

PADM 7230 | Doctoral Seminar in Public Budgeting and Finance

Streams - Spring 2020

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

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Description

3 credits. A core course in the curriculum for the Ph.D. in Public Administration. Prerequisite is successful completion of a masters' level course in public budgeting and finance. A previous methods course covering basic research statistics including regression is beneficial.

This course is intended to provide grounding in the theoretical and empirical literature of public budgeting. Important early works are complemented by more recent contributions in key topic areas. To cover topics in some depth precludes covering the entire range of the field, but students will be prepared to explore other areas of interest in future work. This course offers doctoral students the opportunity to develop a core understanding of covered areas of literature in the field and the experience necessary to continue to examine new research in this area from a critical perspective. After preparing a literature review, students will develop their own related research idea with hypotheses grounded in the literature and propose a strategy for investigating it: this serves as practice for the dissertation process and may lead to a conference paper. Experience analyzing, discussing and writing about this literature will also contribute to scholarly formation by building skills necessary to teach and participate in conferences.

Instructor

Meg Streams, Ph.D., Associate Professor, Department of Public Administration


email. mstreams@tnstate.edu (do not use eLearn email, please)

office hours. SPRING 2020: Wednesday 2:00 – 4 pm and Thursday 2:00 – 4 pm and by appointment. No office hours on Weds. 1/22/2020 due to meeting. From time to time because of meetings, I have to reschedule or adjust office hours; if so I will post on the News area of the course home page. Please make appointments via email 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 by other means if we cannot meet in person, so 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.

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.

Objectives

By the end of the course, students will... (related assessments follow in parentheses)

1. Be versed in the literature of key topic areas of budgetary and fiscal theory and empirical applications. (Readings, Class Discussions, Presentations, Papers)
2. Know how to break down a scholarly article for presentation and critique. (Presentations)
3. Gain practice in presenting and writing academic work with a depth and manner appropriate for the doctoral level. (Presentations, Papers)
4. Understand how to prepare to ask questions and engage confidently in discussion in a scholarly seminar setting, such as at a conference. (Class Discussions, Presentations)
5. Have stronger academic research and writing skills based on stepwise preparation of a literature review and project proposal, or two literature reviews. (Papers)

Textbooks

Required

Total approx. \$30 - \$100 as of 11/21/2019 depending on your preferences for electronic vs. hard copies, used vs. new, and source.

Buchanan, J. M., & Musgrave, R. A. (1999). *Public finance and public choice: two contrasting visions of the state*. Cambridge, Mass.: MIT Press. ISBN 978-0262024624 or Kindle/ebook edition ASIN B002S0OBR8 (USED print copy avail. online at Amazon starting at \$2.64 and up; Kindle edition ~\$40; Bookstore used print copy \$31.50).

Garland, D. (2016). *The welfare state : a very short introduction* (First ed.). Oxford, United Kingdom: Oxford University Press. ISBN-13: 978-0199672660 ISBN-10: 0199672660 (print copy avail. online for \$5-\$10; Kindle edition ~\$6; Bookstore used print copy \$9)

Dixit, A. K. (2014). *Microeconomics : a very short introduction* (First ed.). Oxford: Oxford University Press. ISBN-13: 9780199689378 (print copy avail. online for \$5-\$10; Kindle edition ~\$6; Bookstore used print copy \$9)

Smith, S. (2015). *Taxation : a very short introduction*. Oxford: Oxford University Press. ISBN-13: 978-0199683697 (print copy avail. online for \$5-\$10; Kindle edition ~\$6; Bookstore used print copy \$9)

Recommended

Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Los Angeles, CA: SAGE. ISBN 9781452257884 or Kindle/ebook edition ASIN B00HFGUDK

Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students : Essential Tasks and Skills* (3rd ed.). Ann Arbor: The University of Michigan Press. ISBN-13: 978-0472034758

ISBN-10: 0472034758 or other edition

Graff, G., & Birkenstein, C. (2014). *"They say / I say" : the Moves that Matter in Academic Writing* (3rd ed.). New York: W. W. Norton & Company. (or an earlier edition) ISBN-13: 978-0393617436 ISBN-10: 0393617432

Most required readings for the course will be from the primary literature (reading list to be distributed in class). The following "background" books may serve as useful references for specific topics. I encourage you strongly to purchase a

copy of these books to have to refer to during the semester and in preparation for the comprehensive exam, and to retain for your professional library. You do not have to have the latest editions, so used copies can generally be found rather cheaply.

