

# PADM 6210: Seminar in Public Administration

## Spring 2019

**Professor:** Dr. Anthony Campbell

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

**Office Hours:** Tuesday & Thursday | 11:00 am – 4:00 pm

I am mindful that many of your professional duties prevent you from coming to campus during the day. Therefore, I am happy to schedule appointments for meetings online, over the phone, or at a time that works best for the student.

**On-Campus Class Location:** Avon Williams | **269**

**On-Campus Class Time:** **Thursday** | 5:30 – 8:15

*Please refer to Class Schedule for the days when we meet on-campus and online*

**Online Class Location:** eLearn and VoiceThread

**Online Class Time:** Supplemental materials will be posted to eLearn, and the weekly lecture slides will be distributed via VoiceThread no later than 11:59 PM on Thursdays.

### Teaching Philosophy

The key element for an optimal learning environment is a good student-teacher relationship, and a good student-teacher relationship comes from mutual respect, trust and honesty. Learning takes place when students and teachers are open to learning from one another. In all my courses, I empower, encourage and support students in developing a personal relationship with the course material. My ultimate goal is to equip students with the awareness and skills to leverage course content in their professional pursuits.

### Course Overview

This course will serve as an introduction to the field of public administration. In this course we will explore the key literature on public administration as a practice, the history of the field, as well as current real world issues that are impacting public administration. We will also explore public administration as a profession and as a career for individuals at all adult stages of their lives.

### Course Objectives

- Increase knowledge of public administration practice and theory.
- Increase knowledge of the history and development of public administration as a field.
- Create an opportunity for students to explore how course concepts occur in the real world, day-to-day environment of public administration.
- Create an opportunity for students to gain a practical knowledge of the resources available to public administrators, as well as the relevant professional organizations.

## **Mission of the MPA Program**

Our MPA program prepares students, as ethical public and nonprofit managers and leaders, to respond *equitably, effectively, and efficiently* to the needs of a *diverse* society. We recognize the goals of our students working in, or preparing for, public service by emphasizing flexibility and quality in teaching and learning. We teach the core concepts of public administration with a focus on practical application, while strengthening students' ability to solve problems analytically. Students may build specialized skills on one of the program's areas of expertise: public policy, leadership, or nonprofit management. As instructors and advisors, we work closely with students to support both their classroom and career achievement; in return, students are expected to pursue academic excellence and demonstrate integrity. As scholars, we engage in research and service to the University, community, and profession. By building relationships with public and nonprofit organizations in Middle Tennessee and beyond, we enhance our ability to develop students as professionals.

## **Values of the MPA Program**

**Public Service Values Statement.** The guiding public service values of the MPA program in the College of Public Service at TSU are:

- **EQUITY** – Public servants should practice impartiality and fairness in their daily work, while balancing that pursuit with the need for effectiveness and efficiency.
- **EFFECTIVENESS** – Public servants should work in a proficient and productive manner towards the common good, setting transparent performance outcomes to measure progress while balancing that pursuit with the need for equity and efficiency.
- **EFFICIENCY** – Public servants should be careful and innovative stewards who seek to create the most public value out of scarce resources, while balancing that pursuit with the need for effectiveness and equity.
- **DIVERSITY** – Public servants should understand, value, and respect both individual differences and commonalities, working to create and maintain inclusive organizations and communities.

## Course Content – Competencies Connection

Tennessee State University’s College of Public Service’s MPA program is a NASPAA accredited program. NASPAA has established a collection of competencies that they believe are essential for students to learn throughout their time pursuing an MPA. While this course includes many detailed learning objectives associated with public administration, it also fits into the framework of [five overarching Student Learning Outcomes](#) (SLOs) that describe what TSU MPA graduates should be capable of as professionals. A set of more specific [Program Competencies](#) (PCs) operationalize each of the five SLOs. The table below shows the relationship between these program-level expectations and those course elements that will be evaluated this semester. Toward the end of the semester, you will be asked to fill out an online survey regarding how your knowledge, understanding, and ability to apply these competencies changed due to your work in this course. Your participation helps us to improve the quality of our curriculum to better serve our students, alumni and other stakeholders.

