

Introduction – Course content

Catalog Description This seminar addresses the ways in which parties, political action committees, interest groups, legislators, the courts, other agencies and professional groups shape administrative action, public policy and organizational structure(s). *Required for the MPA (3 credits)*

This course is one of the first you should take in the Master's of Public Administration program. It is a required or "core" course in the MPA program. This course might be viewed as a companion to or an extension of the introductory Seminar in Public Administration (PADM 6210). Approaching this course we assume you have at least a basic background in American government to appreciate the Constitutional and legal foundation of this course. But generally speaking, if public administration can be captured as a field examining systems, policy and politics, this course tackles the latter material. Public administration cannot be thoroughly understood without fully appreciating how much politics is part of the job. As Dwight Waldo (and John Gaus before him) notably said, public administration *is* politics.

As we consider this subject throughout this course, students must be open to regarding politics and issues of power in a neutral, objective, non-ideological manner. Although partisan politics is part of our national dialogue and the subject of much media scrutiny, bureaucratic politics are much more deeply rooted, and complex. We will consider politics using a macro-institutional approach as well as from the personal or individual public servant's vantage point.

It is axiomatic that politics are ubiquitous in both sectors, public and private. It is also essential that those working in government appreciate the distinctive manner in which politics manifest in the political context. As always, *politics is driven toward the path of least resistance* and in the American system, bureaucrats participate in several important ways.

In American government institutions, bureaucrats can and do create a source for resistance which can either stymie or slow system operations in the form of rules, procedures and "red tape." Slow downs are perceived by some as negatives. For example, you probably have heard critics remark "why can't government operate faster or more efficiently?" Those commentators simply fail to understand that American *government* bureaus are not created to operate quickly or efficiently but to work towards values of fairness, legality, accountability and responsiveness. These agencies are designed as the "balance wheel" in the governmental activities where implementation and execution issues are ironed out.

Bureaucrats can also redirect where others wish to drive operations or even lead elected officials in new directions. They can recommend policy, identify problems in the making, communicate client needs (advocate), volunteer research, investigations and forecasts. When the public health service finds that medical services to rural residents are deficient or altogether absent in some areas, it can and does report this publicly, with the expectation that elected officials will respond. In this course we will

examine both the passive resistance form described above as well as this more proactive form of politics.

Individuals preparing to enter the public service or government in any capacity should understand it on two levels. Certainly the history of American government and its roots in the Constitution and the law provide the foundation for how and why we have checks and balances, separation of powers and a federal intergovernmental system. How this system works is a main focus of this course and is addressed through the following material.

MPA Program Mission. 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.

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.

Relationship to MPA student learning outcomes and program competencies

While this course includes many detailed learning objectives associated with ICT and the public sector, it also fits into the framework of [five overarching Student Learning Outcomes](#) (SLOs) which 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 STUDENT LEARNING OUTCOME	MPA PROGRAM COMPETENCY	RELATION TO COURSE CONTENT AND ASSESSED ELEMENTS
SLO 1 Each MPA graduate will be competent to lead and manage in public, nonprofit, or public affairs governance	PC 1.2 Apply theories that can inform leadership and management in organizations	Discussions
		Assignments
		Final exam
SLO 1 Each MPA graduate will be competent to lead and manage in public, nonprofit, or public affairs governance and changing workforce and citizenry	PC 1.3 Explain cross-boundary and networked relationships that characterize the practice of modern public administration	Assignments
		Proposal on intersectoral management
		Discussions

Delivery

Delivery method is hybrid: A. Online in eLearn, TSU's learning management system. B. In classroom discussion sessions (find dates in the Course Calendar below).

Audience

This course is intended for Master's students, Ph.D. in public administration students who choose to strengthen the field's foundation, and other graduate students interested in the subject. Students beginning the MPA are always encouraged to complete PADM 6210 the Seminar in Public Administration in their first semester of the program. This preparation adequately lays a comprehensive and thorough foundation for PADM 6490 Seminar in Politics of Administration.

Ph.D. students enrolled in this class will be assigned with additional readings and specific class activities that will encourage them to analyze class' materials in connection to other Ph.D. courses.

