

**College of Architecture, Planning and Public Affairs (CAPPA)
University of Texas at Arlington**

**PAPP 5309—Local Politics in the Intergovernmental
Setting**

Instructor: Dr. Gregg Cartwright

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For general class inquiries, I will respond within 24 hours during business days.


Course Description:

This course is designed to introduce students to a sampling of the literature in federalism and intergovernmental relations with a special focus on the implications of federalism and its evolving nature on state and local management and on policy and policy making in the United States. Although the focus is primarily on intergovernmental relations, as they exist in the United States, we will occasionally touch on federal issues in a comparative context.

The course is organized into eight units. Each unit corresponds to one or more weeks of study. Units 1-3 consider the philosophical origins and historical developments of federalism. Unit 4 explores the important area of fiscal federalism. That is, it examines different sources of funds and their effect on public policy and administration. Units 5-6 examine fiscal, administrative, and coordination issues surrounding the development and implementation of domestic policy in the U.S. federal system. Unit 7 considers public attitudes toward the U.S. and other federal systems as well as federal political culture in the U.S. Unit 8 closes the course with a final exam review.

Review the unit objectives, study the online materials corresponding to each unit, and complete the assigned readings. The midterm and final exams will heavily rely on the materials presented online and the assigned readings. The unit objectives should help you prepare for the midterm and final exams.

Units 1 through 7 requires that students post a response to a discussion prompt on an issue critical to the course. Base your response on class materials, assigned readings, and your own personal/professional experience. See **Participation** below for further instructions.



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Learning Outcomes

Upon completion of this course, students should be able to:

- Identify the particular legal, political, and constitutional characteristics of federal systems in federations other than the United States;
- Recognize the federal nature of policy issues as they arise in the United States, and will be able to articulate the constitutional basis on which these issues probably will be resolved;
- Identify the various phases of federalism in the United States and provide examples of executive, legislative, and judicial decisions relevant to each phase;
- Identify various federalism “tools” and strategies available to each level of government as each level strives to influence the other, and will be able to predict the circumstances under which each tool will be utilized; and
- Describe how the concept of federalism contributes to democratic practices and policy in the United States and elsewhere.

Expected competencies

Students will gain the following competencies:

1. Written communications proficiency: Write a short essay on federalism and intergovernmental relations
2. Identify and explain the institutional, structural and political contexts of policy making
3. Incorporate interest groups, executive-legislative relationships, judicial decision-making, and the media in the policy process

Prerequisites:

While there are no formal prerequisites, this is a graduate-level course and students should expect to be challenged accordingly. You should check with your academic advisor before proceeding to ensure you are eligible to take and receive credit for the course.

Required Textbooks:

All required readings are posted to the Blackboard course shell. In addition, you could consult the following online resources:

1. The Federalist Papers (any edition) by Alexander Hamilton, James Madison, and John Jay, 1788 can be found at: <http://www.foundingfathers.info/federalistpapers/>

This is probably the most basic document of American federalism, and of federalism in general. It consists of a series of articles and essays written by drafters of the U.S. Constitution—Alexander Hamilton, James Madison, and John Jay—explaining various aspects and provisions of the Constitution.

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2. Debates in the Federal Convention of 1787, 1836 (any edition).

Madison's notes of the debates of the constitutional convention, published upon his death in 1836. <http://teachingamericanhistory.org/convention/debates/>

3. Federalists and Antifederalists: The Debate Over the Ratification of the Constitution by John P. Kaminski and Richard Leffler 1989, Madison, WI: Madison House Publishers.

This represents a collection of the most important essays written by those supportive of and those opposed to the adoption of the 1787 Constitution.

<http://teachingamericanhistory.org/fed-antifed/>

4. John C. Calhoun, 1831, "On the Relation Which the States and General Government Bear to Each Other (the Fort Hill Address)."

