

# PADM 5389 - Lead for Perform in Nonprof Org: Lead for Perform in Nonprof Org (Sub II- Oct 21 to Dec 10)

Fall 2024 Syllabus, Section 781, CRN 15299

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## Instructor Information

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## Times and Location

Does Not Meet Face-to-Face

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## Course Description

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## Additional Course Information

### Course Requisites

Graduate standing in the Master of Public Administration program at TAMIU or graduation from master's degree program from any accredited university.

## Student Learning Outcomes

Upon successful completion of this course, each student will:

1. Describe the types and approaches to leadership applicable to public and nonprofit organizations.
2. Discuss the perennial debates of leadership theory.
3. Identify the conditions necessary for a leader's successful performance.
4. Describe and apply the models of ethical leadership.
5. Describe the different perspectives of influence, attribution and open systems leadership.
6. Discuss the traits and skills that contribute to leader effectiveness.

## Important Dates

Visit the Academic Calendar ([tamiu.edu](https://www.tamiu.edu)) (<https://www.tamiu.edu/academiccalendar/>) page to view the term's important dates.

## Textbooks

Group	Title	Author	ISBN
Required	Leadership in Public and Nonprofit Organizations: An Introduction	Van Wart, M., & Medina, P.S, (2023).	978-1032200132

## Grading Criteria

To determine the final course grade, the following scale is used:

GRADE	PERCENTAGE
A	91-100
B	80-90.9
C	70-79.9
D	60-69.9
F	Below 60

## Assignments

### Meet and Greet (Voice Thread)

In the first week of class, each student will be required to introduce themselves and provide a short biography to the class. To complete this assignment successfully, you are required to create a short PowerPoint presentation (PPTX or PPT), with no narration, about yourself. (If you do not have PowerPoint, you may install it for free from your Office 365 account. Visit this page for information. (<https://www.tamui.edu/oit/students/office365.shtml/>)) In this presentation, let us know a bit about your background information, your major, your interests, brief working history, and future career plans (i.e., if you have formulated any at this time), and your interest in taking this class. Finally, provide feedback (or say hello) to two (2) students regarding their introduction posting. This activity is worth **25 points**. This will be graded out of a holistic complete/incomplete status. You will receive **15 points for completing your introduction** and **10 points for completing your replies to your peers** (5 points per comment).

On Blackboard, under Start Here link, click this VoiceThread link with the title that reads "STEP 2. Student Introduction Presentations (VoiceThread)" to submit your presentation and add 1 video comment (of yourself) presenting on top of your presentation. If you have multiple slides, you can present and navigate to the next slide as you save your ONE comment.

View this link to learn about submitting to a VoiceThread Create Assignment. (<https://voicethread.com/howto/submitting-create-assignment/>) (In their example, they use an image, whereas you will use a PowerPoint or a PDF of your presentation instead.)

**NOTE: This is practice for your future oral presentation.**

### Discussions and Peer Responses

Your work on the discussion board includes regular threaded discussions in the form of discussion questions and peer responses (PR). Students are required to engage in discussions with fellow students and the instructor on the discussion board. You are required to post an initial response to the discussion question(s) and two (2) peer responses/comments to classmates. On the weeks specified on the course schedule, discussion question prompts will be posted Blackboard Ultra, and students are required to respond. Type your responses in the text box provided or compose in a word processing program and then copy and paste. **Do not submit as an attachment.** The Discussion Board is supposed to simulate class discussion, so do not wait until the last minute to post responses as your classmates will not have time to respond. There will be a total of **three (3)** discussion prompts during the semester. You may use the textbook and readings to complete the assignments. The minimum and maximum word limit for the initial post is **400** and **500**, respectively. Any post on the discussion board must be well developed, meaning that it should be meaningful, have relevance to the topic, show critical thinking, application of course material and source citations (see rubric for more information).

In addition to the initial posts, you must also reply or comment on **two (2)** student initial posts. There is no limitation on how long your comments should be for the replies to your fellow classmates; however, simple responses such as "I agree", "You are right", "Great posting", and "Thank you" will not be graded. I expect to see a more fully developed and thoughtful reply or comment. The deadline for peer responses is the same as the corresponding discussion board deadline. However, I encourage students to craft their initial posts by Friday and to reply by Sunday. This encourages you to focus on one element at a time and encourages a natural progression to (1) address the prompt, (2) read through replies, and then (3) respond to their peers. Please note that you can only see other students' posts after you post your own. Please see the rubric for grading details and the course schedule for due dates and times.

