

DRAFT SYLLABUS

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**TROY STATE UNIVERSITY  
DISTANCE LEARNING  
PA 6699  
Seminar in Public Administration  
COURSE SYLLABUS  
Term 4, AY 2003-04  
March 15 – May 23, 2004**

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**INSTRUCTOR INFORMATION**

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(Enter PA 6699 - DL in subject line; without  
it I will not open your email)

**PROGRAM COORDINATOR  
INFORMATION**

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**INSTRUCTOR EDUCATION AND BACKGROUND**

Dr. Anderson joined the public Administration faculty of Troy State University in January 1998 and now serves as the Chair of Graduate Arts and Sciences Programs in the Florida and Western Region of TSU. Prior to that, she worked in law enforcement for 21 years, first with the Federal Bureau of Investigation (1976-1983) and later with the Broward Sheriff's Office (1983-1997). Her academic background is diverse. She earned undergraduate degrees from Stetson University (B.A. in Russian, 1972) and the University of Central Florida (B.A. in History, 1973). In addition, she has a degree in statistics from the U.S. Department of Agriculture (1982). She completed a Masters of Science in Management degree at St. Thomas University (1989). Finally, her Ph.D. in Public Administration was completed at Florida Atlantic University in 1997.

**DISTANCE LEARNING COURSES AT TSU**

All Distance Learning courses at TSU utilize the Blackboard Learning Management System. To learn how to log in to and use Blackboard, visit the Distance Learning web page at [www.tsulearn.net](http://www.tsulearn.net). In every Distance Learning course, students should read all information presented in the Blackboard course site and should periodically check for updates—at least every 48 hours.

**ELECTRONIC OFFICE HOURS**

I will hold “electronic office hours” each Wednesday evening from 10:00 pm ET to 11:00 pm ET. To contact me during this time, log on to the course site on Blackboard and then enter the “chat room” where I will be available for student questions/discussion. In addition, students may contact me by telephone, fax, and email. During this term, I can be reached at the office telephone number on Mondays, Tuesdays, and Wednesdays from 9:00 am ET until 6:00 pm ET. I can be reached at the home telephone number during most of the remaining time; however, please limit phone times at that number to 10:00 am ET until 10:00 pm ET.

## **DISTANCE LEARNING DEPARTMENT**

The Distance Learning Department at Troy State University is here to serve you and to assist with any questions, problems, or concerns you may have. Current contact information for all staff members can be found at <http://www.tsulearn.net> or you can call toll-free 1-800-265-9811. Please do not hesitate to contact the Distance Learning staff if you need administrative assistance for any reason.

## **CATALOG DESCRIPTION**

This seminar is the capstone assessment course, which requires the Public Administration student to **apply** the knowledge gained from the **required core courses**. A series of case studies and papers provide the student an opportunity to analyze concepts, explain principles, and demonstrate a sound understanding of how the administration of government impacts business, the American public, and society in general. The student will be required to apply what he/she learned in all 8 core courses. This course must be **taken as the final core course** or with the **approval of the instructor of this course**, in conjunction with the final core course in the MPA program. The student must have a 3.0 grade point average to take this course. **Student must achieve a “B” grade to successfully complete this course.**

## **OVERALL OBJECTIVE**

Student must apply knowledge gained from the required courses in the MPA program to appropriately address public sector issues.

## **STUDENT OUTCOMES**

Students completing this course should

1. Demonstrate a mastery of the concepts, methods, and processes for each of the program core areas through analysis of case studies. (This is accomplished through the core course review papers and case analyses).
2. Demonstrate the ability to analyze complex public sector issues, identify potential solutions, and defend courses of action using analysis of case studies. (This is accomplished through case analyses).
3. Support application of concepts with appropriate references (authors, laws, executive orders, and key PA-related events). (This will be demonstrated in your core course review papers and the case analyses).
4. Demonstrate an ability to identify salient strengths and weaknesses in Public Administration case studies. (This will be demonstrated by your case analyses).
5. Create appropriate and supported written solutions to properly identified weaknesses in

Public Administration related case studies. (This will be demonstrated by your case analyses).