MPA PROGRAM COMPETENCY	MPA STUDENT LEARNING OUTCOME	RELATION TO COURSE ASSESSED ELEMENTS
<b>PC 1</b> Each MPA graduate will be competent to lead and manage	<b>SLO 1.3</b> Understand intergovernmental and intersectoral relationships, which characterize modern public administration	WEEKLY ACTIVITIES; QUIZZES; PORTFOLIO RESEARCH PAPER
<b>PC 4</b> Each MPA graduate will be competent to articulate and apply a public service perspective	<b>SLO 4.1</b> Assess practical situations in public administration and take ethical positions founded in public service values	WEEKLY ACTIVITIES; QUIZZES; PORTFOLIO RESEARCH PAPER
	<b>SLO 4.2</b> Appreciate the foundations and context of the field of public administration, as well as its connection to other disciplines	CLASSICAL REFLECTIONS ON PUBLIC ADMINISTRATION
<b>PC 5</b> Each MPA graduate will be competent to communicate and interact productively with a diverse and changing workforce and citizenry	<b>SLO 5.3</b> Identify and explain issues of cultural diversity given the changing demographics of society	CLASSICAL REFLECTIONS ON PUBLIC ADMINISTRATION

## Learning Outcomes

At the conclusion of this course, every student should be able to formulate a substantive response to each of these questions:

- Why is government needed in modern society?
- What is “success” in government? Under what conditions and circumstances does it fail?
- How do the various parts, branches, and levels of government interact and overlap?
- How do politics impact public administration?
- What is (or should be) the role of ethics in public administration?
- What does it mean to be a public administrator?

## Instructional Methods

PADM 6210 is a hybrid course, which means that lectures, supplemental readings, and in-class exercises are offered one week on campus, the following week online, and so on throughout the entirety of the semester. When meeting on campus, students are expected to be prepared for class by having read any assigned materials, considered the “real world” implications of topics covered in the reading, and by being prepared to engage in meaningful discussions about the weekly topic. In order to be an effective online learner, students will need to adapt the skills they’ve used to be successful in on-campus courses. Below are some, though not all, qualities that I have learned that successful online learners possess:

- Self-directed learning style. This means that the student takes responsibility for learning the subject matter, and is not overly reliant on the Professor to monitor his or her monitor completion of required readings and thought exercises. Moreover, the student is proactive in contacting the Professor when he or she does not understand the material or feels additional feedback is needed on an assignment.
- Learns the online learning system, in this case eLearn, and proactively checks for notifications via email and within eLearn. Since 50% of this class will occur within the eLearn and VoiceThread online environments, it is incumbent upon each student to familiarize him- or herself with those environments. The link below provides short and thorough tutorials on the VoiceThread system. There is a student orientation session built into the TN State eLearn system. Students are **strongly** encouraged to complete the TSU eLearn Student Orientation. This orientation is accessed by selecting TSU eLearn Student Orientation from the dropdown menu in the upper, left-hand area within the eLearn system.
  - <https://voicethread.com/#tutorials>
- Has a strong ability to manage time and set schedules for doing the weekly work, as well as designing schedules and timetables for completing projects.
- Submits assignments on time and promptly notifies the Professor if any submission delays are anticipated. Unless otherwise requested, all digital submissions will be made via associated dropboxes on eLearn – submitting assignments no later than Midnight Central Time on the due date.

## Communication

I am a firm believer that successful hybrid learning requires robust communication between the Professor and the students; therefore, it is essential that students proactively check their email, and reply to emails that necessitate a response. You are encouraged to proactively and routinely check the eLearn system.

**This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!**

## Course Materials

Denhardt, J. V., & Denhardt, R. B. (2015). *The new public service: Serving, not steering*. (4<sup>th</sup> ed.). New York: Routledge.

Shafritz, J. M., & Hyde, A.C. (2017). *Classics of public administration*. Boston, MA: Cengage.