## Case Study Analyses

In other weeks, you will be presented with a Case Scenario. Case analyses are a great way for both the student and the instructor to monitor your understanding of the material and your progress in the course. The case study analysis will have a description of the case, and after that, students will be required to answer some questions based on the case study and the reading of the week. When addressing the questions, students should incorporate key aspects of the lesson as evidence to the student's analysis of the case through proper in-text citations. This is not just answering the questions, this is analyzing, defending, and supporting your opinion in a real-world context. There will be a total of three (3) case study analyses. The minimum word limit for each case analysis is **400**, and the maximum is **500 words**. You may use the power point notes, textbook, etc., to complete this assignment.

In addition to the Case Analyses, you are expected to read initial student postings throughout the module and reply to at least two students' posts. Please note that there is no word limit for these responses. However, certain responses will not be graded. These include responses such as "I agree," "You are right," or "I disagree". Good responses are logical, well-reasoned, and supported by evidence from readings of the week. See the course grading table and rubrics.

## News Posts

Since nonprofit leadership is a dynamic topic, often noted in the news and nonprofit, you will be required to post two news posts during the semester about leadership in nonprofit organizations in the news. To accomplish this, you will need to monitor the news. The stories **MUST** be from a credible news source/website (not The Daily Show, or a blog, even if the blog is part of a newspaper's website). **News Post #1** should be any news *Related to Leadership Styles and or approaches in nonprofit organizations* and **News Post #2** should be any news related to *Leadership Effectiveness in Nonprofit Organizations*. If you are unsure whether the news source is credible, please ask me. Once you identify the News Post/article you are required to summarize to your classmates what i) the post is about and ii) how it relates to/ its importance to leadership in nonprofit organizations. The length of the News Post should be between 150 and 200 words. Please provide the link to the post at the end of your summary. In addition to your initial News post, you will be required to reply to two of the news stories that were posted by your classmates. Please respond to their description of the story and add substantive comments. The comments/replies are due on the same day and time as the News Posts. See the course schedule for due dates and times.

## Final Paper- Oral Presentation

Part of the assessment for the final exam includes an oral presentation of the leadership assessment paper. The oral PowerPoint presentation will contribute **10%** of the final exam. You will each be responsible for giving a pre-recorded oral PowerPoint presentation at the end of the semester. This assignment will test your communication skills, your organizational proficiency, and your ability to incorporate all necessary information to give an in-depth assessment of leadership in the chosen nonprofit organization.

Presentation requirements include the following:

- Your presentation should be a minimum of 10 and a maximum of 12 sides and should run between 10-15 minutes in length and not longer. The following is a suggested outline for the presentation.
- **Introduction:** Present a clear picture of the context of your interview – the name of the organization and mission, programs/services, location, whom you interviewed (position in the organization).
- **Body:** Provide a summary of information gathered from the interview. Provide your perspective or opinion on the results. For any problem areas identified, include a strategy for corrective action based on the text and how this would work in the organization. In your presentation, please cite and reference sources used.
- **Conclusion:** Sum up your arguments and draw a conclusion about what you have presented.

Embedded videos used within your presentation are not allowed. If you need to include a short video to bring movement, pictures, and sound into your presentation, then you need to elaborate and explain the use of such video and discuss, in detail, the content and always make sure that the clip is directly relevant to your content and tied up with the rest of the presentation. Tell your audience what to look for. Avoid showing any more films than you need.

IMPORTANT: VoiceThread Limitations with PowerPoints

The VoiceThread site does not support all fonts on their website. If you use special fonts in VoiceThread, your fonts, and spacings may change once uploaded to VoiceThread. Instead, it is recommended to upload a PDF version of your presentation to VoiceThread. PDFs will preserve the fonts and spacing in the VoiceThread slides. (To create a PDF, use the "Export > Create Adobe PDF", "Save as Adobe PDF", or "Save As > Use PDF filetype" options.)

