

**Department of Public Administration
College of Public Service
Tennessee State University**

Course Number: PADM 7410
Title: Seminar in Public Policy Implementation
Course Credit: Three Credits
Instructor: Rodney E. Stanley, Ph.D.
Office: Avon Williams Campus, F-400

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

Office Hours: Tuesday 10:00 – 3:00
Thursday 10:00 – 3:00

**Teaching Philosophy:
OF STUDIES**

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment, and disposition of business. For expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshalling of affairs, come best, from those that are learned. Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know, that he doth not.

The Essays (1601)
Francis Bacon

Course Description: This course is structured in survey format in order to inform the public administration student about organizational theories and administrative behavior practices pertinent to public policy formulation, implementation and analysis. The purpose of this course is to familiarize the student with a theoretical base for understanding the public policymaking (formulation) in America. Furthermore, this course will attempt to instruct the student on how to apply public policy to the practice of public administration, through implementation and evaluation (analysis). Students will be expected to display their knowledge of “why” and “how” public policy

processes look and function the way they do in various discussions, presentations, papers, and examinations. It is **STRONGLY RECOMMENDED** that all students enrolled in PADM 7410 should have had a solid master's level course in public policy (PADM 6410).

Course Objectives:

At the end of this course the student will be able to:

- 1) Establish a theoretical foundation about the development and perpetual sustainability of public policy that the student may apply in various academic and practical endeavors throughout their professional career.
- 2) Bring to the attention of the student current and future trends that are emerging in the sub-field of public policy implementation in an effort to assist in preparing the student for trends and research in public and non-profit organizations.
- 3) Students should be able to demonstrate mastery of the public policy literature that will allow them to teach and properly conduct research in this subject matter.

Topical Outline:

Public policy formulation and implementation, public policy analysis, and issues in public policy, which include, but are not limited to: education, welfare, health care, financial, foreign policy and global international policy issues.

Teaching Strategies:

Lecture, class discussion, individual presentations, written assignments, midterm and final exam.

Required Texts:

Anderson, James E. 2015. Public Policymaking, 8th ed. Boston: Cengage Company.
ISBN: 978-1285735283.

Bozeman, Barry 2000. Bureaucracy and Red Tape. New Jersey: Prentice Hall Publishers.
ISBN: 978-0136137535.

Hill Michael; Hupe, Peter 2022. Implementing Public Policy: An Introduction to the Study of Operational Governance. ISBN-13: 978-1529724875

Kingdon, John W. 2011. Agendas, Alternatives, and Public Policies, 2nd ed. New York: Harper Collins Publishers. ISBN: 978-0205000869.

Lowi, Theodore J. 1979. The End of Liberalism, 2nd ed. New York: Wiley Press. ISBN: 0-393-05710-0.

Pressman, Jeffrey L.; Aaron Wildavsky. 1984 and 1973. Implementation: The Oakland Project. 3rd edition. University of California Press. ISBN 0-520-05331-1.

Stone, Deborah A. 2012. Policy Paradox and the Art of Political Decision Making, 3rd ed. Glenview, Illinois: W.W. Norton Publishing. ISBN: 978-0393912722.

Course Requirements

Policy Position Paper	100 points
Policy Paper Presentation	100 points
Final Exam	200 points
Class Presentation	<u>100 points</u>
Total	500 points

Grading Scale: Final Grades will be premised on cumulative points as follows: A = 500- 450; B = 449 - 380; C = 379 - 300; D = 299 - 220; F = below 220.

Individual Project Grading Scale: A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = below 60.

Exam:

Each student will be required to complete a final exam. The exam will consist of several essay questions about important topics discussed throughout the semester from the required books and additional readings. The final exam will replicate a preliminary exam question to offer you practice taking this important milestone in the program. It will be a timed exam during final exam week.