Please understand that I will NOT be lecturing from these texts; they are suggestions of references you may want to have available for study during the course and when you prepare for preliminary or comprehensive exams. If you have not taken the MPA prerequisite to this course (PADM 6230), it is especially incumbent on you to have references available for self-study to catch up as needed – I do not re-teach the prerequisite during PADM 7230, and PADM 7230 is not a “lecture” class: it is a doctoral-level seminar, which means you will be doing most of the talking.

Suggested “background books”

Rubin, I.S. 2005. The Politics of Public Budgeting: Getting and Spending, Borrowing and Balancing.

Wildavsky, A. and N. Caiden. 2003. The New Politics of the Budgetary Process (5th ed.). For this one you don’t want an older edition or it gets even more out of date.

Mikesell, J. 2006 or other edition. Fiscal Administration. Those who took 6230 probably already have this book.

Finkler, S.A. 2004 or other edition. Financial Management for Public, Health and Not-for-Profit Organizations.

An upper-level undergraduate or beginning graduate-level microeconomics text.

Library and other communication 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](#)). The Library catalog and links to full-text journal database (“Periodicals – Full Text Finder”) are available [online](#).



Learn about what a credible resource is using links at our [MPA Communications Resources page](#) (bit.ly/mpacommunication).



Watch a [YouTube video](#) of Drs. Campbell and Streams discussing the importance of effective argument construction, as well as how to effectively use resources.

Instruction methods



The primary methods of instruction will be discussion and presentations in class; student reading of texts, student writing, and analysis. Materials for this class will be posted on the **TSU eLearn** page for this course (<https://elearn.tnstate.edu/>). Also check the site for course announcements. Note that the eLearn server is distinct from the tnstate.edu server: so even if www.tnstate.edu is down, you should try to access eLearn using the address above directly. As this is a doctoral seminar, most of the talking in class should be by the students in the course presenting and discussing assigned material.

Note: Quizzes are primarily focused on the modules indicated in the course schedule for each, but some content from past modules may appear particularly “sticking points” that were problems for multiple people. Quizzes are open-notes, but not “open book” or open-article. Printouts of any powerpoints or handouts count as notes, but not any assigned readings, books, or non-course printouts. The final exam is NOT open-notes.

Academic Calendar



Key dates are found on the TSU Academic Calendar: for the most detailed and up-to-date calendar including observances of special days please visit http://www.tnstate.edu/academic_programs/academic_calendar.aspx.

- Jan 13 Classes Begin
- Jan 13-17 Late Registration/Schedule Adjustments
- Jan 20 Holiday – MLK – No Classes (Day of Service and other observances)
- Mar 2-7 Spring Break – No Classes or Office Hours
- *****Mar 20 Last day to withdraw from a course and/or the University*****
- *Mar 30 Registration for Summer 2019 begins*
- April 25 Last day of class
- April 27 – May 1 Final examinations
- May 1 (Friday) Graduate Commencement Ceremony, 5:00 p.m., Gentry Complex
- May 8 Records Office releases all posted grades via “MyTSU”

Course calendar

The calendar follows on the next page. Note that I may adjust content pacing based on class progress. Any substantive changes will be announced in eLearn in the News area on our course home page or in on-ground meetings if it affects the course schedule or quiz coverage.

NOTE: Presentation slides and handouts as well as questions from non-presenters must be posted to the relevant Discussion area in eLearn by 11:59PM on **WEDNESDAY nights**, before THURSDAY of class meeting. All written work (submitted to relevant eLearn Dropbox) is due on **SUNDAY nights**. March 20 is the last day to withdraw from classes per the Academic Calendar for 2020 Spring. **Current copy of readings and presentation schedule available online:** [COURSE SCHEDULE AND READINGS/PRESENTATION LISTS](#)

