

## **State Legislative Internship Program**

Winter Quarter 2021

BIS 497 A,B,C

January 4 – March 19

Course email list: [bis497a\\_wi21@uw.edu](mailto:bis497a_wi21@uw.edu)

Course Canvas Site: <https://canvas.uw.edu/courses/1444048>

**Instructor: Randy Spaulding**

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[rspauldi@u.washington.edu](mailto:rspauldi@u.washington.edu)

### **Class Meetings and Office Hours**

Meeting dates and times are subject to change.  
Please watch email for changes.

12:00-1:00 p.m. Friday January 15, 2021

12:00-1:00 p.m. Friday February 12, 2021

12:00-1:00 p.m. Friday February 26, 2021

Faculty Coordinator Day Friday, TBD

Office Hours: 12:00-1:00 p.m. Fridays January 8, 2021 – March 19, 2021

### **Course Description**

The legislative internship program offers students a unique opportunity to learn about the legislative process through direct participation in a legislative office setting. Students who want to get the most out of the experience should be prepared to be fully engaged in the internship during the Winter term. You will find this to be a fast paced working environment and you will be exposed to a very broad set of issues and experiences. Students will find the work intense and incredibly rewarding.

Students will be required to balance two roles during the internship and the University is interested in both roles:

- 1) As employees of the State Legislature interns are expected to perform at a high level of proficiency in what is often a demanding work environment. As the session progresses and the demands on your time increase you will likely feel quite pushed to keep up.
- 2) Interns are also students of the University. In your student capacity you have academic obligations that you are expected to fulfill. While performing well in your job is important, so too is the development of your academic skills and abilities.

### **Course Learning Objectives**

This course is designed to support the core IAS learning objectives. Through the intern course students will develop their collaboration and shared leadership; critical and creative thinking; diversity and equity; interdisciplinary research and inquiry; writing and communication skills. Students will develop a portfolio that will demonstrate how they have met these objectives through the course of the internship. More information about IAS learning objectives may be found at: <https://www.uwb.edu/ias/undergraduate/majors/learning-objectives>

## Requirements, grading, and evaluation

**Class Participation:** Students are expected to engage fully in both the employment and the academic aspects of the course. Participation in both of these areas will be taken into account as part of the course grade.

**Weekly Worksheet and Reflection.** **Due Monday each week** beginning Monday January 11, 2021 – March 15, 2021: Each week you will be required to submit a summary of your activities and reflection on your experience for the prior week. Typically the house or senate legislative coordinator will also require a weekly report. Students may submit the same report that is required by the legislative intern coordinator. Please note the first summary is due on Monday, January 13 and should outline your expectations and goals for the intern experience and why you chose to engage in this experience, and a brief summary of your experience during the orientation. (2 points per week, 20 points total for students enrolled in 10-15 credits; 1 point per week, 10 points total for students enrolled in 5 credits).

**Policy Analysis:** During the internship you will develop a policy analysis on a topic of your choice. This is a iterative assignment that you will develop throughout the term. The assignment is broken down into four parts, including one required re-write and one optional re-write. Your analysis must include identification and discussion of relevant bills related to your policy issue. You may use bill drafts, amendments, digests, reports, public testimony, and other sources in your analysis with appropriate citations. It may also be helpful to review prior bills and the relevant underlying RCW, WAC, and/or task force, committee or agency reports and recommendations on the topic. Ideally these papers will be related to issues you have been asked to research as a part of your job as an intern.

**Due January 25, 2021: Identification of the policy topic** you wish to examine and relevant bills in the current or prior sessions. Include a brief description of the policy issue being addressed, bill numbers and titles (including the year if from a prior legislative session). (5 Points).

**Due February 15, 2021: Policy Research and Analysis** (*First Draft – 15 Credit Students Only*). Provide a detailed analysis of your chosen topic including brief background, description of the problem to be addressed, and policy options to address the issue. Policy options would include remedies outlined in the bill or bills under consideration as well as alternatives raised in the background research, through legislative debate, public hearings, or other sources. The assignment will be assessed based on the degree to which there is a clear articulation of the relevant background and problem under consideration, how the bill(s) consideration would address the problem, and what alternatives or considerations have been raised through the legislative process. (10 points).

**Due March 1, 2021:** All Students – Final Draft Research and Analysis (see description above). Final draft should reflect feedback provided on the first draft and any further debate or amendments through the house of origin cutoff prepare for students enrolled in 15 credits. (10 points for students enrolled 10-15 credits, 15 points for students enrolled 5 credits).

