



Public Policy & Administration

PPPA 6001 Introduction to Public Administration & Public Service Fall 2018

Tuesdays: 11:10-1:00 (1776 G Street, NW; Room C-106)

Tuesdays, 6:10-8pm (1957 E Street, E-310)

Instructor:

Dr. Lori A. Brainard

Media & Public Affairs Building, 601J

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Office hours: Mondays, 3:30-5:30; Tuesdays, 3:30-5:30

Please schedule an appointment using: <https://brainard.youcanbook.me/>

About this Course

Welcome to our MPA program! You're here because you want to change the world. We would like to help you do that. You will need a professional tool box that contains more than technical skills. You will also need to be skilled in perception, responsive adaptation, critical thinking, questioning assumptions, and reasoning. You will need to be persuasive—both in written and in verbal form. You need a basis on which to solve problems and a way of sharing your reasoning about those decisions with others. This course will help you hone those skills.

This course introduces the *discipline* of Public Administration and uses the ideas and frameworks it gives us to sharpen the skills identified above. As a discipline, Public Administration has a standard canon—that is, a generally agreed upon (though certainly not uncontested) collection of writings that forms the outlines of the field. We will use this collection of writings to distill and make use of frameworks of governance to be used for thinking about, understanding, and making and communicating decisions around problems dealing with US government institutions, ideologies, the concept of the “public interest, organizations, human behavior, and administrative responsibility. These frames of reference also will help you seek out what you don’t know you don’t know so you can continue to develop your professional thinking long after this course is over.

You will also refine your skills on working and managing the team process to produce well-reasoned, referenced, responses to real-world problems. You will be placed on teams based on workstyle preferences as revealed through the MBTI. This will also help you practice self-awareness and appreciate the various workstyles of others. You will practice developing cohesive arguments in a collective context. You will learn and use a professional style of writing—alone and in the context of your team.

Finally, this course also introduces the personal choice of living a public service life. You will have the opportunity to question your assumptions about government, public life, PA traditions, controversies and challenges and think seriously about how you situate yourself within that context.

PPPA 6001 is the first MPA core course and provides a foundation for the program. It connects to PPPA 6004 and Capstone as an integrating element throughout the MPA program. All three courses emphasize practical reasoning skills as they introduce particular frames (theory, history, and practice of PA), applications, and a context for independent *and* collaborative learning.

Bulletin Course Description

Introduction to the discipline of public administration. The intellectual traditions and theoretical frames of reference that inform public administration as a field of professional practice and study. Current and continuing challenges and controversies.

Course Environment

To make the most of this course, we must create together a rigorous and lively marketplace of ideas. The opportunity to speak freely and know that you will be heard, even if not agreed with, is crucial. We must be careful to approach our discussions with empathy and mutual respect, irrespective of ideology, political views, or identity. We value civility because that is the kind of community we want and we care for it because civility permits intellectual, personal, and professional exploration and growth.

Recognizing that we all have different learning preferences, I have included a variety of learning formats: lectures, discussions, case applications, group dialogues, group presentation, and various in-class activities. In-class activities cannot be made up. There is a lot of reading; plan for about 50-150 pages of weekly reading. There are also team and individual written assignments. You will need to budget your time carefully. Students should expect to spend an average of two hours per week in class sessions as well as approximately 8-10 hours of additional individual and group work beyond those sessions.

Learning Objectives

- Develop practical reasoning skills informed by history, diversity, theory, institutional contexts, and enduring debates in American PA.
- Assess the meaning of PA and public service as a professional field of study and practice.
- Identify your own preferences and personal work styles and situate yourself within the identity of a public administrator.
- Understand and analyze major controversies and issues facing the field, the people who work in it, and the people we serve.
- Participate in a supportive, developmental, diverse and inclusive community of public administrators within the MPA program.
- Think critically about theory and contemporary practice represented by multiple perspectives and use that thinking to make decisions and solve problems.
- Write and present as a manager/leader, succinctly making and supporting arguments.
- Work effectively in diverse teams.