- <https://support.microsoft.com/en-us/office/save-powerpoint-presentations-as-pdf-files-9b5c786b-9c6e-4fe6-81f6-9372f77c47c8>

Do not spend time creating slide transitions or animations in your PowerPoint slides. PowerPoint slide transitions and animations are not transferable to VoiceThread slides. Slides are converted into slide images (without transitions and animation) in VoiceThread.

## Summary of Submission Instructions:

When ready, submit your PowerPoint presentation to the VoiceThread assignment link below.

- Visit this link over how to submit a VoiceThread Create Assignment.
  - <https://voicethread.com/howto/submitted-assignment/>
- You must create a minimum of 10 and a maximum of 12 slides in VoiceThread.
- You must add a minimum of one comment (webcam/video comment) to present on top of your VoiceThread presentation.
- You can use one comment to record all your slides (all at once), OR you can record a comment on each slide to present that slide.
- Reminder: The total time for your presentation should be **10-15 minutes**.
- Submit your VoiceThread presentation by **December 6, 11.59 pm**.
- Late assignments will not be accepted without prior approval.

## Final Paper- Leader Assessment Research

The final research paper constitutes a substantial portion of your final grade and will be based on successful completion of assessing leadership in a non-profit organization. Students will submit their assessment based on the concepts of leadership learnt during the semester. To achieve this, each student will select a nonprofit organization and collect information by interviewing at least 1 professional in a leadership position (required) and reviewing relevant documents (if needed). Overall, the interview questions will focus on leadership traits, skills, and behaviors and an assessment of the leader's performance in their position.

### Interview Questions

1. Leadership plays an important role in every organization. How would you define the concept of leadership and why it is important? How long have you been in this leadership role?
2. In your experience, what are the most important skills for a leader to have? As a leader, which skills do you possess and how have you used them in this organization?
3. From your perspective and experience, what leadership traits are key to leadership success? What traits apply to you as a leader in this organization?
4. In your opinion, which leadership styles (for example, directive, supportive, participative etc.) are effective in managing employees? Which ones do you often use for managing employees, or does it differ based on the type of employees?
5. As a leader, how do you motivate employees and what challenges have you faced when trying to motivate employees?
6. As a leader, how do you handle conflict among employees?
7. In your leadership role, how do you monitor and assess tasks of subordinates?
8. In terms of communication, how best do you keep employees informed about the goals and objectives in your organization?
9. In your opinion what constraints are placed on you as a leader by legal/contractual restrictions (such as legal limitations on rewarding and punishing employees, mandatory purchasing/travel/process requirements, union contracts).
10. Overall, how would you rate your performance as a leader and what areas would you improve on?

### Structure of the Research Paper

- **Organizational Description:** include a brief overview of the organization to include the mission, programs/services, location, number of employees, who you interviewed and their position.
- **Assessment Results:** Present a summary of the assessment results. This can be in the form of question and answer or paraphrased.

- **Your perspective on the results:** For any problem areas identified, include a strategy for corrective action based on the text and how this would work in the organization. please cite and reference sources used.
- **Conclusion:** Sum up the research findings, and draw a conclusion about what you have found and what you learned throughout the course (theory vs practice).

### Research Paper Timeline

For this activity, you will:

- Identify a **nonprofit** organization (medium, or large), and one professional (in a leadership position) from the NPO that you are going to interview.
- Inform the instructor of the name of the organization, the professional to be interviewed, and their positions by **November 11** (via course messages).
- I recommend that you conduct interviews between Week 5 and 6.
- Turn in your oral presentation by **December 6, 11:59 pm**.
- Turn in your final research paper by **December 8, 11:59 pm**.

### Formatting

The final report should be of high quality, 8-10 pages in length, written in a clear format, supporting your analysis with material from the text and other outside reference sources (if applicable). The page requirement does not include the cover page and reference page. The report should be double spaced with 1-inch margins, 12-point font, and Times New Roman. Students must professionally cite all sources properly and consistently, using the American Psychological Association (APA). All work that is borrowed directly, paraphrased, or alluded to, must be properly cited. The written report will be graded for specificity, depth, and quality of discussion.

