



EVANS SCHOOL OF PUBLIC AFFAIRS
UNIVERSITY *of* WASHINGTON

MPA PROGRAM
STUDENT HANDBOOK

2009-2010 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 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.

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 60 credits in courses numbered 500 or above. Students in the PCMI program must complete the curriculum requirements including at least 51 credits in courses numbered 500 or above. For all students 400 level courses must be approved by your adviser. **Courses numbered 498 and 499 can only count as electives for the MPA degree.**
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 program coordinator 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 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.html>

CONCURRENT DEGREES

There are two ways to obtain concurrent degrees at the University of Washington: (1) established concurrent programs, and (2) informal concurrent programs. For all concurrent degrees, students must complete at least 36 graduate course credits to apply to each degree. Beyond those credits, students can double-count credits towards both degrees. Most students finish the MPA and an additional master's degree in three years or an MPA and JD in four years.

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.

For students in an approved informal 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 who normally serves as a degree project reader 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.

CORE AND RESTRICTED ELECTIVE REQUIREMENTS

Total credits required: 37

Required Core Curriculum (28 credits)

- PBAF 511 Managing Politics & the Policy Process
- PBAF 512 Managing Organizational Performance
- PBAF 513 Public Policy Analysis
- PBAF 516 Microeconomics Policy Analysis
- PBAF 522 Public Budgeting & Financial Management
- PBAF 527 Quantitative Analysis I
- PBAF 528 Quantitative Analysis II

Restricted Elective: Economics (3 credits) *Choose one:*

- PBAF 517 Economics of the Public Sector
- PBAF 518 Applied Benefit-Cost Analysis
- PBAF 519 Law & Economics
- PBAF 533 Economics of International Development
- PBAF 534 Rural Development: Economics & Policy
- PBAF 561 Urban Economics and Public Policy
- PBAF 573 Topic in Education/Social Policy: Education Reform
- PBAF 574 Economics of Race & Inequality
- PBAF 594 Economic Approaches to Environmental Management
- PBAF 599 Special Topics: Case Studies in Benefit-Cost Analysis
- PBAF 542 Regulation Law, Economics, and Policy
- PBAF 599 Special Topics: Microeconomics of Competitiveness I
- ECON 435 Natural Resource Utilization & Public Policy
- ECON 436 Environmental Economics
- ECON 437 Economics of Biological Resources
- ECON 443 Labor Market Analysis
- ECON 447 Economics of Gender
- ECON 450 Public Finance
- ECON 451 Public Finance: Tax Policy
- ECON 454 Cost-Benefit Analysis
- ECON 471 International Trade
- ECON 491 Issues in Economic Development
- ECON 495 Economics of Transitional Economies
- ECON 554 Advanced Cost-Benefit Analysis

- EDLPS 564 Economics of Education
- HSERV 587 Advanced Seminar in Health Economics
- HSMGMT 573 Seminar in Health Economics & Finance

Restricted Elective: Multivariate Analysis (3 credits) *Choose one:*

- PBAF 526 Program Evaluation
- PBAF 529 Advanced Multivariate Analysis
- PBAF 536 Program Evaluation in the Developing World
- PBAF 597 Role of Scientific Information in Environmental Decisions
- PBAF 525 Qualitative Analysis
- CEE 584 Analytical Methods in Transportation
- EDPSY 588 Survey Research Methods
- EDPSY 596 Program Evaluation
- EDLPS 549 Educational Ethnography
- FIN 460 Investments
- GEOG 471 Methods Resource Analy
- HSERV 522 Health Program Evaluation
- HSERV 526 Qualitative Research Methods for Public Health
- SOC 429 Research Methods Practice
- URBDP 522 Urban & Regional Geo-spatial Analysis
- URBDP 598 Advanced Research Design
- URBDP 598 Art & Science of Survey Design

Restricted Elective: Values and Public Life (3 credits) *Choose one:*

- PBAF 504 Leadership Ethics in the Public Interest
- PBAF 506 Ethics & Public Policy
- PBAF 539 Values in International Development
- PBAF 567 Community Engagement and Urban Governance
- PBAF 568 Values and Social Justice in Public Policy
- PBAF 595C Topic in Environmental Policy: Ethical Issues in Restoration Ecology
- PBAF 596 Ethics & Values in Environmental and Natural Resource Policy
- PBAF 599 Special Topics: Corruption & Public Policy
- EDLPS 520 Education as a Moral Endeavor
- EDLPS 521 Intro to Philosophy of Education
- HSERV 518 Social & Ethical Issues in Health Services
- INFO 444 Value Sensitive Design
- URBDP 564 Planning history, theory, ethics

- SOCW 504 Social Work for Social Justice

CORE COURSES (28 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 fulfill their core course requirements during their first year of study. Part-time students are required to fulfill their core course requirements during their first four quarters of study.