Policy Option Paper (Policy Topic is your choice):

Your paper should have the following sections: a title page with your name, date, class (PADM 7410) and the instructors name. All references (minimum of 25) used in writing your papers should be cited appropriately using a recognized citation technique or style. The length of your paper should not exceed 25 pages (excluding the title page).

Section Contents of Policy Option Paper:

See “Elements of the Policy Issue Paper,” in Dunn.¹ The policy option paper should follow the guidelines outlined by Dunn in this section of the text. Any failures to incorporate all these elements will result in a dramatic lowering of your grade.

¹ Dunn, William N. 2018. Public Policy Analysis: An Introduction, 6th edition. Routledge: Taylor and Francis Publishers.

Policy Option Paper Outline

Executive Summary

I. Background of the problem Monitoring

- A. Describe client's inquiry
- B. Overview problem situation
- C. Describe prior efforts to solve problem

II. Significance of the problem Evaluation

- A. Evaluate past policy performance
- B. Assess the scope and severity of problem
- C. Determine the need for analysis

III. Problem statement Problem Structuring

- A. Diagnose problem
- B. Describe major stakeholders
- C. Define goals and objectives

IV. Analysis of alternatives Forecasting

- A. Describe alternatives
- B. Forecast consequences of alternatives
- C. Describe any spillovers and externalities
- D. Assess constraints and political feasibility

IV. Conclusions and recommendations Prescription

- A. Select criteria or decision rules
- B. State conclusions and recommendations
- C. Describe preferred alternative(s)
- D. Outline implementation strategy
- E. Summarize plan for monitoring and evaluation
- F. List limitations and unanticipated consequences

References

Appendices (if necessary)

Format:

All papers should use the following technical format: Times New Roman, 12 point font, 1" margins from left to right and top to bottom, and double space each line in the paper. However, if direct quotes used in the paper are the equivalent of three lines or more, single space and separate them from the main text. Make sure that you have a title page and also number all pages in each written assignment you submit for a grade. Late projects will automatically be reduced one letter grade for each day (day means day) they are late (not class period or week).

Grading Criteria for Papers:

- 1) *Analysis*: A sufficient number of public policy analysis concepts are used to analyze the situation discussed in the paper;
- 2) *References*: A variety of pertinent and timely references were sought and obtained in preparing the paper;
- 3) *Organization*: The main points are stated clearly and arranged in a logical sequence;
- 4) *Coherence*: The development of ideas, arguments and discussion shows consistency and logical connection;
- 5) *Clarity*: The ideas, arguments and discussion shows consistency and logical connection;
- 6) *Conciseness*: The language is direct and to the point, using sufficient space to say exactly what is intended and be readily understood by the reader;
- 7) *Grammar*: The written is in standard American English, with proper sentence structure, syntax, punctuation and spelling;
- 8) *Drafting*: The writing shows evidence of being drafted and revised before submission of the final copy.

Class Presentations:

Each student will be required to assist in the presentation of the reading material at least once, and maybe twice in the semester (depending on the size of the class).

Paper presentations: Groups of students will be assigned to present the policy option paper. Your presentations will be critiqued on how thorough you present the material, how well you project to the class, the amount of class discussion that results from your presentation and the amount of time you use in your presentations (please try not to exceed 30 minutes in your presentations).

Course Schedule

Week 1: Class Introduction

Week 2: Lowi, Theodore J. The End of Liberalism.

Week 3: Lowi, Theodore J. The End of Liberalism continued...!

Week 4: Kingdon, John W. Agendas, Alternatives, and Public Policies.

Week 5: Anderson, James E. Public Policymaking

Week 6: Anderson, James E. Public Policymaking continued...!

Week 7: Stone, Deborah A. Policy Paradox and the Art of Political Decision Making.

Week 8: Stone, Deborah A. Policy Paradox and the Art of Political Decision Making continued...!

Week 9: Hill, Michael; Peter Hupe, Implementing Public Policy

Week 10: Hill, Michael; Peter Hupe, Implementing Public Policy continued...!