6. Demonstrate the ability to use computer technology to support problem solving and decision making in the public sector. (This will be demonstrated by the use of computers to create course work and to communicate with the professor).
7. Demonstrate the ability to research complex public issues and present information in writing. (This will be demonstrated by your successful submission of core course review papers).
8. Demonstrate an understanding of the ethical components of public sector issues, problems, and potential solutions. (This will be demonstrated by your core course review papers and your case analyses).

## **TEXTBOOKS AND/OR OTHER MATERIALS NEEDED**

There is no specific course textbook. However, students are expected to have **access** to all core course and/or related textbooks and class notes. Even if these materials are not available, the student is responsible for all core courses and may have to accomplish library/Internet research to satisfy course requirements. There are no waivers for demonstrating knowledge of material from all of the required core courses.

## **TECHNOLOGY REQUIREMENTS**

1. Students must have email capability.
2. Students must have Internet access through one of the following browsers: Netscape Navigator 4.0 or later, Netscape Communicator 4.0 or later, or Internet Explorer 4.0 or later.
3. Students must have either Microsoft Word or WordPerfect for their written assignments and PowerPoint for viewing the course lecture/discussion materials.
4. Students must have virus protection software, installed and active, to prevent the spread of viruses via the Internet and/or email.

## **REQUIRED ADDITIONAL READING**

As directed by the instructor. There will be instructional modules in PowerPoint provided for the student to assist in preparation for the core course reviews, practice case analyses, and the final case analysis. These instructional modules are not intended to reflect all of the material considered important from the core courses, but will give the student ideas for development of the course review papers that are assigned. **It is essential that the students read all of the information placed at the course site (on-line) before attempting any of the core course review papers or the practice case analyses. This information will also be essential for the final case analysis. Consequently, I recommend that you refer to it often.**

## **RECOMMENDED ADDITIONAL READING**

Birkland, T. A. (2001). An introduction to the policy process: Theories, concepts, and models of public policy making. Armonk, NY: M. E. Sharpe. [ISBN – 0-7656-0418-3].

Bryson, J.M. (1995). Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement. San Francisco: Jossey-Bass. [ISBN: 0787901415].

Bryson, J.M., & Alston, F.K. (1996). Creating and implementing your strategic plan. San Francisco: Jossey-Bass. [ISBN: 0787901423].

Campbell, C.R., Brue, S., & Brue, S.L. (2001). Macroeconomics: Principles, problems, and politics, (15<sup>th</sup> ed.). New York: MacGraw-Hill. [ISBN: 0072340894]. Cooper, D. R., & Schindler, P.S. (2002). Business research methods (8th ed.). Boston: Irwin McGraw-Hill. [ISBN – 0072819790].

Cooper, P. J. (2000). Public law and public administration (3<sup>rd</sup> ed.). Itasca, IL: F. E. Peacock Publishers, Inc. [ISBN: 0-87581-421-2].

Cooper, T. (1998). The responsible administrator: An approach to ethics for the administrative role (4<sup>th</sup> ed.). San Francisco: Jossey-Bass. [ISBN: 07879413360].

Dye, T. R. (2002). Understanding public policy (10th ed.). Upper Saddle, NJ: Prentice Hall. [ISBN – 0-13-026008-8].

Lee, R.D., Johnson, R.W., & Joyce, P. (2004). Public budgeting systems (7<sup>th</sup> ed.). Sudbury, MA: Jones and Bartlett, Publishers. [ISBN: 0763731293].

MacKenzie, G.C. (2002). Scandalproof: Do ethics laws make government ethical? Washington, DC: Brookings. [ISBN: 0815754027].