Course schedule

The course schedule is at the end of this syllabus. You are responsible for keeping up with assignments, readings, and due dates. While due dates will not change, I reserve the right to adjust content pacing

based on class progress. Any substantive changes will be announced in eLearn in the News area on our course home page. You are responsible for reading all News posts and checking in to eLearn frequently (at least several times per week) during the semester to stay current in the course activities. Detailed learning objectives are provided in each content module in eLearn, and should be your primary guide as you read assigned materials in what to focus on and what to study. It is strongly recommended that you build a set of study notes as you work through each module based on these learning objectives.

Instructor

Dr. Angela Paez (PÄ ês)

Email. anicho10@Tnstate.edu . I will do my best to reply your emails within the next 24 hours during the business week and before noon on Monday for weekend emails.

Phone. 785 – 218-2163 – no evening calls please, instead use email. In general email is best.

Office hours. Monday 1:00pm– 4:00pm. 4th floor, TSU Avon Williams Campus. Other times as needed by appointment. **Please make appointments in advance whenever possible, to assist in planning and make the best use of your time. I will make every effort to work with you. Please do not hesitate to contact me at any point during the semester.**

eLearn or computer account problems

Call the Help Desk 24 hours a week, 7 days a week at 615-963-7777. You may also email them at helpdesk@tnstate.edu.

Required Texts

One textbook has been ordered through the TSU Avon Williams bookstore. However, please note that many articles required for the course are published on line at the eLearn course site. This book title follows.

Wilson, James Q. *Bureaucracy: What Government Agencies Do and Why They Do It*. Basic, ISBN: 0-465-00785-6.

Library resources

You will need to conduct research using legitimate and credible sources for this course. We have an excellent learning environment available downstairs in the first floor [Avon Williams Campus library](#), with quiet spaces for study as well as a computer lab just outside the library. The public administration collections are largely housed in this library, with extensive print books and journal collections (in addition to the resources available off campus through the Library e-journal and e-book collections. The Library is open before and after class meeting times most evenings ([hours](#)). You are strongly encouraged to take advantage of these resources, as well as seeing assistance from our Embedded Librarian,

Professor VanHooser (bvanhooser@tnstate.edu). The Library catalog and links to full-text journal database ("Periodicals – Full Text Finder") are available [online](#).

Instruction Methods

Because the course relies on thorough acquaintance with the eLearn course management system, it is incumbent upon students to master its tools. All assignments will be posted using the eLearn dropbox. Therefore it is imperative that students learn how to use them. By all means I encourage you to complete the Desire2Learn Orientation offered to you. It will help you progress through the semester much quicker and learn more effectively.

Learning effectively on-line will require different skills from on campus classes. At a minimum, the competent on-line student:

- Is a self-directed learner. This means the student believes he or she is responsible for learning the course subject matter. S/he checks progress in the course, attends to deadlines, takes initiative to remedy deficiencies, misunderstandings and requests feedback from the instructor
- Is responsible for reading and understanding the syllabus and other guidelines for the class, assignments, timelines, emails, etc. The response "I didn't read the deadline/instructions/my email concerning this" is not an acceptable excuse.

The instructor will be contacting you using your mytsu address.

- Knows how to schedule and creates a study routine, pacing him or herself to complete work in a timely manner
- Checks frequently with the course homepage and offers feedback to the instructor as needed
- Submits assignments on time
- Reviews course material routinely
- Takes notes and can summarize a discussion
- Is well prepared for discussions, speaks informatively, and expresses points relevant to the discussion.

For further information, please consult

http://www.clt.odu.edu/oso/index.php?src=lo_effective

Please note: If for any reason you find that the server is not functioning or the drop box is not receptive, make sure you email the assignment to me at anicho10@tnstate.edu to avoid rejection of the assignment due to lateness. Because such events can occur at any time it is advisable to post early to avoid penalties.

How to prevent getting locked out of eLearn

Password issues are the most common issue people encounter. Go to www.tnstate.edu/password and follow the instructions to set up your profile ASAP – you have to do that ahead of time, not wait till you are locked out. Since I am providing you with this information at the beginning of the semester, I do not expect to hear that being “locked out” is a reason for missing quizzes or assignment due dates. You set up security questions (just like you would do with an online bank or other secure account). Then when you experience a lock-out, you can go to this page and unlock your account. If that doesn’t help, the Help Desk phone number you should use is at all times is 615-963-7777. You can also try emailing helpdesk@tnstate.edu for assistance, but try phoning first.