This is a classic statement of the rights of states vis-à-vis the national government in the American federal system. <http://www.pinzler.com/ushistory/forthillsupp.html>

5. <http://www.constitution.org>

A Web site providing information on U.S. federalism and intergovernmental relations, with links to essential documents such as the Articles of Confederation, the Constitution, the Virginia Plan, the New Jersey Plan, and various of the Federalist and Anti-federalist papers.

6. <http://www.library.unt.edu/gpo/acir/Acir.htm>

A Web site providing a history of the U.S. Advisory Commission on Intergovernmental Relations, as well as access to electronic publications maintained by ACIR until its demise in 1996.

7. <http://www.census.gov>

Provides access to U.S. census data, including the Statistical Abstract of the United States.

8. <http://www.census.gov/govs/www/index.html>

This site provides main access to all census information on U.S. federal, state, and local governments.

9. <http://www.forumfed.org>

Site maintained by the Forum of Federations, an international network of federations that contains an online library with more than 600 studies, papers, and articles on federal issues in a comparative context.

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10. Publius: The Journal of Federalism. Leading scholarly journal on issues of federalism, both nationally and internationally. Recent issues available online.

<http://publius.oxfordjournals.org/>

Course Requirements:

This course requires completion of all assigned readings, a pre-test, responses to seven online discussion questions, a mid-term exam, a final exam, and a research paper. All work must be completed by the due date as specified in the Course Calendar.

LATE WORK WILL NOT BE GRADED.

You should complete all assigned readings before class—**there is no way to get a good grade in this course without careful study of the assigned readings**. The intent of the lectures is to (1) help clarify the assigned readings; (2) summarize; and (3) call attention to important concepts and issues for each of the assigned readings. See the Grading Criteria below for information on how these assignments will be scored.

Pre-Test (5 percent)

The purpose of the pre-test is to assess how much you know about federalism and intergovernmental relations before you take the course. Complete the test without researching or referring to any textbook. You will get full credit for **COMPLETING** the test regardless of how well you answered the questions. Partial credit will **NOT** be given for incomplete tests. The pre-test consists of 15 multiple-choice questions. You will have 15 minutes to complete the pre-test.

An important benefit of the pre-test is that it will help you prepare for the mid-term and final exams. You will see 10 of the pre-test question in the mid-term and **all** pre-test questions in the final exam. To access the pre-test, click on the **TESTS** button in the left-hand navigation menu of Blackboard, and then click on the **Pre-Test** link. Shortly after the due date, I will reopen the pre-test so that you will be able to see, not only the answers you selected, but also the correct answers. Also, I will change whatever score you got in the pre-test to 100 points (5% of the course). To access the pre-test for feedback **do not** click on the Pre-Test link. Instead go back to your Grades folder, select Pre-Test under calculated grade and click on the number grade.

Participation (30 percent)

The instructor will post a total of seven discussion questions corresponding to units 1 through 7 of the course (see Course Calendar for due dates).

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The questions are designed to integrate and further reinforce course concepts, help you study for the mid-term and final exams, and to encourage you to participate in Blackboard discussions. Your task is to post your response to the discussion question by the due date shown in the Course Calendar. To post your comments select **DISCUSSION BOARD** from the Blackboard navigation menu. Your discussion board participation will be graded based on the rubric shown below. Each discussion post is worth a maximum of 100 points. Pay close attention to the rubric when drafting your responses. This is especially important when responding to the first question. Some students do much better after getting their grade and feedback on the first question. **Don't fall behind by posting a substandard answer to the first discussion question.**