Assessment

Your effort to address these learning objectives will be assessed through the following assignments, which are detailed further below in this syllabus:

Class Participation:

Class participation takes place in class and via Blackboard. Participation includes commenting, questioning, circulating relevant articles, identifying useful resources for the class, etc. Your participation should demonstrate that you have read/engaged with the readings, class discussions, in-class activities, outside activities, and anything else you'd like to include in a thoughtful and analytical way. Your participation should be relevant, on-point, and crafted to move along our discussion. If you miss class, you miss the opportunity to participate. As in-class activities make use of all students and the learning resources in real time, missed in-class activities cannot be made up.

Team meeting agenda:

Your team will use a template to document your first meeting at which you create your team.

Reflective essay on MBTI:

You will reflect on your Myers-Briggs results and related activities.

Team Papers (2):

Your team will use PA frameworks and constructs to solve public administrative problems via case responses.

Team presentation of reading:

Your team will give a presentation on a reading or set of readings assigned by Dr. Brainard

Final Analytical Paper:

You will reflect on, respond to, and provide an analysis of *Automating Inequality*.

Team Assessments:

You will provide a written assessment of your teammate's and your own participation.

Class Schedule: Each week is about an important PA concept or skill

8/28	"What We Think About When We Think About Public Administration
	Brinkerhoff & Brinkerhoff, "Preparing for Public Service Careers." <u>PA Times</u> , Vol 27, No. 6 (June 2004). Denhardt & Denhardt, New Public Service. Denhardt & Denhardt, New Public Service Revisited

	<p>View: Adichie. "The Danger of a Single Story." Ted Talk, July 2009, at: http://www.ted.comtalks/chimamanda_adichie_the_danger_of_a_single_story</p> <p>View: Brinkerhoff, Jennifer. "Teams and Team Building." <i>Strongly Recommended</i></p> <p style="text-align: center;">*****DUE*****</p> <p style="text-align: center;">You must complete your MBTI Assessment by this date</p>
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9/4	US Public Administration—The Macro
	<p>Bryson, et al, "Design and Implementation of Cross-Sector Design and Cross-Sector Collaborations." <i>Public Administration Review</i>. 65(44-55).</p> <p>Kettl, "Managing Across Boundaries." <i>Public Administration Review</i>. 66(10-19).</p>

9/11	US Public Administration—The Micro
	<p>Schön. "Reflective Practice and the Reflective Turn," pp. 123-134. (In "The Theory of Inquiry: Dewey's Legacy to Education." <i>Curriculum Inquiry</i>, Vol. 22, No. 2 (1992): 119-139). [note overlap with PPPA 6000]</p> <p>McSwite. "Theory Competency for MPA-Educated Practitioners." <i>Public Administration Review</i>, 61(1): 111-115.</p> <p>Shafritz & Hyde, chapter by Lindblom</p> <p>Orwell, "Politics and the English Language" at http://www.resort.com/~prime8/Orwell/patee.html</p>

9/15	Self-Awareness and the Myers-Briggs Type Indicator
	<p>8:30 a.m.-12:30 p.m., Fungler 108 (event begins at 9, breakfast at 8:30)</p> <p style="text-align: center;">***Denise Riebman, Director of Career Services, activities on MBTI in the workplace***</p>

9/18	"Why We Have the PA We Have"
	<p>Classical Model: Shafritz and Hyde, chapter by Wilson</p> <p>Transitional Ideas: Rosenbloom. "Public Administrative Theory and the Separation of Powers." <i>Public Administration Review</i>, Vol.43, No. 3 (May/June 1983): 219-227.</p> <p>New Public Service: Shafritz & Hyde, chapter by Stivers</p>