Course policies

Grading

Submitting work on time

Assignments are due to the appropriate eLearn dropbox by 11:59PM on the due date, with the exception of the final exam for which the due date/time are indicated in the course schedule. Remember that if the www.tnstate.edu website is down, you should try to access eLearn directly at <https://elearn.tnstate.edu/>. If you are unable to submit to eLearn, you must submit your discussion posts or other assignment BY EMAIL TO YOUR INSTRUCTOR BY THE DUE DATE/TIME. Plan so that last-minute computer issues do not derail your submission of assignments on time.

I reserve the right not to accept late work for a grade. All deadlines are announced in advance to allow you to plan for completion. Late work may be assessed a substantial penalty or receive a zero depending on the reason and degree of lateness. The value I emphasize in making decisions about late work is equity, which includes weighing the efforts of students who also had demands on their time, but submitted work on time nonetheless. Most of the students in our program work full-time, and many have family commitments. Forgetting a deadline or not planning well to allow completion of work, given other demands on your time, is not a sufficient reason for not submitting an assignment on time. Job expectations and non-emergency family events are also time commitments you should seek to plan around, not appeal to at the last minute as an excuse. Hybrid courses offer students some desired flexibility in terms of not having as many on-ground sessions – but the format requires careful time management, self-motivation and attention to deadlines.

Course elements and weights in course grade

Assignment

Percentage of the grade

Assignments (short answer-questions and quizzes).

6 assignments. Lowest grade will be dropped.	30
Proposal on Intersectoral Management	
Draft	10
Final deliverable	20
Discussions. 6 discussions. Lowest grade will be dropped.	25
Final Exam	15

Assignments: you will have writing activities to complete related to the module readings and learning objectives. There are two types: short-answer questions and quices. The course schedule indicates which one is due for each module.

Short-answer questions: are graded on a 100-point scale. Open ended questions related to the readings, key concepts, and learning objectives. Please remember, answer the questions *in your own words*. *Do not rely on quotations from the readings*. **If text from any readings are incorporated into any question's answer, that answer will be awarded zero points.** Written assignments should be submitted as one document in the eLearn drop box by the stated deadline. Please submit using Word software only.

Quices: are graded on a 100-point scale. Multiple choice/ true or false statements. The quizzes for the class will be based on reading assignments to date.

Proposal on Intersectoral Management: Since the Reagan Administration governance has more frequently called on the services of businesses and non-profits delivering government services. It is consequently incumbent on the public administrator to be knowledgeable about these sectors and conduct themselves competently as managers across sectors. For this exercise we will focus on the non-profit sector, those organizations with which government often contracts but which are not subject to the direct funding or civil service constraints of government entities. Public administrators are frequently charged with initiating, managing and monitoring contracts, negotiating with and reporting on and evaluating the deliverables of these entities as well as building ties with these entities. The question we must address is:

What strategies and tactics do public managers need to know to work with these agencies?

This assignment asks you to research the literature on managing with non-profits and businesses to answer that summary question.

In order to properly identify the strategies and tactics, please make sure you answer the following questions:

1. Compare the general descriptors or characteristics of public organizations with those of non-profit and business. In particular emphasize the mission identity, goal setting and resourcing for each.

2. Explain what these contextual differences mean for the managers working within each. Specifically, what drives the public manager, the non-profit manager and the business manager to succeed in their respective organizations?

3. Provide a list of skills helpful to those charged with working with business and non-profit entities. What does the novice entering government need to know?

You will briefly describe a specific case of a public organization working in collaboration with a non-profit organization. You can identify relevant examples in the news; you are also encouraged to describe an example that you are familiar with based on your professional experience.

As a start, the following academic articles are available on eLearn:

Public-Nonprofit Partnership: Realizing the New Public Service by Jennifer Alexander & Renee Nank.

The Evolving Relationship between Public and Nonprofit Sector Human Service Organizations: From Contractual to Partnership by Sara Schwartz & Michael Austin.

Deliverable 1: A 400 – 500 word draft. The draft will include:

- A. Preliminary list of descriptors that you will use in your comparison (question 1).
- B. Preliminary list of skills helpful to those charged with working with business and non-profit entities (question 3).
- C. Brief description of the case you will use for your analysis. Make sure to summarize key aspects of the case and the challenges that public administrators face. Explain how do skills identified in letter B. relate to the case.

