In order to take this course, you must:
• Have regular access to a computer and broadband Internet access.
• Have a familiarity with the Blackboard course management system.
• Have the ability and permission to install plug-ins (e.g. Adobe Reader or Flash) and software.
• Have the ability to download and save files and documents to a computer.
• Have the ability to create, save, open and edit Microsoft Office files and documents (.doc, .docx, .ppt, .pptx, .xls, .xlsx, etc.). Students have free access to Microsoft Office: https://iol.tamucc.edu/Office-365.html

Student Learning Outcomes:
This course is designed to assist you in mastering specific competencies identified by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

To complete the MPA program at TAMUCC students will demonstrate the ability to:

1. Lead and manage in public governance by utilizing different theories and decision tools to identify and analyze management and public sector problems.
2. Participate in and contribute to the policy process by successfully analyzing policy alternatives and use policy models, instruments and management tools to address social problems.
3. Analyze, synthesize, think critically, solve problems and make decisions by utilizing analytical tools to analyze, present, and interpret data, including appropriate design, statistical, and evaluative techniques for both organizational decision-making and policy decisions.
4. Articulate and apply a public service perspective to administrative and policy decisions and actions by engaging public service principles that include inclusiveness; shared power and responsibility; public deliberation; accountability; aspiring to do the “right” thing rather than just do things right; respect and appreciation for diverse values and perspectives; wise stewardship of public resources, and an appreciation for lifelong learning.
5. Communicate and interact productively with a diverse and changing workforce and citizenry by effectively communicating issues to a diverse set of stakeholders, in a manner that is accurate, clear, and concise, while also being tailored to varied audiences.

Course Requirements: Students may earn a total of 1000 possible points throughout the course by completing the following assessments.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Due Date</th>
<th>Possible Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation Events</td>
<td>On-going</td>
<td>200 pts total (10-20 pts each)</td>
</tr>
<tr>
<td>Research Certification &amp; Resume</td>
<td>2/10/2020</td>
<td>100</td>
</tr>
<tr>
<td>Midterm</td>
<td>3/16/2020</td>
<td>100</td>
</tr>
<tr>
<td>Reflection Portfolio</td>
<td>On-going</td>
<td>200</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>5/11/2020 (final submission)</td>
<td>400</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

Grading Scale:
A 90-100%  895-1000 points
B 80-89%   795-894 points
C 70-79%   695-794 points
D 60-69%   595-694 points
F 59% and below  594 and below
All assignments must be turned in using the appropriate Backboard assignment portal. Acceptance of late hand-ins or postings is at the sole discretion of the instructor. Points will be deducted for late hand-ins.

Note: This syllabus is subject to change. Students will be notified of any changes via e-mail and the most recent edition of this course syllabus will be posted on the course Blackboard site.

Class Participation Events [200 pts—20%] This course is considered a hybrid class. We will have numerous discussions of the readings on-line via the course Discussion Board, but also will hold in-class meeting throughout the semester. Discussion and interaction with your classmates, both in class and online, are major components of your learning in this class. Sharing your past experiences and offering different viewpoints is the means by which we all learn. Participation in class by way of in-class appearance as well as analysis and comments of the readings is expected and the degree that you do so will determine the amount of points you earn for that class meeting.

In each of the online discussions, you are required to post ONE response to the discussion topic and respond to at least TWO student or instructor posts for each discussion topic (THREE posts minimum per discussion topic). Responses to the initial questions must be posted by THURSDAY before the final due date. Responses to subsequent student and instructor posts should be posted by SUNDAY, the marked due date. The quality of your posts and responses will be evaluated to determine your discussion grade (10 points possible per discussion topic).