*Students are required to secure the 6<sup>th</sup> edition or newer of the Shafritz and Hyde textbook, and must secure the 4<sup>th</sup> edition of the Denhardt and Denhardt textbook. Using earlier versions will put you at a significant disadvantage throughout the course, because the content significantly varies from the previous editions. Students are strongly encouraged to find the most affordable copy of the textbooks. In order to provide students ample time to seek out the most affordable textbooks<sup>1</sup>, the first two modules of readings are provided to students in the Content area of the eLearn Course page. Scans of readings will not be provided after Module #2.*

## Assessing Student Learning

Every person learns in different ways, and every person communicates what he or she knows in different ways; therefore, it is incumbent upon the Professor to design a course where students can acquire information in different ways, and then be evaluated in different ways. This course has been designed to evaluate students' mastery of the subject through a variety of different activities and assignments. Those evaluation mechanisms are as follows:

***In-Class Quizzes (6 quizzes, 10 points each, top 5 grades count) (50 points)***  
**(Quizzes will only occur during on-campus class meetings)**

Assignment Overview: Students need regular feedback regarding their understanding of concepts and topics being covered in the course. Through the use of in-class quizzes, the students will be able to showcase what they're learning throughout the course, and the Professor will be able to assess that learning and provide feedback. Unless an advanced notification of an absence has been provided, no makeup or alternative quizzes will be provided. Quizzes will begin at 5:30, and students will have 30 minutes to complete their quizzes using physical notes (hand written or printed).

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<sup>1</sup> ebay and amazon's used marketplace are good resources for finding affordable textbooks

***Weekly Activities (5 activities, 10 points each, 50 points total)***

Assignment Overview: Students will undertake five (5) weekly activities. These activities will require students to use what they've learned in assigned content and lectures to address a "real world" issue in public administration. Unless an advanced notification of an absence has been provided, no makeup or alternative activities will be provided.

***Classical Reflections on Public Administration (3 papers, 20 points each, 60 points total)***

*You will be provided a detailed grading rubric and grading sheet during Week #3*

Assignment Overview: Students will develop three (3) essays. In each essay they will use two (2) readings from the *Classics of Public Administration* textbook, one journal article (2010 or newer), and one news article (2015 or newer) to explore and interrogate one (1) of the topics listed below. Students must have submitted two essays by Wednesday, March 27, and the final essay must be submitted no later than Wednesday, April 17.

Topics: (1) Cultural Diversity, (2) Intersectoral Networks and Partnerships, and  
(3) Citizenship and/or Democratic Values

***Relevance of Classics Presentation (25 points)***

Assignment Overview: Students will come to class with at least two of their Classical Reflections on Public Administration essays. Students will then be put into groups, and they will work together to develop a presentation where they respond to three (3) questions that enable students to explore the relevance of public administration classics for practicing public administration in the 21<sup>st</sup> Century.

***Writing Portfolio Paper – Practicing Public Administration in the 21<sup>st</sup> Century (95 points overall)***

A key element of this course is enabling students to develop a personal and professional understanding of how public administration is undertaken in modern society, as well as what constitutes contemporary public administration.

This paper will serve as the foundational entry in the student's MPA Program Writing Portfolio (see *Appendix II* for details). As the foundational entry in the student's MPA Program Writing Portfolio, this paper will serve as a baseline with which to analyze how the student's writing, analytical, and critical thinking skills develop during his or her time in the program. While each student's paper will be guided by working to develop robust responses to seven (7) key questions, the central task of the project will be to research and answer the question – *What constitutes effective public administration in the 21<sup>st</sup> Century?*

To successfully complete this assignment, students will utilize research from their adopted city (proposals due by 11:59 PM on Wednesday, February 6), in-class assigned readings (Denhardt & Denhardt and supplemental readings), as well as external research using peer-reviewed resources (articles from the journals in *Appendix I*).

### **Public Administrator Interview (20 points)**

*You will be provided a detailed grading rubric and grading sheet during Week #5.*

You will identify a public administrator, and you will interview him/her/them for use in your presentation and Writing Portfolio paper. Prior to conducting your interview, you **must** submit your interview questions for review and approval (10 points), and then have your interviewee email me to confirm you conducted the interview (10 points). You must select and submit a potential interview candidate for approval, as well as the interview questions, no later than February 20, 2019.