Week 11: Pressman, Jeffrey L.; Aaron Wildavsky. Implementation: The Oakland Project.

Week 12: Bozeman, Barry. Bureaucracy and Red Tape.

Week 13: Policy Option Paper Presentations

Week 14: Policy Option Paper Presentations

Week 15: Final Exam

Attendance

- **Attendance in an online course is recorded by log-in and submission of required work on time according to the syllabus and course schedule.** A student's lack of timely participation in course requirements is an indicator of non-attendance, and faculty are required to report this status to the University at specific dates during the semester in accordance with rules concerning Financial Aid. See also the policy below on dropping or withdrawing from a class.
- **Only official, documented excuses will be accepted for missing the milestone and presentation meetings.** If you anticipate missing an exam for a reason known in advance, you must notify the instructor as far in advance as possible to determine alternative arrangements. This is much preferable to missing the meeting without notifying me.

Syllabus and course schedule

I reserve the right to adjust this syllabus and topic pacing in eLearn modules as the semester proceeds based on class progress and development, with notice to students. You are responsible for keeping up with assignments and due dates. Any substantive changes will be announced.

University Resources, Policies and Procedures

The Writing Center

Students needing assistance with writing skills should seek assistance from the TSU Writing Center. The purpose of the center is to support those members of the University community who are seeking to become strong, independent writers. If the Course Instructor determines (based on a review of drafts) that the student needs assistance with writing, then the student may be required to schedule and attend a session with a TSU Writing Center Tutor. They also offer a **Virtual Writing Center** for those unable to attend an appointment in person and University-wide workshops and in-class workshops at the instructor's request.

Accommodation and accessibility

Please see the University policy statement on individual accommodation included towards the end of this syllabus. Regardless of accommodation status, if you have an *accessibility* issue with any materials provided in eLearn or other items please notify me of the issue as soon as possible.

Dropping or withdrawing from a class

I cannot withdraw you from the class myself; if you want to withdraw, you need to complete the required actions in myTSU (at the Banner Services link) by the last date of possible withdrawal (you are responsible for knowing this date, always see the appropriate [TSU Academic Calendar](#)). Faculty are, however, obligated to report non-attendance or stopped attendance at certain intervals during the semester, which can result in your being taken out of the course by the registrar. If you stop fulfilling class requirements but do not take the proper actions to withdraw by the deadline, and you

remain on my roster at the end of the semester, you receive an F due to failure to complete the minimum required elements of the course. Incompletes may be given only after consultation with me, with documentation of the official reason, and for students *who completed coursework satisfactorily past the point of the withdrawal deadline*; they are rare and meant for unusual circumstances that arise late in the semester course (such as medical emergency, bereavement, car accident) that prevent a student from completing the last items due in the course.

Quality of written work

As students and as professionals in training, I expect you to adhere to a high standard in your written work. Leave yourself time to reread and revise written work before the due date. Grammar and spelling errors distract the reader and lessen your credibility, in the classroom as in the workplace, and will affect the evaluation of your work.

Learning environment

 You are expected to conduct yourself with civility and professionalism in class and online, so that a learning environment is maintained for all. The online setting offers many benefits for learning and engagement with your peers. However, to maintain these benefits we must adhere to norms about communicating respectfully, even when we have differences. In written exchanges, it is easy for the tone of a communication to be misconstrued, so please re-read your text with that in mind before posting or emailing. Sometimes, questioning to understand more about why someone took a particular position is more effective than simply attempting to rebut it outright. When asserting a claim, support your claim with evidence grounded in course materials or in other legitimate sources as practice for building effective arguments as a professional. You can learn more about evaluating sources for legitimacy and how to give credit for information from sources at our Departmental communications resource page,

<http://bit.ly/mpacommunication>. Some of our writing in the course is highly formal (for instance, memos and course projects), while other writing (in online discussions) may be less formal -- but still needs to be professional and civil. Please bear in mind also that sharing of private information (whether about yourself, another person, or a particular organization you have experience with) should be avoided. In discussion posts, write in full sentences, avoid a “texting” style, and include a meaningful subject line for your thread – that will help others to engage with you more easily. Keep your comments and posts on topic, and consider how you are contributing to the overall flow of the discussion; an asynchronous online discussion is a unique kind of collaborative effort that becomes more valuable for all participants the more we adhere to these aspects.