Your final grade in this course will be determined in the following manner:

ASSIGNMENT	VALUE
Meet and Greet (Voice Thread)	10%
Blackboard Discussions	15%
Case Study Analyses	15%
News Posts	10%
Final Paper - Oral Presentation	10%
Final Paper	40%



## Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
10/21	Course Orientation (Blackboard)  Introduction and PART I: Theories and Approaches to Leadership	Chapter 1: Introduction to Leadership Literature (Van Wart & Medina, 2023).  Chapter 2: Understanding Theories of Leadership and Leadership Styles (Van Wart & Medina, 2023).	On the first day of school (10/21), review the course syllabus, familiarize yourself with the structure of the course, student expectations, course requirements, and TAMU Policies.  Sign: Acknowledgement of Syllabus and Policies of the course and University (not graded BUT compulsory) due: 10/27, 11.59 pm.  Meet and Greet assignment (Voice Thread): Due: October 27, 11.59 pm.  Discussion and PR#1, Due October 27, 11:59 pm
10/28	PART I: Theories and Approaches to Leadership	Chapter 3: Early Management, Trait, Stratified Systems, and Transactional Theories of Leadership Van Wart & Medina, 2023).  Chapter 4: Charismatic and Transformational Approaches (Van Wart & Medina, 2023).	Case Study #1: Blackboard Ultra. Due Nov 3, 11:59 pm  Class Meeting Nov 1, 6-7 pm, Blackboard Collaborate
11/4	PART I: Theories and Approaches to Leadership	Chapter 6: Ethics-Based Leadership Theories (Van Wart & Medina, 2023).  Chapter 7: Leadership Approaches Focusing on Influence, Attribution, and a Changing Environment (Van Wart & Medina, 2023).	Discussion and PR #2: Due Nov 10, 11:59 pm  News Post# 1: Related to Leadership Styles and or approaches in nonprofit organizations. Due: Nov 10, 11:59 pm.  Submit through Course Messages, the Name of Organization, Leader, and their primary role. Due: Nov 10, 11:59 pm.
11/11	PART I: Theories and Approaches to Leadership	Chapter 8: Competency-Based Leadership Approaches (Van Wart & Medina, 2023).  Chapter 9: Traits That Contribute to Leader Effectiveness (Van Wart & Medina, 2023).	Case Study #2. Due Nov 17, 11:59 pm
11/18	Part II: Applied Leadership Competencies	Chapter 10: Skills That Contribute to Leader Effectiveness (Van Wart & Medina, 2023).  Chapter 12: Task-Oriented Behaviors (Van Wart & Medina, 2023).	Discussion and PR #3: Nov 24, 11:59 pm.  News Post# 2: Related to Leadership Effectiveness in Nonprofit Organizations. Due Nov 24, 11:59 pm.  Final Paper: Conduct Interviews

11/25	Part II: Applied Leadership Competencies	Chapter 13: People Oriented Behaviors (Van Wart & Medina, 2023).  Chapter 14: Organization Oriented Behaviors (Van Wart & Medina, 2023).	Case Study #3: Dec 1, 11: 59 pm.  Final Paper: Conducting Interviews/Prepare your Oral Presentations
12/2	Final Week	Finals Week	Oral Presentation: Dec 6, 11.59 pm.  Final Research Paper: Dec 8, 11.59 pm.

## University/College Policies

Please see the University Policies below.

### COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

### Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

### Classroom Behavior (applies to online or Face-to-Face Classes)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

### TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamtu.edu/scce/studenthandbook.shtml> (<https://www.tamtu.edu/scce/studenthandbook.shtml/>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

**Plagiarism:** Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - *Caution:* Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - *Caution:* Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - *Caution:* Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

## Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

## AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.



## TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

## Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

## Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

## Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml>) (<http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml/>).

## Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamiu.edu](mailto:TitleIX@tamiu.edu), 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, [lorissam.cortez@tamiu.edu](mailto:lorissam.cortez@tamiu.edu)) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiu.edu/scce/studenthandbook.shtml>) (<https://www.tamiu.edu/scce/studenthandbook.shtml/>).

## Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, [TitleIX@tamiu.edu](mailto:TitleIX@tamiu.edu), 956.326.2857, via the anonymous electronic

reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

## Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a “W.” To qualify for an “incomplete” and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a “W”, and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an “Incomplete Grade Contract” and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the “I” to automatically be converted to an “F”; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an “incomplete” may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

## WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

## Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

## Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

## Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

## Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar’s Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiau.edu) (<https://www.tamiau.edu/counseling/telus/>) or from the Apple App Store and Google Play.