Milakovich, M. E., Gordon, G.J., & Gordon, G. (2003). Public administration in America (8th ed.). Stamford, CT: Wadsworth. [ISBN: 053461857X].

Nigro, F.E., & Nigro, L.G. (2000). The new public personnel administration (5<sup>th</sup> ed.). Itasca, IL: F.E. Peacock. [ISBN: 0875814298].

Osborne, D., & Gaebler, T. (1992). Reinventing government. Reading, MA: Addison-Wesley Publishing Company, Inc.

O'Toole, Jr., L. J., (Ed). (2000). American intergovernmental relations (3rd ed.). Washington, D.C.: C Q Press. [ISBN – 1568024053].

Shafritz, J. M., & Hyde, A. C. (2001). Classics of public administration (5th ed.). Stamford, CT: Wadsworth. [ISBN: 0155062603].

## RESEARCH COMPONENT

Each student will conduct research, as required, on core course material from the MPA program and analyze case studies of various sizes, including a final case study, which will be the final knowledge inventory. The core course review papers are designed to elicit from students a discussion of what they consider to be the most salient concepts, theories, models, processes, etc., learned in their MPA core courses. The focus of the case analyses is to identify **issues**, that is, **problems**, related to the subject matter of the MPA core courses; explain and **support** these as salient public administration related issues; discuss the impacts of these issues on the public environment; and identify and discuss what treatment public administrators/managers should apply. Throughout the exercise, students must be specific and integrate knowledge/skills they have obtained from their MPA program that would apply and why they are appropriate. Students must **support** their position(s) and be as **detailed and specific** as possible. The final case analysis requires the student to synthesize and integrate theories, concepts, policies, practices, etc. from **all** of the core courses. It is an individual proctored effort and is conducted in a closed-book/notes environment. All of the core course review papers and case analyses must be submitted on time or a late-submission penalty will be deducted at the rate of 10% of the maximum score per week. A week is defined as 1 to 7 days late. Students will use APA style for formatting their papers. All case analyses will be written using the prescribed case analysis format. You may download it from the [www.tsufl.edu/students](http://www.tsufl.edu/students). Look under “Masters in Public Administration” and download “Guide to Preparation for the Comprehensive Examination.” Follow the directions completely.

## ENTRANCE COMPETENCIES

Students must have **completed all MPA required core courses** and have a 3.0 grade point

average at the time that they register for this class. PA 6601, Research Methods in Public Administration, must have been completed with a grade of B or better.

## **COURSE REQUIREMENTS**

### **Core Course Review Papers:**

1. Students are required to review each of the core course “Instructional Presentation” modules.
2. Students must write a series of separate papers (1 paper for each core course) of about **5-7 pages** that present discussions of a **minimum of 3 theories, concepts, issues, processes, methods**, etc. learned from each of the core courses.
3. Students must support their thoughts with references to appropriate authorities (original theorists when they can be identified, authors, researchers, etc.), laws, regulations, Executive Orders, events, etc. (at least **three** specific references are required, one per theory, etc. discussed).
4. These course elements and related references should be useful when addressing the individual cases; that is, they must have application utility.
5. This is an individual effort. It is a good idea to share these papers with other students in the class; however it is essential that students do their **own work**, for these papers are excellent preparations for the final case analysis.
6. Remember that this assignment requires that students **discuss and analyze what they consider** to be at least three of the essential concepts, theories, models, processes, etc. of each core course. Papers that contain lengthy excerpts from textbooks or other sources are not acceptable. I want to know what **you** think—not what the authors of your texts think.
7. All papers must include a bibliography prepared in the style of the American Psychological Association (APA).
8. Students are required to submit completed core course review papers to the instructor via the course site “Drop Box” on Blackboard. Late submissions will result in penalties at the 10% per week rate.
9. Assignments submitted via email will not be accepted. Assignments created in .html format will not be accepted. Assignments submitted as .zip files will not be accepted.
10. Any document determined infected with a virus or suspected of being infected will be deleted automatically and no credit will be awarded. Students are responsible for obtaining and maintaining virus protection.