Criteria	Stimulating	Significant	Superficial	Substandard	None
Quality of Responses	40 Points Posts are appropriate, thoughtful, and stimulating	35 Points Posts are appropriate and thoughtful, but do not require further analysis of the topic	30 Points Posts are appropriate, but lack depth of knowledge regarding the topic	25 Points Posts are not appropriate; inconsequential or erratic discussion	0 Points No postings
Clarity & Mechanics	20 Points Posts are well organized and contribute to discussion with clear, concise comments written in an easy to read style that is free of grammatical or spelling errors.	17 Points Posts are organized and contribute valuable information to discussion with minor clarity and mechanic errors	15 Points Posts are somewhat organized and contain some errors of clarity and mechanics	12 Points Posts are disorganized and contain multiple errors of clarity and mechanics	0 Points No postings
Relevance of Responses to Prompt and the Profession	40 Points Posts show strong evidence of critical analysis with strong connections drawn to professional practice	28 Points Posts show some evidence of critical analysis with some connections drawn to professional practice	25 Points Posts show weak evidence of critical analysis and with weak connections drawn to professional practice	23 Points Posts show little evidence of critical analysis and with no connections drawn to professional practice	0 Points No postings

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The points shown on the 'Stimulating' and 'None' are absolute values in the sense that you can not get more than the points shown under the 'Stimulating' column and not less than zero. The points shown under the other three columns are meant as anchor points on a sliding scale. For example, it is quite possible to score 28 points for the 'Quality of Summary' criteria, which means that the score is between 'Substandard' (25 points) and 'Superficial' (30 points). This sliding scale approach applies to all three criteria.

Midterm Exam (25 percent)

The midterm exam consists of 100 multiple-choice and true/false questions and will cover units 1 through 4. The midterm includes ten questions from the Pre-test. Questions are worth one point each. You will have two hours to complete the midterm. To do well on the midterm exam, carefully study the Blackboard unit materials, the assigned readings, and the pre-test questions. To access the midterm, click on the **TESTS** button in the left-hand navigation menu, and then click on the **Midterm Exam** link.

Shortly after the due date, I will reopen the midterm exam so that you will be able to see, not only the answers you selected, but also the correct answers. To access the midterm for feedback do not click on the midterm exam link. Instead go back to your **Grades** folder, select Midterm Exam under calculated grade and click on the number grade.

Final Exam (25 percent)

It consists of 100 multiple-choice and true/false questions and will cover units 1 through 7. The final exam includes all pre-test questions. Questions are worth one point each. To do well on the final exam, carefully study the Blackboard unit materials, assigned readings, the midterm exam, and the pre-test questions. To access the final exam, click on the **TESTS** button in the left-hand navigation menu, and then click on the **Final Exam** link.

Although the final is comprehensive, the majority of the questions will come from materials covered after the midterm. You will have 2 hours to complete the exam.

Shortly after the due date, I will reopen the final exam so that you will be able to see, not only the answers you selected, but also the correct answers. To access the final for feedback do not click on the final exam link. Instead go back to your **Grades** folder, select Final Exam under calculated grade and click on the number grade.

Research Paper (15 percent)

The purpose behind this course requirement is to compel students to reflect on an area of research relevant to local politics in the intergovernmental setting. This individual assignment is designed to further reinforce the knowledge that students are expected to acquire through the other learning components of the course.

Each student will write an essay on federalism and intergovernmental relations. The main purpose of the essay is to inform the reader on what constitutes federalism and intergovernmental relations in America and what is its future as a viable form of governance.

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Research Starting Points:

- The future of federalism as a viable form of governing, both in the United States and elsewhere
- Arguments in favor of federalism's survival, as well as those suggesting its demise
- Students should decide whether federalism will continue to effectively serve the 21st century needs and challenges both for the United States as well as for other countries of the world
- Students should reflect on the benefits of federalism, and whether a system developed 225 years ago can still serve the needs of modern America, and a modern world

Furthermore, the essay should specifically address the following subtopics:

- a) What are the arguments in favor of federalism's survival and contrariwise, what are those arguments that suggest its demise? What are the benefits of federalism? Can an arrangement that was developed over 200 years ago still serve the needs of the U.S. within the complexities and challenges of the 21st century?
- b) Examine fiscal federalism. Follow the money and explain why and how funding is distributed unequally across the U.S. Discuss whether federalism increase or decrease the cost of government expenditures? Why is that the case?
- c) What are the tools for federalism and intergovernmental relations coordination and discuss how public policy and public administration are affected? Can one manage federalism and intergovernmental relations be managed? If so, how?

