PA 6311-501
PUBLIC MANAGEMENT
Fall 2016
Thursdays: 7-9:45 p.m. – GR 3.606

Contact Information

Professor: Dr. Meghna Sabharwal
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Course Description

This course will introduce students to the fundamentals of public management as a field of academic study. The course will emphasize the role of public managers and their relationships with clientele groups, the legislature, the executive, and the public. The course will familiarize students with theories of administrative accountability, organizational behavior, decision making and political oversight to better understand the complexities of the modern administrative state.

Managing in the public sector entails an understanding of the interaction between three distinct dimensions—administrative structures and processes, organizations and their cultures, and the skills and values of individual managers. Public managers must interact with diverse citizens and produce results that citizens and their representatives expect from their government while balancing these concerns within a constitutional scheme of governance. Another purpose of the course is to show how the challenges of public management vary across different organizational and policy settings. A related purpose is to show how public management and policy analysis frequently intersect and to connect policy design and policy management.

The course is not organized as an introductory survey of various subfields or specialties of public management, but rather as an examination of its context and significance. Nevertheless, the seminar should be helpful as one begins to become educated about the details of the field; and indeed some of the required readings provide useful background information about the subject that can be used in turn in assessing the political context and significance of its operations.

As a result of this course (combined with your own experience and skills), you should be able to recognize and define public management issues at all levels of government, to offer insightful analysis of public management issues that you encounter in practice, and to ask good questions, offer good suggestions, and make good arguments concerning how such issues might be addressed or solved. The course materials include conceptual and analytic literature as well as case materials and examples drawn from a variety of sources. The general idea is that you should use the conceptual materials to analyze issues raised by the cases and examples.

Course Objectives

- Advance the understanding and appreciation of the history, study, and practice of public management
- Examine the constraints on and strategies of public managers in a democratic society
- Learn the state of knowledge and practice on these topics and others covered in the course.
- Consider the application of these topics in the public and nonprofit sectors, and learn the state of knowledge on the implications of location in those sectors.
- Engage in discussions and exercises to develop a sense of how to apply in practice the topics and ideas covered in the course.
- Enhance student ability to think analytically about problems of public management
- Critically evaluate the recent trends, challenges, and opportunities in the field of public management
- Examine the competing forces shaping the pursuit of values in public affairs and how this competition shapes public policy.

Required Texts: The required textbooks are available at the UTD Bookstore (and online bookstores). Additional readings will be available on eLearning.

Hill, Carolyn and Laurence E. Lynn Jr. 2015. *Public Management: Thinking and Acting in Three Dimensions.* Washington D.C.: Congressional Quarterly Press.
In Public Management, authors Carolyn J. Hill and Laurence E. Lynn, Jr. show that constructing critical analyses and persuasive arguments is the principal tool for effectively managing in three dimensions. Students learn how to analyze and explain managerial strategies and decisions, critically assessing real world case studies and building their own arguments.

In addition, selected journal articles may be assigned at the professor's discretion.

How to demonstrate what you learn

Class participation -10%

This is a seminar style class, and each student should be prepared to participate in each class. **Participation requires reading the material before class** and being on time for class. Later sections of this syllabus identify the readings for each class meeting. Each student is expected to fully participate in chapter discussions, case discussions, and in-class exercises. In short, your absence will impact your participation grade. In addition, tardiness to class and early departure will also lead to reduced participation grades. If you know that you will not be able to attend class for personal or work related reasons, make sure you inform the professor in advance and submit your assignment. Personal and family circumstances can require class absence. Students should contact the professor about such absences before the class.

Leading Discussions – 15%

Beginning September 6th one or two students will be responsible for leading the class discussion. Students leading the discussion will provide a very brief summary (no more than a slide) of that week's materials and have questions for the group to initiate discussion and dialogue. Include examples in your presentation of a public management issue or innovation that you have read or heard about in newspapers or reports that pertain to the weeks' readings.

Newspapers such as *The Washington Post*, the *Washington Times,* the *New York Times,* the *Wall Street Journal,* etc; magazines such as the *New Yorker* or the *Atlantic*; radio pieces on *NPR* or other programs. I am *not* looking for regurgitation of the story, comments on the quality of coverage or writing, etc. I *am* looking for a rigorous, analytical assessment of the public management issue or innovation that is at the core of the story. Include questions for the class that generate discussions. You are encouraged to conduct a group activity or bring a case that illustrates the topic under discussion.