Discussion posts and responses should be thorough, critical, and well written. Make sure to provide complete references (in APA) for authors you cite in the body of your response, including the textbook. When you use a direct quote, paraphrase or refer to a specific page or section of the textbook you must include a page number in the citation. Make sure references are correctly cited in APA, including websites. You need to provide the correct website link in APA so that it is easy for your classmates (and me) to locate. Whenever possible, apply textbook concepts to real world issues. I encourage you to provide examples and experiences from the real world; your own experiences, something you read in the news, etc. A more familiar, conversational tone is acceptable (unlike papers which require a more academic or professional tone). However, make sure to proofread your responses prior to posting. Look for spelling and grammatical errors. You are encouraged to critically examine what you read!

In class participation will be graded based on your participation in class. You cannot simply attend class and expect to earn full class participation points. In addition, points will be deducted for be violating the course policies (listed on page 5 of this syllabus document). If you are sitting in class eating or playing on snapchat, you are not actively participating, and I will make note of distracting behaviors like these and they will count as deductions towards your class participation grade. Also, in class commentary must be on topic and correct in order for it to count (positively) toward your class participation grade.

Rubrics (in PDF format) for both online and in-class discussion CPE grades are available on the course Blackboard site, under the “Rubrics” link in the blue banner to the left of the screen. I encourage you to review these rubrics in order to make sure you are prepared for both types of discussions.

Research Training and Certification and Resume [100 pts—10%] Since all students will be participating in a community improvement project to complete the Capstone Project, CITI certification is required.
Students will submit their professional resume (50 points) and complete the CITI training (50 points). Visit http://research.tamucc.edu/compliance/citi.html to access instructions to the CITI training.

**Midterm Exam [100 pts—10%]** Students will have their comprehension assessed in a midterm exam, which is worth 100 points. Details will be forthcoming.

**Reflection Portfolio [200 pts—20%]** Students will write a total of five portfolio entries reflecting on the core competencies of public administrators and discuss how their skills, knowledge, and abilities will be useful in serving the public. The first set of entries (3 entries) will be due Feb. 24th and the final set of entries (2 entries) will be due April 6th.

**Capstone Project [400 pts—40%]** Students will work on a capstone project throughout the course to help solve a public problem in local / regional government. Projects will incorporate theory building, methodological approaches, practices in civic engagement, community outreach, community improvement and policy recommendations. This project will be on-going throughout the semester and conclude at the end of the semester with a written report and presentation worth 400 points.

**Additional Paper Guidelines**

10% of the total available assignment points will be deducted per day for late papers.

**Format:** Your paper should be double-spaced, 12-pt Times New Roman or 11-pt Calibri font with 1-inch margins all around. Failure to do so will result in an email asking you to reformat it, and hand it in again. It will be marked late and lose one letter-grade. Your assignment should be submitted as a Microsoft Word document (students have free access to Microsoft Office (https://iol.tamucc.edu/Office-365.html)).

References or sources of information for papers must consist of scholarly (peer reviewed) articles or journals, government reports, or the readings for the class. On occasion assignments will necessitate agency websites, newspaper or magazine articles, but these types of sources should not constitute most of your sources. The use of Wikipedia or other Internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted.

For more information on APA style citations, access this useful guide:

https://owl.english.purdue.edu/owl/section/2/10/

**Attribution:** You must give proper attribution to another author’s work you are citing. This means that in parentheses you should place the author’s last name and the page from which you are citing at the end of the sentence. When you use a direct quote, paraphrase or refer to a specific page or section of the textbook you must include a page number in the citation. I expect quotations marks for direct quotes. Use quotes sparingly; rely mostly on your own words. Long quotations, more than two lines, should be indented 1 inch on the left and right and treated as a block quote. Excessive use of quotes will result in a reduction in points as they are not your own words and thus do not count toward your page requirements. I recommend no more than three long direct quotes per paper. Please use the APA guidelines for your works cited page. Please note the examples below for in text citations.
Quote: “Several recent studies have confirmed the idea that women are more likely to vote for women candidates than are men” (Dolan, 2004 p.14).

Non-Quote: Prior research has provided evidence to support the long-held notion that women are more likely than men to vote for women candidates (Dolan, 2004).

Grammar, Punctuation, Construction and other mistakes: I expect you to proofread your paper and I encourage you to write more than one draft.