The draft will be graded (see course schedule for due date; see syllabus for weight in course grade). The more well thought-out your draft, the smoother the development of the subsequent analysis will be. You must do some initial research to prepare the draft, not just come up with something “off the top of your head,” because to earn a good grade your draft must seem both logical and feasible to me. Since you will be doing some preliminary research, it is likely you will be citing a small number of sources in your draft. If so please include a references section (it will not count against the word limit). Use author-date format for in-text citation and APA format for references.

The draft will be evaluated as follows: 100 points total; 30% - writing quality; 30% - evidence that initial basic research was conducted to assess feasibility and appropriateness; 40% - appropriateness of the idea for the course and assignment.

Deliverable 2: Proposal.

This paper should consist of 4 to 5 pages, of 12-pt. text, single-spaced, 1” margins, with headings and subheadings. Required sections: As you develop your case analysis, be alert throughout for opportunities to link to ideas and information from the course readings. The proposal will include:

- A. ABSTRACT - 250 words total summarizing your proposal and relation to the case.
- B. Organizational analysis- In this section you will answer questions 1-3. Remember: the goal of this assignment is to propose strategies and tactics that public managers need to work with non-profit organizations. Make sure that your answers to questions 1-3 are connected to your proposal
- C. Describe your proposal: strategies and tactics that public managers need to work with non-profit organizations. Please make sure to explain the strategies and tactics you are proposing. It is not enough to list them.
- D. Case. Provide information on the case you will analyze.
- E. Analysis and conclusions: How does your proposal apply to the case? How do these strategies and tactics allow public managers to perform effectively and with strong accountability?
- F. References (they will not count against the word limit). Here you include the bibliographic data for literature cited in APA format; you must also use APA-style author-date citations throughout the text. You must have at least 6 references. Texts from the class may be used as references but make sure you include at least 2 references that are not part of our syllabus.

Remember you have access to our embedded librarian, Ms. Barbara VanHooser (bvanhooser in eLearn email) who can assist you with search strategies, issues with off-campus access to online journals, etc. She is very kind and can help you with anything pertaining to library research; however, questions on case analysis content and format should be directed to me. Also, remember that the Avon Williams Campus library is open in the evenings at hours convenient for working students.

Discussions: I believe that subject matter is best learned when examined, critiqued and analyzed. Discussions are one method of accomplishing this. A variety of discussions will be scheduled during the term. We will meet in the classroom to discuss a prompt that I will post via eLearn before our in-classroom session. The goal of this prompt is to provoke thinking through the class material in a critical way so you decide if you agree or disagree with the prompt. In classroom discussions are a scenario for cooperative action so the students have the opportunity to develop arguments together that then they will use to write a short memo (500-600 words) in response of the prompt (see due dates on eLearn).

Discussion memos will be graded as follows: 100 points total; 40% - class attendance and participation (based on class readings). 30% - writing quality. Does the memo communicate clearly a position with regard to the prompt? Agree or disagree. Are the arguments clear? 30%- Appropriateness of the idea for the course and assignment.

Final exam: At the end of the semester during finals week, on the evening indicated on course schedule, you will take a final essay exam. This cumulative exam will be based on the learning objectives throughout the course. Students will have 3 hours available to take the final exam; it is written to take a well-prepared student about an hour and a half. Your work on the exam must be individual; consulting others during the exam is considered academic dishonesty and will be handled as such.

Every course assignment or assessment will be graded out of 100 points.

Scale (text descriptions adapted from TSU Catalog)

- A: 90% - 100% - Excellent: work of exceptional quality which indicates the highest level of attainment on an assignment.
- B: 80% - 89% - Good: work above average which indicates a high level of achievement.
- C: 70% - 79% - Work of average quality representing substantial fulfillment of the minimum essentials of an assignment.
- D: 69% - 60% - Poor: representing passing work but below the standards of graduation quality. Some minimum essentials not completed.
- F: 59% and below - Failure: representing unacceptable performance on an assignment. Few to no minimum essentials completed. May be assigned for plagiarism or academic dishonesty by the instructor (for an assignment or the course; see TSU Catalog, *Academic and Classroom Conduct*).