DATE	MODULE	TOPIC	DUE (in addition to all assigned readings)
1/16/2020	0	Intro to course	
1/23/2020	0, 1	Intro to course, continued, and Public choice/public finance theory	→ sign up for presentations IN CLASS (through spring break); Writing activity due by 11:59pm SUNDAY 1/26/2020
1/30/2020	2	Budget process theory I	presentations on Module 2 M1 “Quiz” (Follow-up to Writing activity) due by 11:59pm SUNDAY 2/1/2020
2/6/2020	3	Budget process theory II	1 pg. topic statement for lit review due by 11:59pm SUNDAY 2/9; presentations on Module 3
2/13/2020	4	Budgets and fiscal policy	Presentations on Module 4
2/20/2020		Catch-up as needed, individual meetings re: lit review progress	reading quiz 2 in class (Modules 2, 3, 4); also be ready to discuss your progress on the lit review, bring any questions about it
2/27/2020	5	Courts and budgets	Presentations on Module 5; → sign up for remaining presentations
3/5/2020	NO CLASS - SPRING BREAK		Literature review due by 11:59pm SUNDAY 3/8
3/12/2020	6	Budget accountability and performance measures	presentations on Module 6
3/19/2020		ONLINE ONLY – QUIZ in ELEARN	reading quiz 3 in class (Modules 5, 6)
3/26/2020	7	State budget issues I: institutions	Presentations on Module 7
4/2/2020	8	State budget issues II: actors, risk and stabilization	reading quiz 4 in class (Modules 7, 8); presentations on Module 8
4/9/2020	9	Taxation issues	Presentations on Module 9
4/16/2020	10	Policy applications	Presentations on Module 10 Final Paper due by 11:59pm SUNDAY 4/19
4/23/2020	11	State/local debt finance and muni bond market	Presentations on Module 11; come prepared to talk informally about your topic and proposed project
4/30/2020		FINAL EXAM (cumulative)	5:30pm - 8:20 pm, our usual classroom; includes “quiz” section on Modules 9, 10 & 11 PLUS cumulative section

Course policies

Submitting work on time

Assignments are due to the appropriate eLearn dropbox by 11:59PM on the due date. 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 and/or other assignment BY EMAIL TO mstreams@tnstate.edu 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 circumstances and degree of lateness. **It is essential that you turn in what you have done by the due date and time, even if not complete;** for instance, if you have nothing done on an assignment you have known about for a month, that will be handled differently than if you had it mostly done, turned in what you had and submit the complete version the next day.

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 additional family and voluntary service 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.

Grading

Every course assignment or assessment will be graded out of 100 points, then weighted as shown below.

	Percent of grade
Writing Activity (Public Finance/Public Choice)	5%
Presentations	10%
Reading quizzes (4 total, lowest grade drops so 3 X 8.33% each)	25%
Lit Review	15%
Proposal or 2 nd Lit Review (different topic)	20%
Final Exam	25%
	100%

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 not available to the rest of the class under any circumstances.

0.25% on final grade – Submission of receipt showing you completed the myTSU University course evaluation survey (to dropbox)

Quizzes and exam

Reading quizzes and a comprehensive final will be administered. Quizzes are open-notes, but NOT open-readings. The exam is fully closed-book/notes/readings (no materials may be used) and is designed to help you prepare for the type of experience you will have on the PhD prelim exam or the written portion of the PhD comprehensive exam.

Participation in class discussions

Most often we will cover the relevant readings for a class session through a seminar-style discussion including several students' presentation on selected key articles (as described below). The presenting students will then facilitate a discussion on the background, theory, method, and implications of the work. Students who are not presenting that week are expected to have read the articles closely in advance and to engage actively in this discussion. To encourage and focus your preparation, in those weeks in which you are not presenting, you are expected to formulate thoughtful questions relating to the week's readings. See the presentation guideline for more information on this. The goal is not that you know the answer already, but that you have considered the readings carefully enough to come up with questions that are relevant and interesting.

These presentation, discussion facilitation, and question preparation activities not only prepare you for a future teaching role, but also for your roles at academic conferences. As scholars you will be expected to present, serve as discussants, and further the work of other presenters by asking questions and exchanging ideas: this course should help you to develop a comfort level with these tasks.

Presentations

Multiple times during the semester (number to be determined, depending on the size of the class), you will prepare a presentation based on a key article or articles in the session's readings. Not all readings listed in the syllabus will be presented. Even if they are not covered in class, the readings should be completed to help you prepare for the final and doctoral benchmark exams. Details regarding length and method of presentation are provided in the presentation guideline.