Format

The research paper should be written according to the **APA** style manual (see <http://library.uta.edu/pdf/howTo/apa.pdf> and the APA Quick Reference Guide posted under the **Student Help and Resources** tab). Required length of paper is between 3 and 5 for Master's students and between 10 and 15 for Ph.D. students (the cover page and Table of Content page(s) don't count). Use double-spaced pages, a 12-point font, and one-inch margins all around. **Type your student ID number but not your name on the paper's cover page.**

Grading Rubric

Papers will be graded based on content, written clarity, and research sources' relevance and appropriateness.

Content (60 points) will be graded based on the student's ability to demonstrate an understanding of the topic and, just as important, how various concepts relate to one another and to work settings. That is, the student should have discussed all appropriate material and should have excluded all tangential material while at the same time connecting the various relevant concepts to one another. More is not necessarily better. Think more write less.

Written clarity (20 points) will be graded based on organization, grammar, spelling, and punctuation. A well-organized paper uses interconnected paragraphs to develop

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the main argument of the essay. Connecting paragraphs requires that the writer use transitional sentences between paragraphs. Clarity is negatively affected by grammatical errors, repeated use of sentence fragments, unclear or awkwardly worded sentences, misspelled words, and faulty punctuation.

Use the research questions you are asked to address as section titles and/or subtitles to help you organize your essay. A multiple-page essay with no section or subsection subtitles is hard for the reader to follow.

A well-organized paper should include a table of contents, a 100 to 150-word abstract, an introduction section, the body of the essay with section/subsection subtitles, and a two-page conclusion.

Relevance of research references (20 points) will be graded based on the student's ability to recognize relevant research references as demonstrated by the number of appropriate academic references used to develop the argument of the essay. One academic reference per page is the required minimum. The readings assigned for this course can be used as academic references. Newspaper articles, editorials, and other non-referee materials either printed or posted online are **NOT** considered academic references. Wikipedia is not considered an academic reference. Non-academic references can be used, but they don't count for the minimum required references.

LATE PAPERS WILL NOT BE GRADED.

Submitting Your Assignment

Your research paper must be submitted in the RESEARCH PAPER area of the course. Select **RESEARCH PAPER** from the Blackboard navigation menu for complete submission instructions. I will not be able to grade assignments sent to my email address.

Submit your research paper by the due date shown in this syllabus (see Course Calendar below). I suggest that you not wait until the last minute to submit your assignment in case you have technical difficulties. I carefully read every paper so that I can fairly grade your work. It will take me a few days to complete grading and posting of your grades.

Using the Class Discussion Board:

Each unit, except for Unit 8, presents a discussion item that students are invited to respond to, basing their response on the lecture and reading material for that unit, as well as their own experiences, ideas, and perspectives. There is no minimum or maximum length for these responses. Responses simply should be of adequate length to demonstrate understanding of that unit's materials. Students need to make reasoned arguments based on citation and facts. *Students are required to respond/interact with at least one student every unit.*

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Grading Criteria:

Grading for the course will be as follows:

Assignment	Percentage	Cumulative Percentage
Pre-Test	5	5
Participation	30	35
Research Paper	15	50
Mid-term Exam	25	75
Final Exam (comprehensive)	25	100

Your final grade will be determined according to the following scale:

90–100%	A
80–89%	B
70–79%	C
60–69%	D
Below 60%	F

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COURSE CALENDAR

- Pre-Test-Due March 24th
- Unit 1- Unit 3 Discussion Due: April 7th
- Unit 4 - Unit 6 Discussion Due: April 28th
- Midterm-Due April 28th
- Final Project Due: May 5th
- Unit 7 Discussion Due: May 12th
- Final Exam-Due May 13th