**Due March 12, 2021:** (15 credit students only) Based on the feedback provided to the revised policy paper submit a 1 – 2 page **policy brief or executive summary** that clearly and concisely summarizes the background of the topic under consideration and problem legislators are attempting to solve and how the proposed legislation would address the problem. This goal of this assignment is to boil down the prior analysis into a brief and concise statement that can be easily understood and shared. The final document should not exceed two pages and should include not more than about 500 words and may include graphics. (15 points)

Your policy analysis and policy brief will be graded based on demonstration of your critical and creative thinking; interdisciplinary research and inquiry; writing and communication skills.

**Portfolio and Reflective Essay. Due March 19, 2021:** During the course of the internship you will be engaged in wide range of activities and exercises. Your Portfolio and reflective essay should address the five IAS learning objectives described above (collaboration and shared leadership; critical and creative thinking; diversity and equity; interdisciplinary research and inquiry; writing and communication skills).

The portfolio of your work during the internship should include examples of your work in the legislative offices (non-confidential with permission; may be redacted as appropriate), examples from the intern exercises including materials prepared for the mock hearing and floor debate, and your weekly worksheets. Review your portfolio and write a brief reflective essay reflecting on your intern experience focusing on how the experience compared to your expectations, what you have learned through this experience, how your work has changed through the course of the quarter, and how you think this experience has shaped your future academic and career goals. (40 points)

**Submission of Assignments:** Assignments should be submitted electronically in Canvas. If you have difficulty accessing the canvas site please email your assignment to [rspauldi@uw.edu](mailto:rspauldi@uw.edu) by the deadline and send a text to 360-789-4192 to let me know the assignment was submitted outside of Canvas.

**Grading:** Grading will be out of 100 points. Points will convert to numeric grades as follows:

%	Grade	%	Grade	%	Grade	%	Grade
98	4	89	3.6	79	2.6	69	1.6
96	3.9	88	3.5	78	2.5	68	1.5
93	3.8	87	3.4	77	2.4	67	1.4
90	3.7	86	3.3	76	2.3	66	1.3
		85	3.2	75	2.2	65	1.2
		84	3.1	74	2.1	64	1.1
		83	3	73	2.0	63	1.0
		82	2.9	72	1.9	62	0.9
		81	2.8	71	1.8	61	0.8
		80	2.7	70	1.7	60	0.7

## Assignment Variations for Students Enrolled in Fewer Credits

The Assignments and grading scale above reflect expectations for students enrolled in 15 credits. The Assignments are modified as follows for students enrolled in fewer credits:

### Requirements for 10 Credits (60 Points):

- Weekly Worksheet and Reflection (20 Points)
- Identification of the policy topic (5 Points)
- Policy Research and Analysis – Due 3/1/2021 (15 Points)
- Portfolio and Reflective Essay (25 Points)

### Requirements for 5 Credits (30 Points):

- Weekly Worksheet and Reflection (10 Points)
- Identification of the policy topic (5 Points)

- Policy Research and Analysis – Due 3/1/2021 (15 Points)

## **Late policy**

Assignments that are turned in late will be marked down 1 point per day late up to 5 days. After 5 days work will not be accepted. All work must be received prior to March 19, 2021 to be graded.

## **Classroom Conduct**

Due to the demands of the internship the class will only meet a few times during the quarter. It is important that you make every effort to attend class meetings and come prepared with questions. If you are having difficulty getting time away from your assigned office for a class meeting please contact your intern coordinator in the House or Senate. During class meetings students will share what they are interested in and/or currently working on, thoughts or questions about the assignments, or other issues. The instructor will provide guidance and feedback on the assignments.

## **Syllabus Revisions**

You are responsible for all materials, updates and announcements covered during class sessions. The course calendar will most likely change over time due to unforeseen circumstances; please be sure you are using the most recent version. I also expect you to use your UW e-mail account regularly so that I can communicate with each of you electronically between classes. If you wish to use another e-mail address as your primary account, set up your UW account to forward to your other address.

## **Academic integrity**

Academic integrity: See <http://www.uwb.edu/studentaffairs/studentconduct> for crucial information regarding academic integrity. You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not.

It is critically important that you properly cite the sources you use for your assignments in this course.

## **Respect for Diversity**

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In IAS and at UW Bothell, students are expected to:

- Respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
- Engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

Students seeking support around these issues can find more information and resources at <http://www.uwb.edu/diversity>.

## **Access and Accommodations**

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 425.352.5307 or [rosal@uw.edu](mailto:rosal@uw.edu).

DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

## **Veterans**

Welcome! We at UW Bothell understand that the transition into civilian life can be challenging for our veteran students and we have many resources for any who may want to reach out for guidance or assistance. This includes our Vet Corp Navigator through the WDVA and our Student Veterans Association (SVA). Please contact Veteran Services at 425.352.5307 or [rosal@uw.edu](mailto:rosal@uw.edu). For those of you needing more URGENT support, please call Veterans Crisis Line 1.800.273.8255 or connect with the UWB CARE Team <https://www.uwb.edu/studentaffairs/care-team>.