Topic statement, literature review, and proposal

For those interested in this subfield as a possible resource for their dissertation, a key product of this course will be a proposal for a research project in the field of public budgeting and finance. We will build up to this result with several stages: first, after the first few class sessions a **one-page topic statement** will be due (ungraded but required for class participation). Look ahead through the readings to get ideas of literature threads that are interesting to you, or that you can see relating to your policy area of interest. You will receive feedback on your topic and guidance on refining it if needed. Second, about mid-way through the semester a **literature review** will be due, generating the background necessary on your chosen topic for the development of a research proposal (at least twenty works should be cited, and the review should be synthetic rather than a catalog – see details in the guideline). Finally, on the date indicated in the schedule in this syllabus **the proposal** will be due (see the proposal guideline for details). The key goal of this project is to

demonstrate your grasp of the scholarly research process by coming to grips with a new literature, identifying a gap or fruitful new application, and proposing a sensible and theoretically justified approach for this extension – not statistical details. You do not need to carry out the actual analysis for this course. Ideally, you will have a good head start on a project to work on for a conference paper and possibly even an idea that could grow into part of a dissertation, if budgeting and public finance is your field of interest. If not, you will still have gained practice in the skills you need to go through the dissertation process in your chosen area. To share your interests and ideas with your classmates, during the last class session each student will give a brief summary of their topic and proposed project. This presentation is informal and not part of the proposal grade, it counts simply towards class participation.

For those who do not intend to focus in this subfield for their dissertation, and/or those who are at a very early stage of their doctoral studies and have not had research methods and/or statistics yet, it is permissible to do a second literature review on a different public finance topic for the second paper instead of a proposal.

Attendance

Attendance is expected for this course without a University-approved official excuse or an unavoidable work requirement (in which case I should be notified in advance). As a seminar-based, doctoral-level course, student presentation of material and guided discussions will be the core vehicles of instruction. Your full attendance and active contribution are necessary. I do not re-deliver class instruction or activities in office hours because you missed an on-ground session, though I will certainly address any questions you have after reviewing available materials and a classmate's notes. It is your responsibility to find out from a classmate what happened in class, and to obtain resources from them and from eLearn. I will make any handouts and assignment instructions available on the course eLearn website as applicable. I will not give out lecture notes. If an on-ground class meeting is cancelled due to inclement weather, I will contact the class with alternative activity or assignment to complete online: check e-Learn for that information.

Tardiness

Given the importance of attendance and participation, I do encourage you to come to class even if you are unavoidably late. Consistent tardiness is disruptive to other learners and to the instructor, and I reserve the right to take action should this problem arise. Since our course meets for three-hour blocks, however, I do encourage you to come even if you have missed part of the class or must leave early (if known in advance, it is a courtesy to let the instructor know via email). Parking is available and permitted in the state lot across MLK/Charlotte after 4:30pm and there is always parking available there, even if the lot right next to our building is parked up; therefore, parking is not an excuse for class tardiness or absence. If you are uncomfortable walking back to that parking lot after class, please just let me know and I will make sure you are accompanied.

Additional policies

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 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, including 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.

Quality of written work

As students and as scholars in training, I expect you to adhere to the highest standards 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]. You should be aware that penalties for plagiarism (intentional or unintentional) and academic dishonesty 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 written assignments including memos and 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 (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.

Ethics and professional preparation

The focus of this course is on concepts and practice related to scholarship of 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.

- [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.

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 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). 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.

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.** 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.

Useful links (current as of 8/15/2019)

- 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. These are the key pieces of information you need to log into your account the first time so you can reset your default temporary password and get access to all TSU systems for students.

- 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

You can read these instructions and more about computer accounts at TSU at this [CIT web page](#). Log into myTSU.tnstate.edu the first time using your username and this initial default password and you will be prompted to change your password to a "real" one; there are the usual kinds of conditions regarding the nature of that password. Once you do that you have your credentials for myTSU, eLearn, and your student Office365 account including student email.

- 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

NOTE: a new password management system was initiated for Fall 2019. So even if you set up your old security questions for password self-management, you need to go into this new system and do it again. The link to the new system is active at the link above (it's highlighted in yellow).

All new students should change their temporary initial password to a "real" password as soon as possible (you should be prompted to do this when you first log into myTSU.tnstate.edu with the temporary password described above). Going forward from that point, though, 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](#) (my.tnstate.edu) email (see (3) above). This is a good email system and many students do choose to use it for the duration of their studies. Others don't want to worry about another email system: but, *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, and often it is the only email address for you that faculty have access to, 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 free access to the latest version of 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 <https://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) Keep in mind you need to "confirm enrollment."

After registering for courses in myTSU, you must also make sure to complete one last step, *Confirmation of Registration* in the Student Account area. 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 and enrollment in this way can lead to schedule and/or financial aid problems.