### **Practice Case Analyses:**

1. Students will be provided with two practice case studies. These exercises are considered preambles to the final case study.
2. All case analyses must be conducted in the prescribed format that can be found in the

“Course Materials” site in Blackboard.

3. The **first case analysis** may be done **individually** or in **teams of up to 3 students**. The **second practice case** analysis must be done **individually**. In the case of teams working together, only one submission is required; however, be sure to indicate the names of all team members on the case analysis submitted and be aware that all team members will receive the same grade.
4. This is an incremental building exercise and students will be directed concerning which specific courses to address in each case analysis. This is a written requirement and must be submitted in accordance with the time lines specified in this syllabus.
5. Students are required to submit completed core course review papers to the instructor via the course site “Drop Box” on Blackboard. Late submissions will result in penalties at the 10% per week rate.
6. Assignments submitted via email will not be accepted. Assignments created in .html format will not be accepted. Assignments submitted as .zip files will not be accepted.
7. Any document determined infected with a virus or suspected of being infected will be deleted automatically and no credit will be awarded. Students are responsible for obtaining and maintaining virus protection.

#### **Discussion Board:**

1. Students are required to post responses to periodic discussion questions via the “Discussion Board” in the course site. This exercise will be completed asynchronously (see “Announcements” site in Blackboard for notice of new Discussion Board questions).

#### **Final Case Analysis:**

1. The final case study in this course is a case study for which students must find application for all of the courses included in the MPA program.
2. Completion of the final case analysis is an individual activity and must be proctored. Submission is required in accordance with the specifications found in this syllabus.
3. Remember to refer again to the document outlining the proper format and content instructions for the case analysis.
4. This course is considered to be an equivalent alternative to the comprehensive examination. Completion of this final case study and rigorous evaluation of your efforts ensure that.
5. Unless other arrangements are made by the instructor, this case analysis must be written by hand in a six-hour period and mailed to the professor at: **Troy State University, 81 Beal Parkway, Fort Walton Beach, Florida, 32548.**

Student progress will be monitored weekly by the instructor via the timely submission of weekly assignments, review of Discussion Board participation, his/her performance on the final case analysis, and email interaction as needed.

## **METHOD OF INSTRUCTION**

A detailed course syllabus, a course schedule including a description of the weekly assignments (core course review papers and practice case analyses), and “Core Course Instructional Presentations” (in PowerPoint) will be provided online. All instruction and study materials/assignments for this course will be presented via the course management software, Blackboard.

## **STUDENT/FACULTY INTERACTION**

Interaction between the student and the instructor will be accomplished via the Communications Center section of Blackboard. This section contains the email and Discussion Board features that will be used in the delivery of this course. Remember that students are required to have virus protection software, installed and active, to prevent the spread of viruses via the Internet and email. Any document determined to be infected or suspected of being infected will be deleted automatically without reading. All such assignments will be awarded 0 points. Please note that I often teach courses in the classroom on weekends throughout the Florida and Western Region. Often, it is not possible for me to review email while on the road. Do not wait until late Friday to send me an urgent email regarding an assignment that is due since I may not see it prior to the deadline. I will always advise through email and/or the “Announcements” site of the course site when I am scheduled to be out of town.

## **USEFUL WEBSITES FOR THIS COURSE**

The following web sites are useful resources for this course:

<http://www.aspanet.org>

<http://www.archives.gov>

## **SUBMITTING/RETURNING ASSIGNMENTS**

All assignments must be submitted via Blackboard's “Student Drop Box.” Assignments submitted via email will not be accepted. Assignments submitted in .html format will not be accepted. Assignments submitted as .zip files will not be accepted.