Formal Writing: Contractions should be avoided in formal writing unless it is part of a quote.

Passive Voice: Avoid using passive voice; the subject should be performing the action.

Example of Passive: Candidate image is often considered by voters.

Revised non-passive: Voters often consider candidate image.

Writing is a process, and improvement takes time and practice. If you are receiving feedback on assignments that your work does not meet graduate-level expectations, you should make an appointment with the TAMUCC Writing Center and begin working with them to improve your writing skills. Please note that the Writing Center will not edit your work for you, they will work with you to identify your own errors. More than likely you will need multiple sessions with the Writing Center to see improvement.

Course Policies:

1. In order for us, as a class, to maturely discuss controversial issues you must respect the opinions and values held by others. Disagreement is allowed. Disrespect will not be tolerated.

2. Do not cheat or plagiarize. I will strongly enforce the University's academic misconduct policies (for more information see section on academic misconduct). Collaboration or discussion about individual assignments with other persons other than your instructor or other persons approved by your instructor is considered cheating.

3. I will regularly post information (grades, assignment information, announcements, etc) on the course website. Please check this on a regular basis. Remember that Blackboard sends emails to students’ Islander accounts. Check that account regularly. Students are responsible for forwarding their Islander email to their preferred address if they do not use their Islander email. Course email announcements are archived in Blackboard for your reference as well.

4. Technological advances have made many of our lives easier, however, it can also be an unwelcome distraction. Put your cell phones on silent or vibrate and put away all electronic devices unless you are using them for timekeeping, notetaking, or we are using them in class for another educational purpose.

5. I expect you to not act as a disruption or distraction to others in the room. Please refrain from talking that is not part of class discussions, or other disruptive behavior. If you cannot behave in a respectful manner and/or are acting as a disruption, you will be asked to leave, and you will be counted absent.

6. Students may have beverages in class; however, eating is not allowed in classroom. You are expected to dispose of your trash properly. Students who must eat due to health reasons should contact the
instructor prior to class to discuss their situation so that appropriate arrangements can be made as necessary.

7. Students **may not** make audio or video recordings of any course activity unless the student has an approved accommodation from the Office of Disability Services permitting the recording of class meetings. In such cases, the accommodation letter must be presented to the instructor in advance of any recording being done and all students in the course will be notified whenever recording will be taking place. Students who are permitted to record classes are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Distribution without permission is a violation of educational privacy law.

**Attendance:** Attendance will be taken at each physical class meeting within the first 5 minutes of class. If you come in late there is no guarantee you will be marked present for that class date. If you are late, meet with me after class and I will mark you late instead of absent. If you leave early, without permission, I will also either mark you absent or late depending on how long you attended. If you know you must leave class early or will arrive late for some pre-determined reason, please let me know before class begins (although this does not mean I will excuse your absence). It is very important that you are present and that you keep up with your reading and assignments. I will not drop any students from my roster for non-attendance.

**Nettiquette:** When you contact me via e-mail make sure to include your first, last name, and course name or number. With three separate courses, and some of you in multiple courses I teach, knowing this information will make it easier (and quicker) for me to respond to your e-mail. Every e-mail should have an appropriate subject title and should be from your Islander email account. I will not respond to emails sent from personal email accounts. If you do not get a reply after two business days (not counting weekends) then make sure you followed these basic netiquette rules before contacting me again. I will ignore unprofessional e-mails.

**Late Assignments:** I only accept late assignments with a valid university excuse, additional documentation such as a doctor’s excuse, or for a reduced assignment grade. Late submissions will be subject to a ten-percentage points deduction per day late. If an assignment is due in class, any submissions turned in after class has started are considered one day late. Class Participation Events are not subject to the same late assignment policy and will not be accepted past the activity class meeting/online deadline.

**Texas A&M University Corpus Christi Policies:**

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an ‘F’ on the assignment in question and a warning from the professor for a first offense in any courses also taught by Dr. Schuchs Carr. The second offense will result in an ‘F’ in the course a referral to the university for further disciplinary action.