Provisions for extra credit: Any extra credit opportunities are available to all students; please note that no make-ups will be offered for extra credit and I do not make special provisions for individual students to receive extra credit.

A total of up to 1 percentage point total on the final grade is available:

- **1 percentage point on the final grade:** 0.5 point for turning in your University course evaluation in myTSU (Banner Services link; Fall/Spring) and 0.5 point for turning in the Department End-of-Course Survey receipt (Fall/Spring/Summer) by the date announced in class to the appropriate eLearn dropboxes. Receipts do not show the instructor how you answered items on the surveys, only that you completed them on a given date and time.

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 an exam without prior arrangement.** 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. This is much preferable to missing the exam without notifying me. The make-up exam may differ from the regular exam. **In particular, since this is an online course, please reserve the evening of the final exam shown in the course schedule on your calendar at the beginning of the semester.** If you are taking other courses, check to ensure there is not a time conflict with your final in those courses. If so, contact me immediately and alternate arrangements will be made to allow you to take both exams.

Syllabus and course schedule

I reserve the right to adjust this syllabus and topic pacing as the semester proceeds based on class progress and development, with notice to students. The course schedule is at the end of this syllabus. You are responsible for keeping up with assignments, readings, and due dates. Any substantive changes will be announced in our eLearn course homepage News area. Enable notifications in eLearn so that you receive an email or text when an update is posted there (click on your profile icon in the upper right corner of the eLearn window, you will see an option for Notifications settings).

Accommodation and accessibility

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. 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.

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 will receive a course grade based on what you completed plus zeros for the course elements you did not complete. This often results in an F. 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 very late in the semester.

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 online, so that a learning environment is maintained for all. 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.

Academic honesty and plagiarism

I will follow University procedures in dealing with any instances of plagiarism, cheating, and other types of academic dishonesty in this course (see TSU Student Handbook and Graduate Catalog). You should be aware that penalties can range from a lowered grade on an assignment from what it otherwise would have been, to no credit for an assignment, and on, up to dismissal from the program. My actions regarding plagiarism will depend on the severity of the individual case. 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.

I expect that you have read carefully and understood all resources I provide to you here and in eLearn regarding avoidance of plagiarism, including the [Statement of Academic Responsibility for Written Work](#) 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, as well as for “papers.”

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 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. Also note that ethics is listed first among the core values of our MPA program in the mission (below), and that you are being prepared to “promote trust and public value.” Plagiarism, even unintentional, and academic dishonesty are inconsistent with these statements.

Students are strongly advised to visit the following website and familiarize themselves with the content and resources relating to academic integrity and plagiarism, which is available on this website (<http://www.plagiarism.org/>). Acts of plagiarism warrant special mention. Students are especially warned against:

- 1) Copying the work of others on tests or assignments;
- 2) Copying without quotation marks and appropriate documentation from original sources;
- 3) Paraphrasing factors or ideas of an author without appropriate citation.

When in doubt, CITE!

Ethics and professional preparation

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. The ASPA code of ethics is an excellent place to start.

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

[MPA Program Mission](#), including values statement

The MPA program of the College of Public Service at Tennessee State University prepares individuals for professional public, nonprofit, and healthcare sector careers. The program develops leaders and managers to promote trust and public value in the community.

- We educate by providing the key knowledge, skills and abilities our students require to serve in diverse public, nonprofit and healthcare settings.
- We work by conducting research and service activities supportive of these educational and instructional purposes which emphasize analytical thinking, problem solving and decision making and;
- We serve a diverse and ever-changing public, nonprofit and healthcare environment as a source of consultation with knowledge of public policy & public management issues to the community.

Through these endeavors, we create value with the community, our community partners, students and University by bringing expertise to bear in real organizational settings. In carrying out each of these core activities, we seek to reflect and instill distinctive public service values of: Ethics, Equity, Responsiveness, Diversity, Cultural Competency, Efficiency and Transparency.

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](#), [healthcare administration and planning](#), and

[nonprofit management](#). 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. 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. Courses completed more than six years previous cannot be counted towards MPA completion. Certificate completion must take place within three calendar years. Program of study for the MPA degree should be completed when the student has completed 9 but no more than 15 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 as soon as the second semester of certificate coursework begins (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.

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. Technical issues with the departmental survey may be reported to Dr. Streams at 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.