1. The course schedule includes a description of the weekly assignments that are comprised of core course review papers and practice case analyses.
2. Weekly assignments must be submitted each week not later than 11:59 pm ET on Sunday night of each class week (class week runs from Monday through Sunday). The weekly assignments are designed to aid the student in keeping up with the volume of material contained in the course and to assist the student in preparing for the final case analysis.
3. All assignments must be submitted in accordance with APA format.
4. Any assignments posted after the deadline (Sunday of each week at 11.59 pm ET) will lose 10% of the maximum possible points per week.
5. Student progress will be evaluated weekly in relation to completion of the core course review papers, practice case analyses, and participation on the Discussion Board.

## METHOD OF EVALUATION

The student's level of mastery of the MPA core will be determined by his/her performance relating to the core course review papers, practice case analyses, class participation through the Discussion Board, and the final case analysis. Individual or personal circumstances (occupational demands, course load during the term, desire to maintain a specific GPA, lack of computer skills, etc.) are irrelevant to the calculation of the final course grade and will not be considered.

**Core Course Review Papers:** 25% of the total course grade (350 points per paper).

1. All core course review papers must be submitted via Blackboard's "Student Drop Box" in accordance with the course schedule posted on the "Information" site in Blackboard. Assignments submitted in .html format will not be accepted. Assignments submitted as .zip files will not be accepted.
2. Assignments will be graded based on degree of completion and thoroughness related to the specifications provided for the core course review papers.
3. Core course review papers must be submitted during the weeks scheduled not later than 11:59 pm ET on the designated Sunday night.
4. Any core course review papers posted after the deadline (Sunday of each week at 11.59 pm ET) will lose 10% of the maximum possible points per week.
5. Only one document per assignment will be accepted and graded per week per student. DO NOT submit half completed work in hopes of meeting the submission deadline and send a completed revision at a later date. Only the first document submitted will be accepted. All others will be deleted without being opened.
6. Core Course papers will be evaluated according to the following matrix:

	ITEM	CRITERIA	MAXIMUM POINTS
1	Content	Comprehensive treatment of course element(s) and utility in course applications Minor omission/errors Major omissions/errors Inappropriate coverage	40 30 15 0
2	References	Three appropriate references One or two appropriate references No appropriate references	10 5 0
3	Errors (grammar, spelling, etc.)	0-3 4-6 >6	0 -5 -10
4	Time Lines	On time or early One week late Two weeks late > Two weeks late	0 -5 -10 -20
<b>TOTAL PER PAPER</b>			<b>50</b>

<b>TOTAL FOR THIS ACTIVITY</b>		<b>350</b>
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**Practice Case Analyses:** 15% of the total course grade (100 points per case analysis)

1. All practice case analyses must be submitted via Blackboard's "Student Drop Box" in accordance with the course schedule posted on the "Information" site in Blackboard. Assignments submitted in .html format will not be accepted. Assignments submitted as .zip files will not be accepted.
2. Assignments will be graded based on degree of completion and thoroughness related to the specifications provided for the practice case analyses.
3. Practice case analyses must be submitted during the weeks scheduled not later than 11:59 pm ET on the designated Sunday night.
4. Any practice case analyses posted after the deadline (Sunday of each week at 11.59 pm ET) will lose 10% of the maximum possible points per week.
5. Only one document per assignment will be accepted and graded per week per student. DO NOT submit half completed work in hopes of meeting the submission deadline and send a completed revision at a later date. Only the first document submitted will be accepted. All others will be deleted without being opened.
6. Practice case analyses will be evaluated according to the following matrix:

	<b>ITEM</b>	<b>CRITERIA</b>	<b>MAXIMUM POINTS</b>
1	Summary of the case	Clear and appropriate coverage Lacking in one of the above Lacking in two of the above, but some information Does not satisfy criteria	20 15 7 0
2	Course material application to case issues	Appropriate, clear, specific, comprehensive, & supported Lacking in one of the above Lacking in two of the above Lacking in three of the above Lacking in four of the above Lacking in five of the above	40 35 25 15 5 0
3	Practical alternatives	Appropriate, clear, specific, comprehensive, & supported Lacking in one of the above Lacking in two of the above Lacking in three of the above Lacking in four of the above Lacking in five of the above	20 17 14 10 5 0
4	Criteria for selecting an alternative and implementation plan	Appropriate, clear, specific, comprehensive, & supported Lacking in one of the above Lacking in two of the above Lacking in three of the above Lacking in four of the above Lacking in five of the above	20 17 14 10 5 0
<b>TOTAL PER CASE ANALYSIS</b>			<b>100</b>
<b>TOTAL FOR THIS ACTIVITY</b>			<b>200</b>

**Discussion Board/Class Participation:** 10% of the total course grade (140 total points).

1. Class participation is determined by each student posting his/her responses to topics or questions presented on the course site Discussion Board.
2. The Discussion Board allows class members to interact in relation to a common discussion topic.
3. Students are required to post at least two well-reasoned relevant responses per session. Each student should read all posted responses prior to posting his or her own. Additional responses are permissible as long as they relate to the topic.
4. Frivolous responses or responses unrelated to the topic will be deleted by the instructor prior to assessing each student's participation.
5. The discussion topic or question will be posted on the Discussion Board on Monday mornings between 8:00 am and Noon ET.
6. Students have until 11:59 pm the following Friday to post their responses.
7. The Discussion Board is located in the "Communications section" of Blackboard.
8. Students are required to participate in this discussion exercise. The instructor will monitor student participation, but not necessarily participate in the sessions. The emphasis is for students to exchange opinions relating to the selected topics. Participation counts 10% of your total grade.

**Final Case Analysis:** 50% of the total course grade (680 points).

1. The final case study in this course is a case study for which students must find application for all of the courses included in the MPA program.
2. Completion of the final case analysis is an individual activity and must be proctored. Submission is required in accordance with the specifications found in this syllabus.
3. Remember to refer again to the document outlining the proper format and content instructions for the case analysis.
4. This course is considered to be an equivalent alternative to the comprehensive examination. Completion of this final case study and rigorous evaluation of your efforts ensure that.
5. Unless other arrangements are made by the instructor, this case analysis must be written by hand in a six-hour period and mailed to the professor at: **Troy State University, 81 Beal Parkway, Fort Walton Beach, Florida, 32548.**
6. The final case analysis will be evaluated according to the following matrix:

	ITEM	EVALUATION CRITERIA	MAXIMUM POINTS
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1	Summary of the Situation	Clear and appropriate coverage	140
		Lacking in one of the above	100
		Lacking in two of the above, but some information	60
		Does not satisfy criteria	0
2a	Application of PA6601 to case issues	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
2b	Application of PA6602, 6603 and/or 6674 to case issues	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
2c	Application of PA6620 and/or 6646 to case issues	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
2d	Application of PA6624 to case issues	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
2e	Application of PA6644 to case issues	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
2f	Application of PA6622 to case issues	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
2g	Application of PA6650 to case issues	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
3a	Practical alternative #1	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
3b	Practical alternative #2	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
3c	Practical alternative #3	Appropriate, specific, comprehensive, & supported	40
		Lacking in one of the above	30
		Lacking in two of the above	20
		Lacking in three of the above	10
4	Criteria for selecting an alternative and	Clear, specific, comprehensive, & supported	140
		Lacking in one of the above	100

	implementation plan	Lacking in two of the above	70
		Lacking in three of the above	35
		Lacking in four of the above	0
	<b>TOTALS</b>		680

## ASSIGNMENT OF GRADES

Conversion of points to letter grades takes place at the end of the course. The conversion scale is as follows:

POINTS	GRADE	POINTS	GRADE	POINTS	GRADE
1233-1370	A	1096-1232	B	959-1095	C
822-958	D	685-821	F		

## ATTENDANCE POLICY

In addition to interaction via Blackboard and email contact, students are required to contact the instructor via email or telephone BEFORE the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required. Student assignments and student/instructor communications will be conducted via Blackboard and email; however, students will be allowed access to the instructor via telephone, mail, or fax if necessary.