 When writing emails to others in this course – peers or instructors – please use a business-appropriate tone and [follow the usual business email etiquette](#). This is a core course in a professional program, and you should maintain the same standards you would adhere to in the workplace. A baseline for course-related communications to the instructor should be to always include a meaningful subject line, begin your message with a salutation reflecting your addressee’s role (for example, Dear Dr. So-and-so or Dear Professor So-and-so), and identify what course you are in, prior to jumping into a request or question. That last piece (course identification) helps make it easier to respond promptly to your question, if the course is not clear from the subject line or context –

particularly earlier in the semester before we have gotten to know each other in a particular course. I often have courses with similar names in the same semester so I appreciate the course number rather than “I’m in your budgeting course” <smile>. Look at course emails as an opportunity to practice effective professional communication!

Academic honesty and plagiarism

The MPA program mission states, “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**” [emphasis added]. My actions regarding plagiarism on an assignment will depend on the severity of the individual case as well as whether previous instances have already occurred. In a severe case, I may elect to assign a grade of zero for the assignment or pursue other options according to TSU policy as described in the TSU Student Handbook. In summary, you are expected to do your own work and follow academic standards rigorously in crediting the ideas, words and findings of others. Academic honesty is the foundation of the scholarly pursuit of knowledge; if you are not sure what constitutes plagiarism or how to handle a specific instance of crediting another individual’s work, feel free to bring these questions to me. In general, should you have questions about academic honesty, your performance, or any other issue concerning this course, I encourage you to talk with me as soon as the concern arises throughout the semester. Problems in this area sometimes arise because of feeling pressured as a deadline approaches; promptly bringing questions and problems to the instructor can help to prevent this situation. Plagiarized work is never an improvement on whatever original work with correct citations (credit given to sources) you can generate on your own. This course is part of your training as a scholar and a professional, and only evaluation of your genuine effort can serve the learning objective. Plagiarism, even unintentional, and academic dishonesty are inconsistent with these statements.

I expect that you have read carefully and understood all resources I provide to you in the statement below and in eLearn regarding avoidance of plagiarism, as well as this handout (from the [Writing Center at the University of Wisconsin-Madison](#)) before you turn in any written work in this class, and I expect you to reflect that understanding in your writing process and written work. Plagiarism guidelines apply for online discussion work, written exam work, and written assignments including memos, papers, discussion posts if present in course, and presentation slides. Presentations delivered orally also should not improperly use the words of others without attribution.

Statement on academic responsibility and written work

The goal of your instructor in sharing this statement with you is to help in your professional formation; and to proactively prepare you to meet the expectations others have – in the workplace and in the academy – of those who hold the degree you seek. Plagiarism (unintentional or intentional) and academic dishonesty take a number of forms of a range of severity, including intentionally or unintentionally misrepresenting others’ words, findings and ideas as your own; incomplete paraphrasing of others’ words even if a citation to the source is included (“patchwork paraphrase”); modeling your entire, or large parts of your paper, on the structure of another paper’s text (topics covered, flow of ideas); turning in work (in whole or in part) which you wrote for