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 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 McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, www.tnstate.edu/equity.

Useful links (current as of 8/17/2018)

- 1) IF you don’t know your T-Number and/or username: www.tnstate.edu/tnumber
Enter your personal details and it gives you your username and T-Number
- 2) IF you have your username and T-Number, but don’t know your initial password assigned by the system for myTSU/eLearn/Network:

If you've never altered your myTSU password, your initial myTSU password is based upon your T-Number:

"T" (upper case) + the first 5 digits of your T# + "tsu" (lower case)

Example:

If your T-Number is T12345678

...then, your password is T12345tsu

- 3) IF you need to reset/change your password at any time, or unlock your account if you get a "locked out" message: www.tnstate.edu/password
All new students should change their temporary initial password to a "real" password as soon as possible. All students must set up their profile in the password self-service system BEFORE they get locked out. It is easy to do this (making up one's security questions, like you would do for online banking for example). Many of our students never need to log onto a campus computer, or only very rarely – so they will not receive warning messages that they are running out of time till password expiration till BOOM, locked out! Usually when something is due :) As long as you have set up the profile once ahead of time, no problem – the account can be unlocked and password reset can be completed in most cases at www.tnstate.edu/password without needing to contact the help desk.
- 4) IF you need to access your student email to set up forwarding, or to get your free Office software:
Your student email address takes the form username@my.tnstate.edu (for username, see (1) above). New students must change their temporary initial password to a new password BEFORE logging into [Office 365 Live student email](mailto:my.tnstate.edu) (my.tnstate.edu) email (see (3) above). All students do need to go into Office 365 mail at least one time to set up email forwarding to an address they will actually check; [here's instructions for setting up Office 365 email forwarding](#). The Bursar, Registrar, and other University announcements will come to your student email, so you may miss vital information if you do not make sure you are getting those messages either through Office 365 directly or by setting up email forwarding. Office 365 has a LOT of great stuff in it for students besides email, including access to Office applications like Word and Excel – it really is worth checking out. *Once the temporary initial password is changed to a "real" password, the same username/password combination will work for ALL services: myTSU; eLearn; network/domain on campus; and student email at Office 365.*
- 5) IF you need to check registration, add/drop, unofficial transcript, programs admitted to, etc.: FIRST login to <http://mytsu.tnstate.edu/>, THEN click the Banner Services link under "Student Applications".
In summary, myTSU is the portal landing page with many different links and types of information on it, *Banner Services* is a link on the myTSU portal landing page where many essential student account and records tasks are carried out.
- 6) IF you need help figuring out how to register for courses and commit to attend (Confirmation of Registration): www.tnstate.edu/records/registration.aspx
After registering for courses, you must also make sure to do the last step on this page, *Confirmation of Registration*. This step is how you are *committing that you will attend* and is

very important for financial aid. Just adding classes to your schedule during class registration does not automatically do this step for you! Not confirming registration in this way can lead to schedule and/or financial aid problems.

- 7) New resource portal for students to provide useful information on various aspects of communication: <http://bit.ly/mpacommunication>

Academic Calendar

Key dates are found on the TSU Academic Calendar: for the most detailed and up-to-date calendar visit http://www.tnstate.edu/academic_affairs/documents/AcademicCalendar.pdf. Note that individuals completing a degree (not solely a certificate) must arrange with the instructor to complete all coursework early – notify the instructor ASAP at the beginning of the semester if this applies to you. This rule is University policy whether you intend to “walk” at graduation or not.

- Aug 20 Classes begin
- Aug 20- Aug 24 Late registration/Schedule Adjustment
- Aug 31 Campus Wide Assembly – First Year Students 9:00 am – Kean Hall
- Sept 3 Holiday-Labor Day
- Sept 17 Recognition of Constitution Day
- Sept 23-29 Student Study Week – No Activities Scheduled
- Oct 1-6 Mid-term Examination Week-all classes meet as scheduled
- Oct. 14-20 Homecoming Oct 16 Founders Day (9:00 a.m. – Kean Hall)
- **Oct 12 Last day to withdraw from a course and/or the University**
- Oct 29 – Jan 25 Registration for Spring 2019
- Nov 12 Veterans’ Day (Nov. 11 – Observed on Nov. 12)
- Nov 19-24 Fall Break/Thanksgiving Holiday- No Classes
- Nov 26-30 Student Study Week – No Activities Scheduled
- **Nov 30 Last day of class**
- **Dec 3-7 Final examinations**
- Dec 8 Commencement – Gentry Complex
- Dec 10 Faculty must have posted all grades via “MyTSU”
- Dec 24 – Jan 2 Holiday Break – University Closed