You will lead the discussion once during the semester. Sign-up sheet will be provided by the instructor the first day of class. **Please note the presentation should NOT be a presentation of the reading, but an interactive exercise that illustrates the theme of the week and guide a follow-up discussion through thoughtful questions.** Grading criteria for the presentation include:

1. Appropriate focus of the presentation to reflect the general theme of the week
2. Analyses of popular media articles that reflect the theme of the week
3. Activities -group discussion, case study, or any other creative form to illustrate the theme of the week
4. Effectiveness of the activity/materials used to illustrate the substantive theme of the week
5. Degree of organization and clarity in guiding the presentation
6. Questions used to lead the discussion

Critiques – 15%

You are required to write a 2-3 page double spaced critique on any *__three__* topics in the assigned readings. **Please keep in mind that it is not an exercise in summarizing the readings.** Summaries will get a lower grade. Discuss your thoughts on the reading, including general themes, disagreements, and any insights you gleam from the reading that can be applied to current events**. I'm not looking for an outline of the reading.** You must include a minimum of three assigned readings in your discussion. The critiques will be due September 29th, October 27th and December 1.

Midterm – 30%

An in-class midterm exam will be given on October 13. The examination is designed to test the student's ability to understand and critically evaluate the reading, lecture, and discussion materials covered during the semester. Please bring a Blue book to class for the test. The exam will be a series of short and essay questions that are based in part from the questions you will have

already addressed in-class discussions and readings. Although the exam will be assessed as a whole, the following approximation represents the expectations for each essay question:

Organization – Ability to clearly express ideas and organize thoughts: 25%
Writing – Grammar, spelling, citations, appearance etc.: 25%
Use of course material and theories to thoroughly examine a given topic: 50%

Final Project – 30%

For your course project, you will be asked to work with two/three other students (no more than 5). Think of yourselves as a team of consultants brought in to provide a frank assessment. Being in a group involves some additional coordination costs, but it has benefits – you can divide up and peer review individual work, generally resulting in a more thoughtful analysis. The groups are expected to be self-managed. It is therefore in your interests to create a team environment characterized by civility, mutual respect, fair allocation of effort, clear goals and deadlines, and follow-through. A good start would be to create a set time where you will meet every week to discuss the project.

Tip: the primary difference between groups that score well on the semester project, and those that do not, is organizing early, and meeting with your professor frequently. This will help you to quickly identify your project, narrow down a research question, and identify relevant literatures to draw on.

Fixing a Management Problem

Focus the paper on identifying a particular management problem in the Dallas/Fort Worth area. This may be a new reform being implemented, a merger between different units, or a workforce problem such as poor communication. Identify a fairly specific research question (e.g., how do you get two organizational units to work together), and give in-depth attention to that issue. Consider alternative theoretical approaches, and what evidence might be relevant. You should consult with your professor on how to frame the research question, and what sort of theories and evidence might be useful to answer it.

If you and your teammates wish to pursue another framework for the course, this is possible. But you will need to consult with your professor for a specific proposal on what you want to do. Such a proposal would take a topic identified in the course, and examine it in greater depth, incorporating additional readings from outside the course syllabus.

Disclaimer

On the final page of your paper, please be sure to write the following disclaimer: "This report was generated for the educational benefit of its student author(s) and the main purpose of the project was to learn managerial techniques. The opinions and suggestions in this report do not represent the views of the University of Texas at Dallas or its faculty."

Note: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED** except under exceptional documented circumstances at the sole discretion of the instructor. Students who miss class are

responsible for all announcements, class discussions, and changes made to the course outline during class meetings. Assignments are due at the start of the class session on their due date. Assignments may be submitted via email (attached file) or fax by prior arrangement with the instructor if the student will not be able to attend class. Final paper is due December 8th.