Academic Honesty/Plagiarism

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on APA documentation rules is available at Purdue University's OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA. Each student will be expected to complete the CITI Plagiarism Module and upload the certificate during the first two weeks of class.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

Veterans

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Veterans can find more information online at http://vets.tamucc.edu/. Please also communicate with your instructor for assistance.

**Student Caregivers**

If you have caregiving responsibilities (e.g., parent of a child or care for elderly parents) and you anticipate scheduling difficulties, please discuss this at the beginning of the semester with the instructor to work out an appropriate strategy and keep in regular touch during the semester.

**Part-time or Full-time Employed Students**

If you anticipate scheduling conflicts or workload difficulties, please discuss your questions, concerns, and potential solutions with the instructor at the beginning of the semester and keep in regular touch during the semester.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 10th** is the last day to drop a class with an automatic grade of “W” this term. View the academic calendar for a full detailed schedule of events for the semester, if necessary.

**Grade Appeals**

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

**Inclusive Excellence:** The Master of Public Administration Program is committed to University Values as stated in the Momentum 20/20 Strategic Plan. We value inclusion, “to foster an environment of mutual respect that values and engages diverse people, ideas, views, and practices.” With the University, the Program believes “we must foster a campus climate with an ethos of respect, inclusion, empowerment, shared responsibility and social justice for all.”

**Mandatory Reporting:** Our University is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, I have an obligation to report certain issues relating
to the health and safety of campus community members. I must report to the appropriate University officials any allegation of discrimination or harassment. Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination. In addition to reporting all discrimination and harassment claims, I must report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm to yourself or others. Such reports may trigger contact from a University official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX Coordinator: Samuel Ramirez, 361-825-2765 or samuel.ramirez@tamucc.edu; or the Title IX Deputy Coordinator: Rosie Ruiz, 361-825-5826 or rosie.ruiz@tamucc.edu.

If you have been a victim of sexual assault or sexual harassment, contact:

- University Police Department: 361-825-4444
- File an online complaint: File a Complaint
- Notify the Title IX coordinator: 361-825-2765

The University Police Department has a crime victim's advocate that can assist you. You can also contact the University Counseling and/or the University Health Center as appropriate. The University Counseling offers some confidential resources: http://counseling.tamucc.edu/.

Further information may be found on the University web site: http://edcs.tamucc.edu/titleIX/

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student. Dr. Schuchs Carr will request this information from you in a Qualtrics Survey she will provide a link to under “Week 01” on the course Blackboard site. If this information changes during the semester, it is your responsibility to update Dr. Schuchs Carr with your new information.

**Other Campus Services**

**Office of the Dean of Students:** supporting students who may need assistance in resolving complex personal and academic matters (361-825-2612, https://studentaffairs.tamucc.edu/Contact%20Us.html, University Center 318).

**University Counseling Center:** provides counseling, consultation, and educational outreach to students experiencing stress due to academic, personal or career issues (361-825-2703, http://counseling.tamucc.edu, Driftwood Building).

The Counseling Center is now offering TAO, a mobile friendly set of tools available 24/7 to help you feel better and manage your stress. Register now with your Islander email at http://counseling.tamucc.edu and download the TAO app to get started.
University Health Center: supports students’ by treating illness, promoting wellness, and educating students about health-related concerns (361-825-2601, healthcenter.tamucc.edu, Sandpiper Building).

Career Services: helps students explore, select, prepare for, and pursue employment and careers (361-825-2628, career-services.tamucc.edu, University Center 304).

CASA and the Writing Center: provides academic support services and the Writing Center assists with any type of writing project by appointment and walk-ins (https://casa.tamucc.edu/, Glasscock Center 112).

Izzy’s Food Pantry: In partnership with the Coastal Bend Food Bank (formerly the Food Bank of Corpus Christi,) Izzy’s Food Pantry strives to provide food assistance for currently enrolled Texas A&M-Corpus Christi students in need (http://seas.tamucc.edu/FoodPantry/ University Center 204).