The required core curriculum consists of the following courses that are only offered during the terms noted below. Students must take the courses in the order described. Full-time students will earn the MPA in two years; part-time students will earn the MPA in three years.

	TERM	FULL-TIME STUDENTS	PART-TIME STUDENTS
Year 1	Autumn	511 Managing Politics & the Policy Process 516 Microeconomic Policy Analysis 522 Budgeting & Financial Analysis	511 Managing Politics & the Policy Process 516 Microeconomic Policy Analysis
	Winter	512 Managing Organizational Performance 527 Quantitative Analysis I	512 Managing Organizational Performance 527 Quantitative Analysis I
	Spring	513 Policy Analysis 528 Quantitative Analysis II	513 Policy Analysis 528 Quantitative Analysis II
Year 2	Autumn		522 Budgeting & Financial 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 any of the traditional program core courses via the following methods:

- 511 Managing Politics and the Policy Process: prior courses/written work
- 512 Managing Organizational Performance: prior courses/written work
- 513 Public Policy Analysis: completed policy analysis/written work
- 516 Microeconomic Policy Analysis: exam
- 522 Budgeting & Financial Analysis: exam
- 527 Quantitative Analysis I: exam
- 528 Quantitative Analysis II: written work

There is no structured waiver exam for 511 (Managing Politics and the Policy Process), 512 (Managing Organizational Performance), 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. Students who plan to waive 511 or 512 should note that they must waive the whole management sequence (511 and 512), and cannot waive just one of the courses.

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 with a grade of 3.0 or above 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 plan of study courses.

Please check with the program coordinator in 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. This policy supersedes all previous policies on this matter.

RESTRICTED ELECTIVES (NINE TO TWELVE CREDITS)

The restricted elective requirements are designed to deepen students' knowledge and ability in three critical areas: *Economics, Multivariate Analysis, and Values of Public Life*. Within each category, students choose from a wide range of courses that focus upon developing managerial and analytic competencies, examining the environment in which public leaders work. This background will provide students with a rich and varied set of perspectives that can be applied across all levels of the public service.

Each course taken to fulfill the restricted elective requirement may also be counted toward a student's area of focus, with advisor approval. For example, PBAF 561 (Urban Economics and Public Policy) can fulfill both the economics *and* one plan of study requirement for students in the urban area. Although the course may fulfill both requirements, students may not double-count the credits towards the total required for receiving the MPA degree.

ECONOMICS AREA (3 OR 4 CREDITS)

Courses in the economics area provide students with additional exposure to economic analysis as a tool for effective public decision making. To fulfill this requirement, students may take either a general Evans School economics course such as PBAF 518 (Applied Cost-Benefit Analysis) or an approved outside economics course in the student's area of interest, e.g., natural resource economics (Economics Department) or health economics (School of Public Health). Students are urged to take the economics restricted elective after completing PBAF 516.

MULTIVARIATE ANALYSIS AREA (3 OR 4 CREDITS)

These courses allow students to gain additional skill in applying multivariate research methods to policy and management issues. Each course will address analysis of quantitative or qualitative data within a multivariate framework. Courses in this area have substantial methodological **and** empirical components. Students are urged to take the multivariate analysis restricted elective after completing PBAF 527.

VALUES AREA (3 OR 4 CREDITS)

Values courses address the moral values that pervade public life. They discuss the basis of ethical issues in public policy making and management. Classes focus upon helping students understand a range of values and how they have significant implications for policy and management. Emphasis is placed on the need to think well and clearly about moral issues and integrate them into policy and management decision making. The values restricted elective may be taken at any time during the student's program.

Students may take an alternative course to fulfill a restricted elective by obtaining permission from the graduate program coordinator.

PLAN OF STUDY (MINIMUM 15 CREDITS)

Each student in the Evans School MPA program will develop a plan of study for an academic focus combining policy, management, and analysis interests. The plan will identify a coherent cluster of courses that will advance the student's knowledge and skills. The plan of study should include courses that the student needs to build the foundation for his or her career in public service. The plan of study should consist of at least 15 hours of course work that are devised in consultation with the student's faculty advisor.

The plan of study will generally be centered on an "area of focus" (defined below); however, a student can also combine areas or develop a plan of study outside them. An area-based plan usually includes the base class from one of the areas of focus. Any classes, skills workshops, or independent studies may count towards the plan of study except those in the core sequence, as long as the entire plan coheres to advance the student's personal and intellectual development. In the spring of the first year, each student works with a faculty advisor to develop a plan of study. The relation of the classes and the student's career goals should be explained in the plan of study form and discussed with the advisor before the advisor signs the form and then filed with the Student Services office. The graduate program coordinator then approves the plan of study form.