Grading

Class Participation – 25% (10% class participation and 15% leading in-class discussion)
Critiques – 15%
Midterm Examination – 30%
Final Project – 30%

GRADING SCALE	
90-100	= A
80-89.9	= B
70-79.9	= C
60-69.9	= D
Below 60	= F

UTD Policy on Cheating

Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.
A very useful statement on plagiarism (with good definitions, etc.) is available at
http://www.rbs2.com/plag.htm

Expectations
  - Submit work of master-level quality.
  - All students are expected to conduct themselves in a manner that reflects the highest behavioral standards.
  - Students are expected to arrive on time for class.
  - Electronic devices during the class meeting should be turned off. In the event that a student legitimately needs to carry cell phone to class, prior notice and approval of the instructor is required.
  - You are allowed to use a laptop solely for note taking purposes. If I find you browsing the internet or using the computer for non-class related work, I will ask you to leave my classroom.
  - Discussion, inquiry, and expression are encouraged in this class.
  - Classroom behavior that interferes with either (a) the instructor's ability to conduct class or (b) the ability of students to benefit from the instruction is unacceptable. Examples include routinely leaving the classroom early, using cellular phones, repeated talking in class without being recognized, talking while others are speaking, or arguing in any way that is perceived as "crossing the civility line." If the instructor feels that a behavior is disruptive, the student will be asked to leave the classroom for the day. If classroom

behavior is determined to be inappropriate and cannot be resolved between the instructor and the student, the behavior may be referred for academic or disciplinary review.

Cell Phones and Pagers. Many of you have other jobs and responsibilities. However, responsibilities have a way of intruding on the learning experience, especially in this era of pagers and cell phones. My preference is that you not bring these devices to class at all. Obviously, that may not be possible, so at least make sure that they are turned off or are in "silent" or "vibrate" mode. If you really must answer a call, please leave the classroom immediately.

ADDITIONAL UNIVERSITY DISCLAIMERS
http://provost.utdallas.edu/syllabus-policies/

Detailed Course Schedule

August 25 – Introductions and syllabus discussion in detail

September 1 – Public Management's Three dimensions: Structure, Culture and Craft (Online Class). Professor at an International Conference

Chapter 1 Hill and Lynn

Kaufman, Herbert. 2001. "Major Players: Bureaucracies in American Government" *Public Administration Review* 61(1):18-42

Woodrow Wilson, (1887). "The Study of Administration," *Political Science Quarterly*, 2(2): 197-222

September 8 – Rule of Law

Chapters 2 and 3 Hill and Lynn

David H. Rosenbloom (1991) Public administration and law: An introduction, *International Journal of Public Administration*, *14*(3): 251-263

Christensen, R. K., Goerdel, H. T., & Nicholson-Crotty, S. (2011). Management, law, and the pursuit of the public good in public administration. *Journal of Public Administration Research and Theory, 21*(suppl 1), i125-i140.

September 15 – Structural Dimension

Chapters 4 and 5 Hill and Lynn

Rainey, Hal G., Backoff, Robert W., and Charles H. Levine. 1976. "Comparing Public and Private Organizations," *Public Administration Review* 36(2): 233-244.

September 22 – Structural Dimension Continued

Chapters 6 and 7 Hill and Lynn

March, James G., and Johan P. Olsen. 1983. "Organizing Political Life: What Administrative Reform Tells Us about Government." *American Political Science Review* 77(2): 281–96.

September 29 – Cultural Dimension

Chapters 8 and 9 Hill and Lynn

Moynihan, Donald P. 2012. "A Theory of Culture-Switching: Leadership and Red Tape during Hurricane Katrina." *Public Administration* 90(4): 851-868

Bryson, J. M., Crosby, B. C., & Bloomberg, L. (2014). Public value governance: Moving beyond traditional public administration and the new public management. Public Administration Review, 74(4), 445-456.

Schraeder, M., Tears, R. S., & Jordan, M. H. (2005). Organizational culture in public sector organizations: Promoting change through training and leading by example. Leadership & Organization Development Journal, 26(6), 492-502.

October 6 – Craft Dimension

Chapters 10 and 11 Hill and Lynn

Donna Shalala, "Are Large Public Organizations Manageable?" *Public Administration Review* 58, no. 4 (1998): 284-289.

Behn, Robert D. 1998. "What Right Do Public Managers Have to Lead?" *Public Administration Review* 58:3: 209-224.

October 13 – In-class Midterm

October 20 – Diversity in Public Management

The multiple dimensions of Diversity and Culture – (Mitchelle Rice – Chapter 1)

Sabharwal, Meghna. 2015 "From Glass Ceiling to Glass Cliff: Women in Senior Executive Service." *Journal of Public Administration Research and Theory* 25(2) 399-426.

Wilkins, V. M., & Williams, B. N. (2008). Black or blue: Racial profiling and representative bureaucracy. *Public Administration Review, 68*(4): 654-664.

