

STATE AND LOCAL GOVERNMENT ADMINISTRATION

INSTRUCTOR INFORMATION

Instructors: Celeste Riley, PhD; Katherine Scofield, PhD, & Jeffrey Hatala, PhD

Student Hours: Dr. Scofield's office hours are Tuesday and Thursday from noon to 1. However, I am happy to make other arrangements for office hours either in-person or online. So if you need to meet just send me an email and we can arrange a time.

Office Location: ACB2 232

Phone:

979-803- 1653 This is my google voice number so feel free to also send me a text.

Instructor email: kscofield@tamusa.edu (preferred method of contact)

Turn-In Email: asee-eop@rellis.tamus.edu

Course Modality: Face to Face

COURSE DESCRIPTION

Course Description:

POLS 4314 State and Local Government Administration is designed to focus on the structure and functions of governmental institutions; administrative practices of state and local governments. In this course, we will applying knowledge of state and local government in the area of restorative urban design.

Teaching Format

This course will be co-taught by a political science faculty member, a psychology faculty member, and a health science faculty member. The teaching format includes lectures, guest speakers, and in-class activities that equip student teams for interdisciplinary group projects. During the latter portion of the semester, students will work in teams to generate policy proposals integrating restorative environmental principles.

COURSE INFORMATION

Required Textbook

Roe, J. & McCay, L. (2021). *Restorative cities*. Bloomsbury Publishing.

ISBN: 978-1-3501-1289-6 (Ebook); ISBN: 978-1-3501-1288-9 (paperback)

Required Readings: *Additional readings or resources may be provided on Blackboard.

Required Technology: 1) Internet access with video capability (e.g., Flash), Adobe, Microsoft Office applications (i.e., Word, Excel, PowerPoint). 2) Blackboard Learn, 3) TAMU-K library access

STUDENT LEARNER OUTCOMES

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

- 1) Describe restorative design elements in built and natural settings that influence psychological and physical health
- 2) Apply cross-disciplinary questions that need to be asked regarding community health and environmental policy development.
- 3) Analyze cultural and social factors that influence environmental policy development.
- 4) Evaluate research literature pertaining to urban environmental policies and impacts on psychological and health outcomes
- 5) Generate an evidence-based, original environmental policy proposal that benefits residents in terms of psychological and physical health.
- 6) Plan and evaluate the workflow and efficacy of an interdisciplinary team
- 7) Communicate a policy proposal for diverse audiences utilizing effective visual and verbal messaging
- 8) Evaluate and adjust individual contributions to group success

COURSE ASSIGNMENTS & ASSESSMENTS

Course assignments are divided into individual and group work, with most assignments and points categorized as group work. There are no in-class exams for this course. Rather, many of the individual and group assignments are constructed to prepare you with knowledge and competencies to be a productive group member. Group deliverables account for the rest of your assignments. This course satisfies a Writing Intensive (WI) component of your degree. See course grading structure below for a complete listing of assignments.

Assignment Summary

Assignment	Length	Due Date	Points	Format
Individual Grades		Due Dates	60 pts	Format
Pre-course discipline essay	1 pg.	8/28	3	Paragraph responses at time 1
Individual reflection essays	4 pgs. total	10/16 & 12/4	10 total	Essay responses at time 1 & time 2
Peer participation ratings of others		10/16 & 12/4	4 total	Rating questions provided by instructors (Completion grade)
Interdisciplinary panel reflection	1 pg.	10/28	5	Essay response to prompts provided
Post course discipline essay	1 pg.	11/25	3	Paragraph response at time 2
Peer participation ratings of you		N/A	20 total	Average of team ratings at time 1 and time 2 (10 pts each)
Class attendance		N/A	15	Based on % of classes attended
Group Grades			90	
Group Charter	4-5 pg	9/18	10	Written document using template
Windshield Tour	10 min	9/23	5	Team presentation, 10 minutes
Phase 1 Paper: Issue Statement	4 pgs.	9/30	10	Four pages detailing two possible problems (2 pgs. each)
Phase 2 Paper	2 pgs.	10/9	5	Two pages with at least one visual
Group Charter Revisions	1 pg.	10/21	5	Original document with adjustments highlighted
Phase 3 Paper	9 pgs.	10/30	15	Evidence for three interventions (3 pgs. each; 1 table each)
Phase 4 Paper	5 pgs.	11/11	10	
Phase 5 Paper	4 pgs.	11/20	10	
Final paper	5 pgs.	12/11	10	
Team presentations	12 min	12/11	10	12 minutes plus 3 min for Q & A

GRADING

This course is based on a 150-point scale, with 60 points derived from your individual work and 90 points derived from your team deliverables. Some components are a completion grade, while components worth more will be evaluated with a higher level of expectation. When applicable, rubrics will be provided on the LMS.