9/25	"History of the Field: Accountability & Citizenship"
	<p>Classical Model: Shafritz & Hyde, chapters on Goodnow, Gulick (review Wilson)</p> <p>Critique of Classical Model: McSwite. "The Framing of the Issue," Chapter 2-3. <u>Legitimacy in Public Administration</u>. Thousand Oaks, CA: Sage Publications, 1997: 27-98</p> <p>New Public Management: Shafritz & Hyde, chapter by National Performance Review</p> <p>New Public Service: Durant & Burns Ali. (2012). "Repositioning Public Administration." <i>Public Administration Review</i> 73(2): 278-289.</p> <p style="text-align: center;">*****MBTI Reflection Due*****</p>

10/2	"Communicating: Giving Effective Presentations"
	<p>The Joy of Stats: https://www.youtube.com/watch?v=jbkSRLYSojo</p> <p>Chris Anderson, "How To Give a Killer Presentation." <i>Harvard Business Review</i>. (June 2013)</p>

*******October 9 Team Assessment 1 Due*******

*******October 9 Fall Break—No Class*******

10/16	"Ideological Perspectives on the Public Interest"
	<p>Communitarian Model: Etzioni. "The Elements of a Good Society," Chapter 1. <u>The New Golden Rule: Community and Morality in a Democratic Society</u>. New York: Basic Books, 1996: 3-33.</p> <p>Classical PA Model: Shafritz & Hyde, chapter by Herring</p> <p>New Public Service Model: (2015). Denhardt & Denhardt, <i>New Public Service</i>. Chapter 4, "Seek the Public Interest." New York: Routledge</p> <p style="text-align: center;">*****Team Paper 1 Due*****</p> <p style="text-align: center;">*****Practitioner Speaker Series*****</p>

10/23	Mandatory Team Working Session
10/30	"Thinking Critically About Organizations"
	<p>Classical Model: Shafritz & Hyde, Chapter by Weber Work on revisions to team papers.</p> <p>New Public Management: Shafritz & Hyde, chapter by Barzely & Armajani</p>

	<p>New Public Service: Shafritz & Hyde, chapter by Follett</p> <p>*****Team Paper 2 Due*****</p> <p>*****Practitioner Speaker Series*****</p>

11/6	“Thinking Critically About Human Behavior”
	<p>*****Groups will present*****</p> <p>Shafritz & Hyde, chapters by Maslow, and McGregor—</p> <p>Perry, Engbers, & Jun. “Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence.” <u>Public Administration and Review</u> 69(1): 39-51.</p> <p>Boardman, Bozeman, Ponomariov. “Private Sector Imprinting: An Examination of the Impacts of Private Sector Job Experience on Public Managers’ Work Attitudes.” <u>Public Administration Review</u> 70(1): 50-59.</p> <p>Paarlberg, & Lavigna. “Transformational Leadership and Public Service Motivation: Driving Individual and Organizational Performance.” <u>Public Administration Review</u>. 70(5): 710-718.</p>

11/13	“Ethics and Administrative Responsibility”
	<p>Comey, <i>A Higher Loyalty</i>, Chapters TBA</p> <p>*****Team Assessment 2 Due*****</p> <p>*****Practitioner Speaker Series*****</p>

11/20	“Technology, Administration & Citizens”
	<p>Virginia Eubanks, <i>Automating Inequality</i></p> <p>*****Guest Speaker*****</p> <p>Bob Liebowitz will speak on factors to consider when applying technology to public problems. Bob leads Alation’s Public Sector practice. Alation is a US-based start-up that delivers the industry’s leading data catalog software to customers including Amazon, LinkedIn, the State of Florida, the City of San Diego, GE, eBay, Pfizer, BMW, and others. Over a 20+ year career, Bob has held executive roles with Adobe, Oracle, SAP, and others; leading sales organizations supporting public sector organizations at the federal, state, and local levels</p>

11/27	TBD
	<i>Due to our Saturday session, our last class meeting can be on November 20, subject to the discretion of the professor</i>

*****November 30*****Analytical Paper Due Today*****November 30*****Analytical Paper Due*****

12/4	TBD
	<i>Due to our Saturday session, our last class meeting can be on November 20, subject to the discretion of the professor</i>

If you have read this far, please use the discussion forum on Blackboard to introduce yourself to the class. Blackboard will open on August 3.

