/leave.htm>

RETURNING FROM ON-LEAVE STATUS

Graduate students who are returning from official on-leave are not required to fill out a returning student application, and they register during Registration Period II.

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

Withdrawal	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 Graduate School and must re-apply to the UW Graduate School before returning. Please keep the Evans School office informed of your current address and phone number.
Dropping a Course:	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. The grade "W" shall count neither as completed credit nor be computed into the grade point averages.
Hardship Withdrawal:	Students may submit a written petition to the Office of the Registrar for a hardship withdrawal after the 14 th 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.
Auditors:	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.
Adding a Course:	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 program coordinator for details.

UNIVERSITY OF WASHINGTON GRADUATE SCHOOL MEMORANDUM No. 19

GRADING SYSTEM FOR GRADUATE STUDENTS

(Revised February 2002)

This document is available online through the Graduate School at:
<http://www.grad.washington.edu/acad/gsmemos/gsmemo19.htm>

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 that the course will not count towards graduation.

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 Affairs. 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 director of Student Services more information on tutoring availability.

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 (PBAF 511, PBAF 512, PBAF 513, PBAF 516, PBAF 517, PBAF 522, PBAF 526 or 536, PBAF 527, and PBAF 528)

UNSATISFACTORY PERFORMANCE:

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

WARN:	Recommended for beginning students whose <i>quarterly</i> GPA and <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. Recommended for students whose quarterly GPA is 3.0 or higher but whose <i>cumulative</i> GPA is below 3.0.
PROBATION:	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). 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.
FINAL PROBATION:	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). FINAL PROBATION is used to warn students that they will be DROPPED at the end of the next quarter unless they improve their performance.
DROP:	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).

2. A grade below 2.7 in any core course (PBAF 511, PBAF 512, PBAF 513, PBAF 516, PBAF 517, PBAF 522, PBAF 526 or 536, PBAF 527, PBAF 528: unsatisfactory progress

PROBATION:	Recommended for students with a grade below 2.7 in any core course.
DROP:	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 receive 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.) Recommended for students who have received grades below 2.7 in four core courses. This means that students can retake only three core courses.
NOTIFICATION:	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 DROPPED from the Evans School. The notification must include the steps required in order for the students to return to satisfactory performance.
APPEAL:	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 of Public Affairs and the dean of the Graduate School. Appeals beyond this point should follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure.

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 Graduate School's rules, please see <http://www.grad.washington.edu/Acad/gsmemos/gsmemo16.htm>

ACADEMIC GRIEVANCE PROCEDURE

UW Graduate School Memorandum No. 33

(Revised May 2007)

This document is available online through the Graduate School at: <http://www.grad.washington.edu/acad/gsmemos/gsmemo33.htm>