another class, as though it were new work written for this class; turning in work written by another person or with another person as though it were your own individual work. An Academic Integrity statement is included in the [TSU Graduate Catalog](#) and the TSU Student Handbook states that “...Students guilty of academic misconduct [defined earlier in section as plagiarism, cheating, or fabrication], either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. The instructor has the authority to assign an appropriate grade for the exercise or examination, proportional to the nature and extent of academic misconduct, including an “F” for the assignment/test or an “F” in the course” ([TSU Student Handbook 2020-21](#), p. 17). Less severe deductions may occur for less severe issues. Although different genres of writing and communication, as well as different cultures and periods of human history, may differ in standards applied in this area, this section is meant to serve as a reminder of the standards which apply to work *in this course* and in many public and nonprofit service contexts. Learning to properly draw upon *and document the origin of* ideas, facts, findings, and quotations from sources is an essential competency for professionals in public service, and a quick Google search of “plagiarism firing” at any point in time will show you that the behavior can have real-world consequences in the public and private sectors. Furthermore, in a rapidly evolving society where artificial intelligence and machine learning are automating many human tasks at higher and higher skill levels, pushing yourself to learn to write professionally -- beyond patching together bits of language available online -- is a survival skill, as we all seek to preserve our distinctive value in the workplace and contribute effectively to social progress.

Resources explaining plagiarism and the mechanisms of proper academic attribution in detail, including the issue of incomplete or patchwork paraphrase, have been made available to you in the support modules in eLearn for this course, and it is your responsibility to explore them fully prior to writing for this course. These resources also include strategies for writing workflow that help avoid inadvertent plagiarism. You may ask your instructor in private or in class to clarify any questions about this statement as well as general or specific instances of properly representing others’ words, ideas and findings, and it is your responsibility to seek such assistance as needed. Given that the syllabus includes this section, the course online includes resources to assist you, and that you can ask the instructor for assistance with questions as you work on an assignment, the claim of ignorance of the accepted academic standards for original work and plagiarism is not an acceptable excuse and will not prevent penalty for this behavior.

The ease of certain acts – such as “copy and paste” of electronic text – make it possible to lose track of what words and ideas are yours, and which were the authors’, in your notes. Careful and systematic research and note-taking practices are necessary to avoid plagiarism. While online sources for determining degree of textual similarity (such as TurnItIn) provide numerical estimates of the percent of similarity, there is no such thing as an “acceptable” threshold level of misrepresenting of others’ words, findings and ideas as your own. In a long document, even a single paragraph which is a patchwork paraphrase could be considered plagiarism and have serious consequences - but would receive a low “score” using TurnItIn’s metric.

The goals of writing assigned in this course include:

- To permit the assessment of your understanding of materials you have read

- To permit the assessment of your ability to synthesize information, findings and ideas of others in a fluent, organized fashion, without misrepresenting them as your own
- To permit the assessment of your ability to derive new insights from existing knowledge.

Writing in a way that communicates accurately, clearly, and honestly is hard, frustrating and time-consuming – but only your dogged and repeated attempts to produce such writing will help you to improve; build confidence; and allow assessment of your progress. By your pursuit of this degree, you are indicating your sincere commitment to the professional standards of its activities, including writing.

The following are examples of common ways in plagiarism and academic dishonesty may occur in written assignments.

I. Inappropriate paraphrasing, quotation, and citation include:

- (A) Including a direct quote, within quotation marks, without citing the source. You have not provided the source of the material, even though you have indicated (with quotes) that it is not your own.
- (B) Incorporating facts, findings, or ideas from a source into your writing and including an in-text citation of the source but failing to paraphrase the original wording of the source either completely or partially (i.e., incomplete or patchwork paraphrase). This is a very common but serious form of plagiarism, and it is *not* acceptable even if unintentional. You have given credit for the *content* but not the *wording* of the source. You must ensure that your note-taking and writing procedures allow you to keep track of wording that is your own versus that of the source, to avoid unintentionally creating this problem.
- (C) Incorporating facts, findings, or ideas from a source into your writing by expressing them in your own words (properly paraphrased and summarized), but without citing the original source. Here you have not given credit for the *content* of the source although you have changed the *wording*.
- (D) Incorporating facts, findings, or ideas from a source into your writing and failing to fully paraphrase the original wording of the source either completely or partially (incomplete or patchwork paraphrase) as well as failing to cite the original source. Here you have appropriated *both* the wording and content of the source.