Sabharwal, Meghna. 2014. "Moving beyond diversity management: Organizational inclusion to further performance." *Public Personnel Management 43*(2) 197-217

October 27 – Public Human Resource Management in an Era of Public Management Reform

Todd Jordan and R. Paul Battaglio, Jr. 2014. "Are We There Yet? The State of Public Human Resource Management Research," *Public Personnel Management* 43(1): 25-57.

Llorens, Jared J., and R. Paul Battaglio, Jr., 2010. "Human Resources Management in a Changing World: Reassessing Public Human Resources Management Education." *Review of Public Personnel Administration* 30(1): 112-32.

French, P. Edward, and Doug Goodman. 2012. "An Assessment of the Current and Future State of Human Resource Management at the Local Government Level." *Review of Public Personnel Administration* 32(1): 62-74.

November 3 – Public-Private Partnerships and Contract Management

Bloomfield, P. (2006). The Challenging Business of Long-Term Public–Private Partnerships: Reflections on Local Experience. Public Administration Review, 66(3), 400-411.

Forrer, J., Kee, J. E., Newcomer, K. E., & Boyer, E. (2010). Public–private partnerships and the public accountability question. Public Administration Review, 70(3), 475-484.

Brown, Trevor L., Matthew Potoski and David Van Slyke. Managing Public Service Contracts: Aligning Values, Institutions and Markets. *Public Administration Review* 66(3): 323-331.

Van Slyke, David M. 2007. "Agents or Stewards: Using Theory to Understand the Government-Nonprofit Social Service Contracting Relationship." *Journal of Public Administration Research and Theory* 17(2): 157-187

November 10 – Public Management and Intergovernmental/Intersectoral Networks

McGuire, Michael. 2006." Collaborative Public Management: Assessing What We Know and How We Know It." *Public Administration Review* 66 (s1):33-43.

Provan, Keith and Robin LeMaire. 2012. "Core Concepts and Key Ideas for Understanding Public Sector Organizational Networks: Using Research to Inform Scholarship and Practice." *Public Administration Review* 73(5): 638-648.

Wise, C. R. (2006). Organizing for homeland security after Katrina: is adaptive management what's missing?. Public Administration Review, 66(3), 302-318.

November 17 – Multidimensional Public Management

Chapter 12 Hill and Lynn

Thomas, J. C. (2013). Citizen, customer, partner: Rethinking the place of the public in public management. Public Administration Review, 73(6), 786-796.

IBM Report: Ten Challenges Facing Public Managers.
http://www.businessofgovernment.org/report/ten-challenges-facing-public-managers

November 24 – No Class - Thanksgiving Break

December 1 and 8- Final Presentations

Note: The instructor reserves the right to makes changes to the syllabus.

Cell Phones and Web 2.0 Technology. Many of you have other jobs and responsibilities. However, responsibilities have a way of intruding on the learning experience, especially in this era of Web 2.0 technology. My preference is that you not bring these devices to class at all. Obviously, that may not be possible, so at least make sure that they are turned off or are in "silent" or "vibrate" mode. If you really must answer a call, please leave the classroom immediately.

Use your laptops for only note taking purposes

IMPORTANT CLASS NOTES

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of

their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at http://www.utdallas.edu/oiec/title-ix/resources.

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Helpdesk: http://www.utdallas.edu/elearning/eLearningHelpdesk.html.

Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator, http://policy.utdallas.edu/utdbp3023, and at http://www.utdallas.edu/administration/insurance/travel. Additional information is available from the office of the school dean.

Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (http://catalog.utdallas.edu).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in

the Student Code of Conduct, UTDSP5003 (http://policy.utdallas.edu/utdsp5003). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at https://www.utdallas.edu/conduct/.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: https://www.utdallas.edu/conduct/dishonesty/.

Copyright Notice

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use"

under the Copyright Act. For more information about the fair use exemption, see http://copyright.lib.utexas.edu/copypol2.html. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at http://policy.utdallas.edu/utdpp1043) and the UT System's policy, UTS107 at http://www.utsystem.edu/board-of-regents/policy-library/policies/uts107-use-copyrighted-materials.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to http://netid.utdallas.edu.

Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (http://www.utdallas.edu/calendar) and in the Academic Calendarhttp://www.utdallas.edu/academiccalendar). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Office of Community Standards and Conduct request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (http://policy.utdallas.edu/utdsp5005). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with your professor and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think

they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, SSB 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, http://www.utdallas.edu/studentsuccess), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through a potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

Find the above information at: http://go.utdallas.edu/syllabus-policies