The five broad "areas of focus" are as follows:

- Education and Social Policy
- Nonprofit Management
- International Affairs
- Urban and Metropolitan Policy
- Environmental Policy & Natural Resources Management

These broad areas of focus represent the strengths of the Evans School faculty and of the University of Washington as a whole. The Evans School's focus areas permit students to develop a basic level of expertise in a subject area. This works in combination with the more general skills and knowledge offered in the rest of the program to prepare students for the job market and career ladders. The focus area base courses provide an introduction to the management tools and policy issues important within that area.

EDUCATIONAL AND SOCIAL POLICY

Faculty in this Area of Focus: Marieka Klawitter, Crystal Hall, Mark Long, Stephen Page, Robert Plotnick, Steven Smith, William Zumeta

Students electing to pursue this area will: 1) obtain an overview of the major institutions and programs in the education and social policy area; 2) develop the ability to bring public policy analysis and management tools to bear on such issues; 3) acquire more detailed knowledge about major problems, policy approaches, and management issues in one specialized substantive area.

Completion of courses in this area should prepare 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.

Students should use their plan of study to delineate a focus within the area of education and social policy. The following are all areas of UW strength:

- Education and training policy
- Poverty and inequality
- Healthcare policy and management

- Labor market and income maintenance policy

However, a student may work with his or her faculty advisor to choose a different unifying theme for their plan of study.

Suggested Base Course: PBAF 570: Social Policy Analysis & Management

ENVIRONMENTAL POLICY & NATURAL RESOURCE MANAGEMENT

Faculty in this Area of Focus: Leigh Anderson, Ann Bostrom, Joe Cook, Alison Cullen, , David Harrison, David Layton, Edward Miles, Craig Thomas, Richard Zerbe

The Environmental Policy and Natural Resource Management area is designed to train policy analysts and program managers to be conversant in pertinent scientific issues, comfortable with the use of technical information, and able to define what they need to know in order to make decisions. Drawing upon Evans School faculty expertise, the extensive course offerings at the UW as a whole, and the School's relationships with environmental policy professionals the Evans School offers a broad and multi-disciplinary program in environmental policy. This interdisciplinary perspective permits students to design plans of study to emphasize such areas as energy policy; natural resource management and policy; air, water, or land use; science, technology and public policy; and waste management.

Students in this area are encouraged to take Public Affairs 590 (Environmental Policy Processes). Other courses may be in such UW units as Fisheries, Forest Resources, Law, Urban Planning, Public Health, Geography, or Engineering. Students thus have flexibility in their choice of courses that reflects the diversity of the environmental and natural resources field.

It is critical that environmental area of focus students be capable of making the connections between the scientific and policy dimensions of natural resources management. Students should be able to understand what drives geobiophysical problems and how these issues relate to public policy issues and decision making.

Students entering Evans School with fewer than nine undergraduate credit hours in natural science should consult with their advisor to determine the best means of acquiring additional exposure to scientific concepts.

Suggested Base Course: Public Affairs 590: Environmental Policy Processes

INTERNATIONAL AFFAIRS

Faculty in this Area of Focus: Leigh Anderson, , Joe Cook, Alison Cullen, , Brewster Denny (emeritus), Diana Fletschner, Mary Kay Gugerty, Sanjeev Khagram

The International Affairs area is designed for students interested in international policymaking, diplomacy and governance in the rapidly changing global environment. Through these courses, students are encouraged to develop a broad understanding of issues and processes in the international system with an emphasis on the interaction between domestic and international policymaking processes. Students will also develop an in-depth working knowledge of a particular country, geographical region (e.g., Europe, Africa, or Southeast Asia), or work across countries or regions on a major substantive policy area or issue such as economic development, natural resources, health care, education, conflict management, or refugees. Students will develop the capacity to find and employ relevant technical information, official documents, and policy research to analyze contemporary international policy issues and understand their formulation and implementation.

A wide range of career options in international affairs is available to Evans School students. Illustrative positions include: international affairs managers and analysts at all levels of government, private firms, and nonprofit organizations in the United States and abroad; civilian or military intelligence/defense managers and analysts; Foreign Service officers; and substantive specialists in fields such as international health, environment or education.