II. Academic dishonesty includes:

- (A) Modeling your entire paper, or large parts of your paper, on the structure of another paper's text (topics covered, flow of ideas).
- (B) Turning in a paper you have written for another class or using parts of a paper you have written for another class, without consulting the instructor in advance to find out if this is acceptable.
- (C) Misrepresenting another person's work, or work done in collaboration with another person, as your own individual work (even with that person's consent).
- (D) Taking another person's work without their knowledge and submitting all or part as if it were your own work.

(E) Buying a paper or other assignment from another individual and submitting part or all of it as if it were your own work.

III. Common poor writing practices connected with giving credit for and use of material from other sources, which can affect your grade but which do not constitute plagiarism:

- (A) **Errors in details of formatting citation or references:** You should follow the conventions of whatever formatting system your instructor requests, i.e., APA or other system. The point of formatting systems is to ensure that you include each piece of bibliographic information, and that you do so in a way that makes it easy for the reader to find the source. All the major styles have detailed guides available online and your instructor can recommend one to you.
- (B) **Over-reliance on quotes:** Trying to avoid plagiarism, you should *not* take the shortcut of stringing together a paper out of many quotes. Quotes should only be used sparingly. Examples of times when it is appropriate to use quotes include: when the source author has coined a particularly apt phrase; when you need repeat an exact definition, for example from a regulation, which is critical for the topic of the paper; or when reporting an informant's exact words, for example in qualitative research. Otherwise summarize and paraphrase (with proper citations) rather than using quotations. If your paper is mostly quotes, clearly you have not done much integration, analysis or synthesis of the material you have read. Scientific papers have *much* fewer quotes than, for example, literature criticism papers you may have done in a college English class.
- (C) **Stand-alone quotes:** Any quotes you do feel are justified to include should have an introductory phrase which helps it to fit in to the flow of your text – not just as an isolated chunk. For example, this sentence introduces the quote in a way that makes it clear what the point is: In contrast to Smith (1988), Jones (2000) found in a study of New York City subway riders that on average, “coffee is preferred to tea as a commuting beverage.” [A poorly-written version (with a quote left “standing alone”) might look like: Jones (2000) studied New York City subway riders. “Coffee is preferred to tea as a commuting beverage” (Jones 2000).]

Ethics and professional preparation

The focus of this course is on concepts and practice related to public policy and administration. In application of this and other content learned in your program of study, you should be guided by the ethical standards of your field. I encourage you to consult the ethical code of the professional organization(s) relevant to your field of interest, and to continue to seek out information on their application throughout your studies. Bear in mind that the MPA mission states, that “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*.” [bold emphasis added]

- [American Society for Public Administration Code of Ethics](#)

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 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. 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 615-963-7001 to make an appointment; note that these procedures may be adjusted during the pandemic period.

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](#), [local government management](#), 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 ‘T’ grades turn to an F automatically if the student does not satisfactorily complete the agreed-upon course activities determined by the instructor on the required timeline (see the Graduate Catalog for more information). 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); a draft program of study should be completed with the advisor in the first semester of graduate study. 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 the [MPA Handbook](#) and the [Catalog](#) for details and information on other program elements such as the internship requirement, comprehensive exams (relevant to those admitted to the MPA for semesters prior to Fall 2020), and the capstone project/course requirement (relevant to those admitted to the MPA for Fall 2020 and after).

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.

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; complete it one time for each course taken during the semester.

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 [or email 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.**

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 (615-963-7435 or equity@tnstate.edu; General Services Bldg. (main campus) Room 210). 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.

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 or the Tennessee Coalition to End Domestic & Sexual Violence at 1-800-289-9018, 615-386-9406 or 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 615-963-7435 or equity@tnstate.edu. This website contains contact information for OEI staff and more information: www.tnstate.edu/equity.