Note that ~13% of your grade in this course is derived from your team members' evaluations of your group contribution. If you have questions about your readiness or availability to participate as a consistent and contributing team member, please discuss with your professor before proceeding.

Letter grades will be assigned as outlined below. There will not be 'rounding up' at the end, as exams will include bonus questions. **This grade structure will be strictly followed.**

A: 135-150

B: 120-134

C: 105-119

D: 90-104

F: 0-103

COURSE SCHEDULE

(Due dates and course activities are subject to change. Any adjustments will be announced in class and posted on the Announcements tab in Blackboard.)

Topic	Important Dates	In Class Activities	Outside Readings & Assignments
Week 1 (Aug 26-28) Syllabus & Course Introduction: We are interdisciplinary policy consultants!	Pre-interdisciplinary essay due 8/28 @ 1:00 PM	8/26: Syllabus overview and introductions (Riley & Scofield) 8/28: Intro to Heath Science, Health Psych & Political Science	Description of majors paragraph
Week 2 (Sep 2-4) Intro to the Restorative Model; Active Cities Blue and Green Cities		9/2: Lecture: Hatala 9/4: Lecture: Riley	Roe & McCay Ch 1 & 8 R & M Chs. 2-3
Week 3 (Sep 9-11) Inclusive and Playable Cities Successful Teaming		9/9: Lecture: Scofield 9/11: <ul style="list-style-type: none"> • Policy project introduced (Riley & Scofield) • Groups assigned • Teaming lecture and resources (Hatala) • Group charters 	R & M Chs. 6, 7 Teaming articles and resources
Week 4 (Sep 16-18) Sensory and Neighborly Cities	Group charters due 9/18 @ 1:00 PM	9/16: Lecture: (Riley) Introduce Windshield tour	R & M Chs. 4-5

Identifying restorative infrastructure		9/18: Windshield Tour during class	In groups, work on windshield tour response
Week 5 (Sep 23 & 25) Identifying restorative design elements and wellness impacts Phase 1: Defining the Issue	Windshield tour group presentation due 9/23 @ 1:00 PM	9/23: <ul style="list-style-type: none"> Windshield tours presented Problem ID brainstorming 9/25: <ul style="list-style-type: none"> Phase 1 Statement of Issues explained Alex in class Group work on P1 	Work on Phase I group paper
Week 6 (Sep 30-Oct 2) Phase 2: Quantifying the Issue	Phase 1 paper due 9/30 @ 1:00 PM	9/30: Group consultations with professors 10/2: Group problem selection and lit review Introduce Phase 2	Complete Phase 1 paper
Week 7 (Oct 7-9) Phase 2 ctd. Phase 3: Consulting the Literature	Phase 2 paper due 10/9 @ 1:00 PM	10/7: <ul style="list-style-type: none"> Description of individual reflection and peer review components Individual reflections assigned Teams work on P2 10/9: <ul style="list-style-type: none"> Introduce P3 Team check-ins 	Finalize Phase 2 paper (includes Phase I problem statement) Begin literature reviews Individual reflection papers
Week 8 (Oct 16) Fall Break Oct 14 Asking critical questions: Group Charter revisions	Individual reflection #1 and Peer Rating #1 due 10/16 @ 1:00 PM CST	No Class Oct 14 10/16: <ul style="list-style-type: none"> Introduce next phases and charter revisions Groups discuss charter revisions and develop project plans 	Complete individual reflections and peer participation ratings #1 Work on P3 papers
Week 9 (Oct 21-23)	Group charter revisions due 10/21 @ 3:00 PM	10/21: Group charter review and adjustments	Finalize group charters Work on P3 papers