Week	Topic/Reading Assignment	All assignments due by 11:59 pm on due date
1	<p>Introduction to the course</p> <p>Unit 1: Federalism and Intergovernmental Relations</p> <p>1. J. Mitchell Pickerill, "Medical Marijuana Policy and the Virtues of Federalism," <i>Publius: The Journal of Federalism</i>, 2008, pp. 22-55.</p> <p>2. Lilliard E. Richardson, "Federalism and Safety on America's Highways," <i>Publius: The Journal of Federalism</i>, 2009, pp. 117-137.</p> <p>3. Lawrence Sager, "Cool Federalism and the Life Cycle of Moral Progress," in James Gardner, <i>New Frontiers of State Constitutional Law</i> (Oxford Press, 2011).</p>	Pre-test
2	<p>Unit 2: The Beginnings of American Federalism</p> <p>1. James Madison, "The Conformity of the Plan to Republican Principles, (<i>Federalist #39</i>), 1787.</p> <p>2. Brutus I, New York Journal, October 18, 1787</p> <p>3. Donald Lutz, "The Articles of Confederation as the Background to the Federal Republic," <i>Publius: The Journal of Federalism</i> (winter, 1990), 55-70.</p>	Unit 1 Discussion Question
3	<p>Unit 3: The Changing Nature of American Federalism: 1787-Today</p> <p>1. Alice M. Rivlin, "Rethinking Federalism for More Effective Governance," <i>Publius: The Journal of Federalism</i>, Summer, 2012, 387-400.</p> <p>2. J. Mitchell Pickerill and Cynthia J. Bowling, "Polarized Parties, Politics, and Policies: Fragmented Federalism in 2013-2014," <i>Publius: The Journal of Federalism</i>, Summer, 2014, 369-398.</p> <p>3. John Kincaid and Richard L. Cole, "Is Federalism Still the</p>	Unit 2 Discussion Question

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	'Dark Continent' of Political Science Teaching?" Political Science and Politics, 2014.	
4	Unit 4: Fiscal Federalism 1. Ronald Watts, "The Distribution of Finances," in Watts: <i>Comparing Federal Systems</i> (McGill-Queens Press, 2008), 95-116. 2. Andre Lecours, "Federalism and Fiscal Policy: The Politics of Equalization in Canada," <i>Publius: The Journal of Federalism</i> , Fall, 2010, 569-596. 3. Shama Gamkhar, "Political Economy of Grant Allocations: The Case of Federal Highway Demonstration Grants," <i>Publius: The Journal of Federalism</i> , Winter, 2008, 1-21.	Unit 3 Discussion Question

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5	Midterm exam	Unit 4 Discussion Question
6	<p>Unit 5: Tools of Intergovernmental Management</p> <p>1. Bryan Shelly, "Rebels and Their Causes: States Resistance to No Child Left Behind," <i>Publius: The Journal of Federalism</i>, Summer, 2008, pp. 444-469.</p> <p>2 . Alesha E. Doan, "Saying No to Abstinence-Only Education: An Analysis of State Decision-Making," <i>Publius: The Journal of Federalism</i>, Fall, 2012, 613-635.</p> <p>3 . Kathleen Hale, "Adopting, Adapting, and Opting Out: State Response to Federal Voting System Guidelines," <i>Publius: The Journal of Federalism</i>, Summer, 2013, 428-451</p> <p>4 . John Dinan, "Implementing Health Reform: Intergovernmental Bargaining and the Affordable Care Act," <i>Publius: The Journal of Federalism</i>, Summer, 2014, 399-425.</p>	
7	<p>Unit 6: Intergovernmental Coordination</p> <p>1 . Ann Bowman, "Expanding the Scope of Conflict: Interest Groups and Interstate Compacts," <i>Social Science Quarterly</i> (September, 2010), 669-688.</p> <p>2 . Grady deGolian, "The Evolution of Interstate Compacts," <i>The Book of the States</i>, 2012.</p> <p>3 . Ailsa Henderson, "Reflections on the 'Devolution Paradox': A Comparative Examination of Multilevel Citizenship," <i>Regional Studies</i>, 2013, 303-322.</p> <p>4 . Dagney Faulk, "City-county Consolidation and Local Government Expenditures," <i>State and Local Government Review</i>, June, 2012, 196-205.</p>	Unit 5 Discussion Question
8	<p>Unit 6 (Continued): Intergovernmental Coordination</p> <p>1. Drew Dolan, "Local Governmental Fragmentation: Does It Drive Up The Cost of Government?," <i>Urban Affairs Quarterly</i>. September 1990, pp. 28-45.</p> <p>2 . Mark Rosentraub, "City-County Consolidation and the Rebuilding of Image: Fiscal Lessons from Indianapolis," <i>State and Local Government Review</i>, 2000, 180-191.</p> <p>3 . Marie-France LeBlanc, "Two Tales of Municipal Reorganization: Toronto's and Montreal's Diverging Paths Toward Regional Governance and Social Responsibility,"</p>	