Suggested Base Course: Public Affairs 530: International Affairs

NONPROFIT MANAGEMENT

Faculty in this Area of Focus: Jon Brock, Leslie Breitner, Andy Gordon, Mary Kay Gugerty, David Harrison, Justin Marlowe, Stephen Page, Steven Rathgeb Smith

In the current American political environment, the boundaries between the public and private sectors are becoming less distinct. A key element in this evolution, the nonprofit sector, is playing an increasingly vital role in the legislative process, service delivery, advocacy, and other activities in our communities. The Nonprofit Management area is designed for students who are interested in pursuing public service careers in this sector. These courses explore the foundation of the nonprofit sector and the managerial and public policy issues that affect a wide range of nonprofit organizations.

Relevant courses are offered at Evans School and other UW graduate schools such as business and social work.

Suggested Base Course: Public Affairs 550: Management of Nonprofit Organizations

URBAN & METROPOLITAN POLICY

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

The Urban and Metropolitan Policy area is appropriate for students who are interested in urban policy, planning, and service delivery issues. This area 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. Students may pursue coursework in such subjects as housing policy; human services delivery; justice administration; growth management; race and public policy; and intergovernmental relations. This area draws upon the curricula of such UW units as Urban Planning, Social Work, Law, Geography, and Civil Engineering.

Suggested Base Course: PBAF 560: Inequality, Governance, and Policy in the Metropolitan Region

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 Student Services program coordinator for an entry code for the independent study. **Students can count up to six 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, three-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 60-credit total for MPA students.

DEGREE PROJECT (6 CREDITS)

The degree project (DP) is designed to integrate the 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; however, the length, format, and content of the projects vary tremendously depending on the type and scope of the work.

Students must complete six credit hours of DP credit, usually as 3 credits taken in two sequential quarters. Evans School students are eligible to take DP credits after completing 27 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. Students should develop a topic for an independent degree project by the first quarter of the second year or after they have completed 30 hours of course 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). Many degree projects are 30 to 50 written pages—though the length, content, and format differs widely depending on the topic. The Evans School maintains a library of previously completed DPs, which can be searched via the DP database.

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, six-credit course 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 three 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 faculty reader(s) Possibly enroll in DP seminar 	<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 to Student Services by last day of finals week

One copy of the degree project must be submitted by the last day of finals week of the quarter in which the student graduates. Degree projects will be submitted electronically to evansdp@u.washington.edu and must contain a coversheet that your reader has signed. 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.

SECTION II: ACADEMIC CALENDAR & DEADLINES

ACADEMIC CALENDAR 2009-2010

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/0910cal.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 classes are four credits, electives typically three credits, and skills workshops 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 plans of study. 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. Before submitting their curriculum planning forms to Evans School Student Services, students must have their plan of study and their planning form reviewed and signed by their faculty advisors.

Faculty advisors are assigned at the beginning of spring quarter, after students have made suggestions to student services of three faculty that would be appropriate, given the student's interests. Not everyone will be able to have their advisor of choice; these nominations are advisory.

Questions concerning registration procedures, on-leave status, and student records in general should be addressed to the Student Services program coordinator 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
	Plan of Study/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	
	Registration (Waitlist, MyUW)	Assistant Dean of Student Services/Director of Admissions
	Student Record Inquiries	Assistant Dean of Student Services/Director of Admissions
UW Graduate School	Graduation (Filing, additional requirements)	Student Services

ACADEMIC PLANNING FORMS

FORMS

The Evans School planning and plan of study 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. In addition, each MPA student must also complete a plan of study form that outlines the student's plans for his or her area of focus within the MPA degree. Through periodic meetings with his or her advisor to discuss the planning and plan of study forms, each Evans School student can reflect upon the timing and coherence of his or her course of study. All forms are available in Parrington 109 or on the Evans School website at <http://evans.washington.edu/students/forms-advising>. Please be sure to keep a copy for yourself and make a copy for your advisor before submitting it to Student Services.

FORMS AND PROGRESS THROUGH THE MPA DEGREE

Students must submit two planning forms and one plan of study form during their tenure at the Evans School. **Full-time students must submit to Student Services their first planning form along with a plan of study form prior to the end of their first year** at Evans School. Part-time students must submit their first plan of study and planning forms once they are nearing their first **30 credit hours**. Both must be signed by the faculty advisor and handed in to Student Services.

During the first two weeks of the term in which a student plans to graduate, each student must submit a final planning form, complete with his or her advisor's signature, to Evans School Student Services, and Student Services must approve the form before the student can graduate:

- MPA Students must submit a final **60-credit** planning form
- Students in the PCMI program will submit a final **51-credit** planning form.
- Students in formal concurrent degree programs have planning forms tailored to those 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 final plan of study form and updated planning form (filled out by student and signed by faculty advisor) to the student services office (Parrington 109). These are 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 30, 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 522, 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 522, PBAF 527, PBAF 528 and/or PBAF 540, 541, 542, 543, 544, 545, PAEX 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511): 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>