## INCOMPLETE GRADE POLICY

An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. Only the instructor can determine whether an incomplete grade is justified and only the instructor can make the decision to grant the petition for an incomplete grade. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the *Petition for and Work to Remove an Incomplete Grade* form. If the petition is approved, a signed copy will be mailed to the student. An "INC" grade can never be used in lieu of an "F," nor can an "INC" be assigned because of excessive absences. My policy is that students who request and are awarded an Incomplete grade forfeit the opportunity to earn an "A" in the course.

## MAKE-UP WORK POLICY

TSU Distance Learning courses are entirely self-paced and the instructor has the right to assign due dates for all assignments and projects. Thus, missing any part of this schedule, or submitting late assignments, may prevent *successful* completion of the course. If it becomes necessary to request an "INC," or "Incomplete" grade, for the course, the student should complete a *Petition for and Work to Remove an Incomplete Grade* form. This is the responsibility of the student and is not automatic. There must be a valid reason for such a request. If you foresee difficulty of any type (e.g., an illness, an employment change, etc.) that may prevent completion of this course, notify the instructor as soon as possible. Failure to do so could result in a failing grade.

## AMERICANS WITH DISABILITIES ACT (ADA)

Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of this course. Students must also provide written proof of their disability to the instructor. The Director of Adaptive Needs Program can be reached by writing to: 215 Adams Center, Troy State University, Troy, Alabama 36082 or by calling 334-670-3220. Students who have or may be dealing with a disability or learning difficulty should inform the instructor and contact the office above.

## **HONESTY STATEMENT**

In accordance with the Standards of Conduct in the TSU Bulletin, a student or organization may be disciplined, up to and including expulsion, if deemed in violation of the STANDARDS OF CONDUCT for the commission of or the attempt to commit this offense: Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the university, faculty, or other officers or employees of the university.

## **STANDARDS OF CONDUCT**

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standards of Conduct stated in the Troy State University Student Handbook, and may be disciplined up to and including suspension and expulsion. Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or, produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement.

## **ALLEGATIONS OF PLAGIARISM**

Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of marks, failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy State University. **The policy in this class will be that students who plagiarize will fail the course. Using another's work, regardless of the source, diminishes your credibility as a professional, and by association, it reduces the integrity of the discipline in general. Therefore, plagiarism in any form must be dealt with severely. Any papers prepared by someone other than the students in this class or which contain improperly cited quotations will receive an automatic 0 points.**

## **SUPPORT MATERIALS**

Computer facilities at fixed sites within Troy State University are equipped with software for word processing and spreadsheet applications. In addition, most of them offer Internet capabilities.

## **TROY STATE UNIVERSITY FLORIDA AND WESTERN REGION LIBRARY**

**Library Support:** Troy State University Florida and Western Region library services are available both online and at the TSUFL & WR Regional Library at 326 Green Acres Road, Fort Walton Beach. To access online services and information, go to [www.tsufl.edu](http://www.tsufl.edu) and select first, Library Services and then Florida and Western Regional Library Services. For questions or

assistance of any sort, email the Regional Library at [library1@troyst.edu](mailto:library1@troyst.edu) or call 850-863-8971 or 800-638-7237. Staff is available seven days a week to help you find the resources you need.

**Hours (Central Time Zone):**

Monday – Thursday: 9:00 am – 8:00 pm      Friday – Saturday: 9:00 am – 5:00 pm

Sunday: 1:00 pm – 5:00 pm

Check Library web page for any closures.

**TSU library link:** <http://www.tsufl.edu/library/services.htm>