### **Writing Portfolio Paper Presentation & Discussion (25 points)**

**(due: Thursday, May 2, 2019 @ 5:30 PM)**

*You will be provided a detailed grading rubric and grading sheet during Week #5.*

The intent of this assignment is to allow students to present and discuss the key ideas in their Writing Portfolio Paper prior to submission. These presentations will have a time limit (TBD), and will allow a valuable opportunity for the Professor and classmates to ask questions and provides ideas prior to the student finalizing his/her/their Portfolio Research Paper. In addition to the presentation itself, each student must have at least two (2) discussion questions for the audience.

### **Writing Portfolio Paper (60 points)**

**(due: Friday, May 3, 2019 by 11:59 pm Central Time)**

*You will be provided a detailed grading rubric and grading sheet during Week #5.*

Assignment Overview: Using material covered throughout the semester (5 of the 6 modules), data collected through research on the student's adopted city, material discovered through external research (five articles from the journals in *Appendix I*), and data generated through the public administrator interview, students will develop a paper (12-15 pages) that professionally and succinctly addresses 6-8 central questions (provided by the professor) for practicing public administration in the 21<sup>st</sup> century.

### **Participation**

While there is no direct participation "grade" for this course, there tends to be a direct relationship between the quality of each student's participation in the course and the final grade he or she earns. The most substantive way to participate in the course is to arrive at each class (online or on-campus) prepared to discuss the module theme(s). Additionally, there will be activities undertaken during most weeks. These activities have a purpose, which is to enable each student to "play" with weekly concepts and topics, as well as make progress towards completion of the Writing Portfolio paper.

### **Extra Credit (possibility of 10 points added to final grade)**

*Pop Culture Linkage* paper – students will take one of the module themes and analyze how it links to an artifact of popular culture, such as a movie, album, or piece of art. Extra credit papers are **due no later than Sunday, April 21, 2019 by 11:59 Central Time.**

### **Assignments & Weights (280 total points)**

Quiz #1	10 points
Quiz #2	10 points
Quiz #3	10 points
Quiz #4	10 points
Quiz #5	10 points
Weekly Activity #1	10 points
Weekly Activity #2	10 points
Weekly Activity #3	10 points
Weekly Activity #4	10 points
Weekly Activity #5	10 points
Classical Reflections on PA #1	20 points
Classical Reflections on PA #2	20 points
Classical Reflections on PA #3	20 points
Relevance of Classics Presentation	25 points
Public Administrator Interview	20 points
PPA Presentation	15 points
PPA Paper	60 points

### **Calculating Course Grade**

*Letter grades are based on the following scale:*

252 <	= A
224 - 251	= B
196 - 223	= C
168 - 195	= D
< 168	= F

## Class Schedule

### Module 1: What is Public Administration?

#### Week 1 (January 17): On-Campus Class

Thursday: Course Introduction

Assigned Content: D&D, Chapter 1  
Woodrow Wilson's "The Study of Administration"  
Philosophy Bakes Bread podcast, Episode 67 (Jane Addams)

#### Week 2 (January 24): On-Campus Class

Thursday: Quiz #1  
Review of Quiz #1  
ICMA@TSU Student Chapter  
Discussion of Module 1 Readings  
Distribution and discussion of Grading Sheets  
Weekly Activity #1

Sunday: Students submit (via email) the name of the city they want to adopt for the semester. Additionally, each student must provide a brief (2-3 sentences) reason for why they've selected that city.

### Module 2: Key Public Administration Structures

#### Week 3 (January 31): Online Class

Thursday: Module #2 VoiceThread lecture distributed  
Module #2 lecture slides posted to eLearn

Assigned Content: D&D, Chapters 2 & 3  
Any supplemental content provided via eLearn

#### Week 4 (February 7): On-Campus Class

Thursday: Quiz #2  
Discussion of Quiz #2  
Module #2 Overview and Q&A  
Weekly Activity #2

## **Module 3: Institutions, Organizations, and Networks...oh my**

### **Week 5 (February 14): Online Class**

Thursday: Module #3 VoiceThread lecture distributed  
Module #3 lecture slides posted to eLearn