Please note that the emergency phone number in the classroom is 4444 to reach the police.

If the class phone is blinking red (no ringing) or you receive a blue alert, please let the instructor know immediately so she can obtain important safety information.

Other Emergency Policies can be found in the QUICK REFERENCE GUIDE TO CAMPUS EMERGENCIES located online at: https://safety.tamucc.edu/uploads/Site/finalbooklet.pdf.
Course Schedule:

This syllabus and course schedule are subject to change. Any changes will be announced via a Blackboard course message. Please complete the following readings and assignments before the class in which they will be discussed or due.

Week 1: Monday, January 21st: No Class Meeting

No Class due to MLK Jr. Day Holiday

On your own, review the Syllabus, functions of Blackboard, discuss how course will progress, the use of the textbook, the portfolios, and Capstone Project so that we can quickly address any questions or concerns at the beginning of our first class meeting the following week.

Week 2: Monday, January 27th: In-Person Meeting

Understanding the Capstone project and goals

Part I. Introduction—Ammons
Chapter 1. The Selection of a Research Approach—Creswell

Week 3: Monday, February 3rd: In-Person Meeting

Working toward a project outline.

Chapter 2. Review of the Literature
Part II. Graphic Techniques for Planning, Monitoring, and Evaluating—Ammons

Week 4: Monday, February 10th: Online Meeting

Developing a project framework.

Chapter 3. The Use of Theory—Creswell
Chapter 4. Writing Strategies and Ethical Considerations—Creswell

Research Certification and Resume due before midnight on February 10th

Week 5: Monday, February 17th: In-Person Meeting

Agreeing on division of labor and creating a data gathering plan and schedule.

Part IV. & Part VIII—Ammons

Week 6: Monday, February 24th: Online Meeting

Experience with data gathering and deciding what direction to take for further data and analysis.

Readings to be determined based on final project decisions (posted on blackboard after February 17th)

First Three Portfolio Entries due before midnight on February 24th

Week 7: Monday, March 2nd: In-Person Meeting

Experience with data gathering and deciding what direction to take for further data and analysis.

Readings to be determined based on final project decisions (posted on blackboard after February 17th)

Spring Break: March 11th-15th: No Class Meetings

Week 8: Monday, March 16th: Online Meeting

Exam 01-Midterm Exam (due before midnight via Blackboard submission)
Week 9: Monday March 23rd: In-Person Meeting
Data analysis and discussion of where the findings seem to be pointing.
Readings to be determined based on final project decisions (posted on blackboard after February 17th)

Week 10: Monday, March 30th: In-Person Optional (Group Meetings) with Online Component
Data analysis and discussion of where the findings seem to be pointing.
Readings to be determined based on final project decisions (posted on blackboard after February 17th)

Week 11: Monday April 6th: Online Meeting
Discussion of project findings, paper and presentation strategies
Readings to be determined based on final project decisions (posted on blackboard after February 17th)
   Last two Portfolio entries due before midnight on April 6th

Week 12: Monday, April 13th: In-Person Meeting
Discussion of project findings, paper and presentation strategies
Readings to be determined based on final project decisions (posted on blackboard after February 17th)
   First draft of Capstone paper due before midnight on April 13th

Week 13: Monday, April 20th: In-Person Meeting
First dry run of Capstone Project presentation and determine the necessary revisions.
   Submit first draft of the PowerPoint presentation before midnight on Sunday, April 19th

Week 14: Monday, April 27th: Online Meeting
Work among students to complete Capstone Project and Presentation.
   Submit 2nd draft of Capstone paper and presentation before midnight on April 27th

Week 15: Monday, May 4th: In-Person Meeting
Practice Capstone Project Presentation to determine if there are any other necessary revisions.

Week 16: Monday, May 11th: In-Person Meeting
Presentation of Capstone Project.
   Submit final paper on Capstone Project with PowerPoint Presentation before midnight on Sunday, May 10th.