Date due	Topic	Task/Assignment
Week 1. August 20-24	Introductions. Class methodology.	Review syllabus and material on eLearn In classroom: August 23rd
Module 1. Introduction: what is the nature of bureaucratic politics?		
Week 2. August 27-31	<ul style="list-style-type: none"> Politics involve (public) organizations Politics involve policy Politics involve governments – and other – institutions 	Wilson, chapter 1 Ripley/Franklin, ch. 1 Assignment 1 (quiz). Due September 2 nd .
Module 2. The (political) lay of the land		
Week 3. September 4-7	The Constitution, Federalism, and the Republic <ul style="list-style-type: none"> The Constitutional Context of U.S. Public Administration A Structural Overview of the U.S. Federal Government State Government Structure and Federal-State Issues in the U.S. Issues in City-State Relations in the U.S 	Rosenbloom, ch. 2 Kemp, chapters 26-27 Kemp, chs. 22-23 Kemp, ch. 24 In classroom: Discussion 1. September 6. Memo due Sept 10.
Week 4. September 10-14	The Institutional Context for Federal Public Agencies <ul style="list-style-type: none"> Congress The Courts Presidents 	Wilson, ch. 13 Wilson, ch. 15 Wilson, ch. 14 Assignment 2. Due September 16 th .
Week 5. September 17-21	Interests and Interest Groups	Wilson, chs. 2-3 and 5 Peters, ch. 5 (*) In classroom: Discussion 2. September 20. Memo due Sept 24.
Week 6. September 24-28	Public Agencies, Their Nature, and Institutional Context <ul style="list-style-type: none"> Agencies and government structure 	Seidman, ch. 10 Fesler, ch. 5 and 10 Wilson, ch. 6 Seidman, ch. 8 (*)

		Assignment 3. Due Sept. 30 th .
Module 3. Who works in public bureaucracies?		
Week 7. October 1-5	<ul style="list-style-type: none"> • Key actors: the bureaucrats • What Influence do Beliefs Have on Bureaucrats? • Compliance • Constraints 	Ripley/Franklin, chs. 2-3 Wilson, ch. 4 Wilson, ch. 9 Wilson, ch. 7 In classroom: Discussion 3. October 4. Memo due Oct 8
Module 4. What do bureaucrats and bureaus do?		
Week 8. October 8-12	Types of Agencies and Compliance Issues Gamesmanship and the Nature of Bureaucratic Politics Strategies	Wilson, ch. 9 Downs, ch. 9 Peters, ch. 6 Wilson, ch. 11 Assignment 4. Due October 14 th .
Week 9. October 15-19	Types of Public Policies and Their Structural Relationships <ul style="list-style-type: none"> • Distributive Policy • Protective Regulatory • Redistributive Policy 	Ripley/Franklin chs. 4-6 DRAFT PROPOSAL due October 21
Week 10. October 22-26	The Rule-Making Process	Wilson, ch. 18 Rosenbloom. Administrative Rule-making (PDF) In classroom: Discussion 4. October 25. Memo due Oct 29
Week 11. October 29 – November 2	The Rule-Making Process (continued)	Kerwin, chapters 1-2 Assignment 5. Due November 4 th .

Module 5. Who controls bureaucracies and why?		
Week 12. November 5-9	Oversight of Rule-Making	Kerwin, ch. 6 Fesler/Kettl, ch. 11 In classroom: Discussion 5. November 8. Memo due Nov 12.
Week 13 November 12-16	Legislative and judicial oversight	Wilson, ch. 15 and 17 Fesler, ch. 12 Assignment 6. Due November 18 th .
Week 14 November 26-30	Administrative Accountability and Reform	Fesler/Kettl, ch. 13 Peters, chs. 8-9 In classroom: November 29. Discussion 6. Memo due in class https://youtu.be/SjUfN2EpFg Proposal due November 30 th
	Final exam	December 6.