Assigned Content: D&D, Chapters 4 & 5  
Any supplemental content provided via eLearn

### **Week 6 (February 21): On-Campus Class**

Thursday: Quiz #3  
Discussion of Quiz #3  
Module #3 Overview and Q&A  
Weekly Activity #3

## **Module 4: Policymaking & Public Budgets**

### **Week 7 (February 28): Online Class**

Thursday: Module #4 VoiceThread lecture distributed  
Module #4 lecture slides posted to eLearn

Assigned Content: D&D, Chapters 6 & 7  
Any supplemental content provided via eLearn

### **Week 8 (March 7): Spring Break**

### **Week 9 (March 14): On-Campus Class**

Thursday: Quiz #4  
Discussion of Quiz #4  
Module #4 Overview and Q&A  
Weekly Activity #4

## **Module 5: Public Personnel Management**

### **Week 10 (March 21): Online Class**

Thursday: Module #5 VoiceThread lecture distributed  
Module #5 lecture slides posted to eLearn

Assigned Content: D&D, Chapters 8, 9, & 10  
Any supplemental content provided via eLearn

### **Week 11 (March 28): On-Campus Class**

Thursday: Quiz #5  
Discussion of Quiz #5  
Module #5 Overview and Q&A

***Classics of Public Administration Week***

**Week 12 (April 4): On-Campus Class**

Thursday: Students will bring at least two of their Classical Reflections to class, and will be prepared to engage in substantive discussion and exploration with their classmates.

Assigned Content: None

**Module 6: Public Service...Retrospective and Prospective**

**Week 13 (April 11): Online Class**

Thursday: Module #6 VoiceThread lecture distributed  
Module #6 lecture slides posted to eLearn

Assigned Readings: D&D, Chapters 11 & 12  
Any supplemental content provided via eLearn

**Week 14 (April 18): On-Campus Class**

Thursday: Quiz #6  
Discussion of Quiz #6  
Module #6 Overview and Q&A  
Weekly Activity #5

**Practicing Public Administration Workshop (non-mandatory)**

**Week 15 (April 25): On-Campus**

Monday: Open workshop where students can work with the professor to finalize their presentations and papers.

**Thursday, May 2 @ 5:30 p.m.**

- Practicing Public Administration Paper Presentations
- Practicing Public Administration Papers are due by 11:59 pm Central Time on Friday, May 3

## **Late Submissions**

Late assignments will not be accepted without prior approval from the Professor. The Professor reserves the right to not accept late submissions, which is why all deadlines are announced far in advance.

## **Academic Integrity**

The tenets of Tennessee State University's Statement on Academic Integrity will be strictly enforced in this course, and all assignments shall be subject to stipulations of the statement. For more information, please see: [tnstate.edu/graduate/academicintegrity.aspx](http://tnstate.edu/graduate/academicintegrity.aspx)

## **Disability accommodation statement**

TSU is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition which might interfere with his/her class performance or attendance may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or [www.tnstate.edu/disabilityservices](http://www.tnstate.edu/disabilityservices). You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor as soon as you receive it. Accommodations will only be provided after the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations.

## **Student ID**

TSU students at all levels are expected to have their IDs with them any time they are on campus, and security officers may ask you to show it when you enter the building ([ID office and policy](#)). You may obtain your ID at AWC by appointment early in the semester; call 859-963-7001 to make an appointment.

## **TSU Graduate School Policies...a reminder**

All TSU graduate students are subject to a set of policies regarding admission, retention, graduate probation and suspension, definition of good standing, admission to candidacy (i.e. for MPA and certificate students, this refers to the completion of the Program of Study form with your advisor) and a variety of other matters. You are responsible for knowing and abiding by these policies, described in the front portion of the [Graduate Catalog](#). Departmental/program level policies also apply, described in the College of Public Service section of the Graduate Catalog, and you should know and abide by these policies as well. Many helpful resources, required forms and FAQs are made available to you regarding our program on the [CPS website](#); these include the [MPA handbook](#) and the [PhD handbook](#); and program information for the graduate certificates in [public policy](#), [nonprofit management](#), [public administration executive leadership](#), and [healthcare administration and planning](#) (no new healthcare students are being

accepted, but existing students may complete program). Students should seek advising regarding course selection prior to each semester to ensure they are on track, given their program of admission.