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	<p><i>Canadian Journal of Political Science</i>, September, 2006, 571-590.</p> <p>4</p> <p>W. E. Lyons, "Government Fragmentation Versus Consolidation, <i>Public Administration Review</i>, (Nov/Dec, 1989), pp. 533-544.</p>	
<p>9</p>	<p>Research paper</p>	<p>Unit 6 Discussion Question</p>
<p>10</p>	<p>Federal Political Unit 7: Federalism, Democracy, and the Culture</p> <p>1. John Kincaid, "Federalism: The Highest Stage of Democracy?" <i>Democratizations: Comparison, Confrontations, and Contrasts</i>, ed. Jose V. Cipurut. Cambridge, MA: The MIT Press, 2008, pp. 93-117.</p> <p>2. Alfred Stepan, "Federalism and Democracy," in: Dimitrios Karmis and Wayne Norman, <i>Theories of Federalism</i> (Macmillan, New York: 2005), 255-268.</p> <p>3. Kevin Arceneaux, "Does Federalism Weaken Democratic Representation in the United States," <i>Publius: The Journal of Federalism</i>, 2005, 297-312.</p> <p>4. Saundra K. Schneider, William G. Jacoby, and Daniel C. Lewis, "Public Opinion Toward Intergovernmental Policy Responsibilities," <i>Publius: The Journal of Federalism</i>, 41(December, 2010), 1-30.</p>	<p>Unit 7 Discussion Question</p>
<p>11</p>	<p>Final exam</p>	

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Blue text indicates reading assignment linked to the unit discussion question.

Getting Technical Help:

For log in trouble or other technical problems, e-mail helpdesk@uta.edu or call 817.272.2208.

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POLICIES AND STUDENT RESOURCES

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:



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The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Diversity, Inclusiveness, and Climate Statement

Public administration at its core requires diversity of thought and perspectives towards effective and representative government. To quote our mission:

The mission of the Master of Public Administration program is to strengthen public decision making and the delivery of public services in a globalized and diverse society by educating students to lead and manage organizations at all levels of government and nonprofit institutions ethically, democratically, and effectively.

The MPA program embraces diversity among its students, staff, faculty, and administration. Diversity is essential in the achievement of our academic mission. Diversity means sustaining an intellectual, ethical, cultural and sociological environment that embraces and fosters academic freedom without prejudice, intimidation, intolerance, or discrimination. We promote an environment that accepts and appreciates every individual's uniqueness and characteristics regardless of race, gender, gender identity, language, age, ethnicity, physical abilities, sexual orientation, spirituality, socioeconomic status, or national origin.

Students are encouraged to review our principles of community and diversity plan at mpa.uta.edu/diversity.php. We welcome feedback and suggestions.

Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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Academic Integrity

Students enrolled in all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

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UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final

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examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left as you leave the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.