Interdisciplinary Work: Team Adjustments & Real-World Consultants		10/23: Interdisciplinary Panel	Panel Reflection
Week 10 (Oct 28-30) Phase 3: Quantifying the Issue	Panel reflection due 10/28 @ 1:00 PM Phase 3 paper due 10/30 @ 1:00 PM	10/28: Teams finalize P3 10/30: <ul style="list-style-type: none"> Phase 4 assigned Teams work on P4 	Finalize P3 papers Begin P4 papers
Week 11 (Nov 4-6) Phase 4: Developing Policy Options		11/4: Teams work on P4 11/6: Teams work on P4	Work on P4 papers
Week 12 (Nov 11-13) Phase 5: Program Evaluation	Phase 4 paper due 11/11 @ 1:00 PM	11/11: Introduce P5 11/13: Teams work on P5	Work on P5 papers
Week 13 (Nov 18-20) Phase 5 ctd.	Phase 5 paper due 11/20 @ 3:00 PM	11/18: <ul style="list-style-type: none"> Teams work on P5 Team check ins 11/20: <ul style="list-style-type: none"> Presentation standards Teams work on presentations or P5 papers 	Finalize P5 papers Begin team presentation
Week 14 (Nov 25)	Post interdisciplinary essays due 11/25 @ 3:00 PM	11/25 <ul style="list-style-type: none"> Course evaluations Post interdisciplinary essays in class Paper feedback provided 	Enjoy the break!
Week 15 (Dec 2-4) Policy Delivery: Measuring Outcomes & Communicating Ideas	Individual reflection #2 and Peer review #2 due 12/4 @ 11:59 PM	12/2: Teams work on group presentations 12/4: Teams finalize presentations and paper	Groups work on final paper (feedback incorporation) Group presentations
Week 16 (Dec 11)	Final PPTs and paper revisions due 12/11	12/11: Group presentations	

	@ 12:00 PM		
--	------------	--	--

COURSE AND UNIVERSITY PROCEDURES/POLICIES

INSTRUCTOR'S POLICIES

Attendance Policy

Our class sessions are key for learning together. Instructors will provide class time to work on group projects and seek consultation. Missing class will significantly hamper team productivity, so please plan to attend all classes. Prior to initiation of group work, in-class activities and lectures are designed to equip you for the group projects. Again, missing class will place you and your group at a disadvantage. If you need to miss class, please communicate with your instructor as well as your group as soon as feasible.

Your attendance grade will be 15% of your overall grade and will be based on the percentage of classes you attend. For example, if you attend 72% of all classes, your attendance grade will be 11 out of 15 possible points.

If extenuating circumstances warrant the need to document an excused absence (see below), please email me by the day you return to class (not days or weeks later).

(*Kingsville policy*) **Four or more consecutive, unexcused absences may result in the student being dropped from the course.**

Late work policy

Individual Assignments: Late work, defined as submitting a deliverable after the established deadline, will be accepted, but with a **10%** penalty for each day the assignment is late. If a deadline conflicts with a university-excused absence as stated in your respective institution's student handbook then a new deadline will be determined by the faculty member for the given instance. Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy, unless the newly agreed upon deadline is missed.

Group assignments: Real world professionalism is frequently indicated by meeting deadlines, many of which may be set in stone. It is your responsibility to map group deadlines from the syllabus onto your group charter and work plan. Missing any of these deadlines will result in a **20%** deduction and may compromise your team's ability to receive quality feedback, which you are expected to incorporate into your final paper and presentation.

Individual assignments turned into your team (and in correspondence to your team charter): Team members will be provided a rating scale that assesses each person's professionalism and team contributions. This includes timeliness of meeting agreed upon deadlines as outlined by your project plans. These ratings will be incorporated into your overall course grade, counting for 13%.

Course Materials and Turn In Procedures

Course materials such as PowerPoint slides, articles, assignments and rubrics, and video may be accessed in your institution's LMS (e.g. Blackboard). When turning in assignments, please send all completed work (group and individual) to the following email, shared by all three instructors:

asee-eop@rellis.tamus.edu

Use of AI

Students may engage in limited use of AI tools during this class. There may be opportunities to make use of AI writing tools (such as ChatGPT); however, you will be informed as to when, where, and how these tools are permitted, along with guidance for attribution. Any use outside of this permission will be considered a violation of the University's academic misconduct policy and may lead to disciplinary procedures.

For the purposes of this course, AI research platforms could be utilized for finding articles and resources, generating citations, grammar and spelling revisions, or formatting charts and graphs. However, all written work must be in the students' own words. It is also important that any summarization of existing research and citations should be in the students' own words and customized specifically to the project's research question.

General School Policies and Resources

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities

Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with

instructions and updates. To register or update your information visit:
<https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>. Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a->

report.html) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the

Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).