A few things to keep in mind from Graduate School policy are summarized here for convenience (NB: this document does not supersede the applicable Catalog, and not all policies are summarized here). You will not complete any program or degree to which you have not been admitted, meeting all admissions conditions. You may not complete the program of study, sit for the comprehensive exam, or receive a degree or certificate if you do not have a cumulative TSU graduate GPA of 3.0 or better (i.e., you are not in “good standing”). You may only take a given course once to replace a grade, and the second grade replaces the first. You may only retake a total of two courses counting towards satisfaction of program curricular requirements. Grades of D or F count towards the GPA but do not count towards meeting certificate or degree curricular requirements (note that the PhD has more stringent GPA requirements for good standing; see the CPS section of the Graduate Catalog). Incomplete or “I” grades turn to an F automatically within one semester if the student does not satisfactorily complete the agreed-upon course activities determined by the instructor on the required timeline. MPA completion is expected to be within 6 years and certificate completion within 3 years; use of courses outside of this window to meet program requirements may require appeal to Grad School and a plan for demonstrating the material has been retained. Program of study for the MPA degree should be completed when the student has completed 9 credits in the program (must be in good standing; have no conditions outstanding on admission; no I grades outstanding). Program of study for a certificate should be completed in the first or second semester at latest (same other conditions apply as for the MPA). Students must apply for graduation inside myTSU (Banner Services link; create separate graduation applications for MPA and certificate, if applicable) at the beginning of the semester in which they intend to graduate, by the deadline specified on the [University website](#). If a student does not actually graduate in that semester, they must reapply in the subsequent semester in which they plan to graduate. See [Catalog](#) for details and information on other program elements such as comprehensive exams.

## Course evaluations

University-wide student course evaluations at TSU are conducted online inside myTSU (fall and spring). It is expected that all students in the course will complete the brief online evaluation process in order to provide important feedback to the instructor and the University, which will benefit future students. Student course evaluations are found at [mytsu.tnstate.edu](http://mytsu.tnstate.edu).

Every semester (Fall, Spring, Summer), students taking PADM courses are also requested to complete a departmental end-of-course survey which is focused on the course content. This survey may be accessed at [http://bit.ly/tsu\\_dpa\\_eoc](http://bit.ly/tsu_dpa_eoc); complete it one time for each course taken during the semester. Technical issues with the departmental survey may be reported to Dr. Streams at [mstreams@tnstate.edu](mailto:mstreams@tnstate.edu).

## **Sexual misconduct, domestic/dating violence, stalking**

TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.

Please be aware that most TSU employees, including faculty and instructors, are “responsible employees”, meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I must report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU’s Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU’s SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: [www.tnstate.edu/equity](http://www.tnstate.edu/equity).

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-1999 or [www.sacenter.org](http://www.sacenter.org) or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or [www.tncoalition.org](http://www.tncoalition.org).

## **Harassment & discrimination**

Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, [www.tnstate.edu/equity](http://www.tnstate.edu/equity).

### ***Appendix I – Public Administration & Public Policy Journals***

Below is a list of acceptable academic journals that can be used to meet the external research requirements for the Portfolio Research Project Paper. Use of an article from any other journal must first be proposed and accepted by the Professor. *Please do not hesitate to propose use of an article from another journal, I have developed this list for those who don't know where to begin.*

- Public Administration Review (PAR)
- Administration & Society
- Administrative Science Quarterly
- Administrative Theory & Praxis (ATP)
- Journal of Public Administration Research and Theory
- Public Administration Quarterly
- International Journal of Public Administration
- Journal of Policy Analysis and Management
- Canadian Public Administration
- State and Local Government Review
- Public Administration (UK)
- Public Integrity
- Public Personnel Management

***Appendix II – Writing Portfolio***

The following two pages provide the instructions associated with the Writing Portfolio Requirement for the Master of Public Administration from Tennessee State University, as well as associated form for that requirement. Please review this information as you consider the purpose and intent of the Writing Portfolio paper.