## Distance Education Courses

This is an online course, and all course materials (textbook, reading, discussions, assignments, exams, and meetings) will be available online. The MPA program emphasizes the need for faculty and students to interact regularly online. For this class, student-faculty interaction will be done weekly via discussion forums, assignment feedback, emails and office hours.

## Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

## Course Structure

The course is structured on a weekly basis and students must plan to complete weekly discussions, responses, and assignments within the deadline. The course will be delivered online via Blackboard, which will enable students to complete academic work in a flexible manner, completely online. If you are taking this course, you must be self-motivated. In this online class, my teaching approach is to encourage reflection on critical thinking and challenging issues through online discussions, peer feedback, case studies, and the final paper. Finally, we will meet for an hour in Class Collaborate, on Friday, the 1st of November (Week 2, 6-7 pm). The purpose of the meeting is to clarify any concerns or questions regarding the course, and final research paper

Student-Instructor Communication Policy and Response Time

### Announcements/Course Messages/Emails

This course uses online tools for interaction and communication. The instructor will communicate with students mainly through the blackboard message (preferred) and email. During weekdays (Monday-Friday, 8:00 am to 5:00 pm), I usually reply to your email within 24 hours. During weekends and holidays, I will reply within 48 hours. Note: If you have something that needs the instructor's immediate attention, please send me an email with URGENT – PADM 5379 in the subject line. Do not hesitate to visit me during my virtual office hours on Blackboard Virtual Meeting Space: Mondays and Wednesday 5-6 p.m.

### Assignments and Assessments

This is a professional program, thus professional presentation and language use is expected. Grades will reflect content, analysis, presentation, grammar, and language use. Submissions must be fully referenced and include appropriate in-text citations and a full bibliography. Overall, student assignments will be graded on the thoroughness and quality of your analysis and recommendations, including your grasp of the issues involved, the use of course material, i.e., the extent to which you applied course material to the situation and your ability to adhere to the length guidelines. The professor will facilitate learning, answer questions appropriately, be fair and objective in grading. The professor will provide feedback in all discussion assignments, guidance, and additional information that is pertinent to the assignment. Finally, the professor will maintain adequate office hours, and provide timely and useful feedback on assignments within 5 days after the assignment deadline.

## Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamui.edu/distance/students/netiquette.shtml/>) for further instruction.

Please use courtesy when addressing each other on-line. An open communication and discussion are supported through the proper understanding of "Netiquette: Etiquette Guidelines for this Online Course" (found under the lessons tab in the folder "Start Here") as a guideline for how students should interact with faculty and other students in the on#line setting.

## Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

## Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

## Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

**Additional Hardware.** For this class, you will need the following additional hardware: Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

**NOTE:** Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

**Additional Software.** You will need the following additional software: *[list any additional software required here. Additionally, and if applicable, you may use the following statement:]* TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

**Note:** Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

## Learning Management System (Blackboard)

Students are provided with an orientation (\*eLearning (Blackboard) Student Orientation\*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at [elarning@tamui.edu](mailto:elarning@tamui.edu).

## Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

## Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

## Web Conferences/Synchronous sessions

We will meet for an hour in Class Collaborate, on Friday of Week 1 (6-7 PM). The purpose of the meeting is for us to meet, follow up on course progress, discuss concerns, and clarify assignments and the final paper. The meeting is scheduled on Blackboard (virtual meeting space)

## Grading Scale/Schema

In determining the final course grade, the following scale is used in percentage or point value.

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Below 60 = F

## Late Work Policy

The dates of assignments and exams are indicated on the course schedule. Note: late assignments will not be accepted, except in the case of documented medical emergencies or other extenuating circumstances as per COAS Policies. Students have the responsibility to provide paper proof when requesting late submission. Please check your student handbook for COAS policies. In case of extenuating circumstances, make-up exams will



be given only for legitimate reasons and with proper written documentation. Please contact me at your earliest convenience to provide the reason(s) for missing the deadline. If you are unable to contact me yourself, please have a friend/family member/classmate email me on your behalf.

### **Course Evaluation**

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

### **Turnitin Policy Or Other Types of Assignments in Other Systems**

The final paper will be submitted through Turnitin. For more information on Turnitin, see the link below:

<https://www.tamui.edu/distance/technology/turnitin.shtml>

### **Accessibility and Privacy Statements on Course Technologies**

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

### **Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.