Required Materials:

Shafritz, Jay M., and Albert C. Hyde, eds., *Classics of Public Administration*, 8th edition. (If you want to purchase an earlier edition, be sure to check it before purchasing to ensure it includes the required reading for the course.)

Eubanks, Virginia: *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. 2018.

Various additional required readings are available on Blackboard.

Assignments:

MBTI Reflection

The (MBTI reflection) should be no more than five pages. The papers will be graded according to whether you address each component of the questions/assignments, examples, and breadth and depth of reflection. NB: This does not need to be structured according to the professional writing standards/format specified for the group papers—primarily because there is no literature to which you will refer. However, the writing must be clean and clear, with an opening paragraph that includes an argument statement and road map.

First, share and discuss your results with someone close to you to get their feedback and insight on the extent to which they think your results are an accurate reflection of you.

Next, write the following paper:

Please reflect on your MBTI results. Use the class exercises, temperaments, type development theory, and feedback from those who know you well. (Your discussion should demonstrate/confirm that you drew upon all of these sources to reflect on your type). Based on these results, what do you see as your primary strengths and potential weaknesses as a public servant?

2 Team Papers

These are writing assignments based on cases that we will also go over in class. Professional (workplace) writing is significantly different from the kind of academic or descriptive writing you may be accustomed to. Please refer to the handout on Blackboard on Workplace Writing.

All teams may choose to rewrite team papers once in response to feedback from the professor.

NB: Rewriting is a practice and a skill common to all seasoned professionals. Particularly with this assignment, initial feedback may not reflect your general writing ability as much as it reflects the process of learning a style that may be uncomfortable and/or new to you. Because I want to help you *learn* this technique, rather than test you on it, you are allowed to revise these papers once. However, be prepared: Revising a paper almost always creates new issues that must be addressed. Similarly, when reading a revised paper, one almost always identifies either (a) problems that existed in an earlier version but were obscured by others and/or (b) new issues that the revision created. Students are responsible for revising all. In other words, your revision may receive a higher or lower or the same grade as the original. The idea is to produce the best paper possible, not merely to meet identified issues in a previous version.

The professor will assess team papers using the attached matrix. There are many elements to your writing. In the grading process not all elements of the matrix are weighted equally. Like riding a bicycle, writing (and applying this matrix) cannot be learned solely from reading about them.

These are professional papers and must be critical, analytic, and succinct. You should make your own argument. I assume that you are in an MPA program because you want to be leaders. Leaders have opinions, make arguments, and seek to persuade others to follow them. Your personal politics and positions may be of value to you in this class and can certainly contribute to our discussions and these papers. Clearly making and supporting your argument in a way that is easily accessible to a reader is an essential skill for any professional.

The papers should be no more than three pages double-spaced. Use parenthetical citations (author, year). Do not use footnotes or endnotes. It should be clearly structured with:

1. An introduction that
 - a. states a clear *argument statement* (not a statement that will “explore” or “discuss” the issues), and
 - b. presents a road map for the paper (introduces the structure of the paper). Another way of thinking about the “roadmap” is as a table of contents in sentence form.
2. A *brief* summary of the main arguments/ideas you will apply to the case, as relevant to the team’s argument. You can think of this as akin to a literature review, so it must use the readings.

3. An analysis of these main arguments/ideas that builds support for your argument, presenting your own ideas about the issue. For a good example of how to structure your ideas to bridge from theory to practice, see Etzioni, Amitai. "The Elements of a Good Society," Chapter 1. The New Golden Rule: Community and Morality in a Democratic Society. New York: Basic Books, 1996: 3-33.), especially his section on "Implications for Practice and Society."
4. A concluding paragraph. Summarize the paper and highlight why the argument matters.
Develop a clear and comprehensive answer to the case and question, being careful to respond to every part of the question. You need to demonstrate original thinking on the issue of how to bridge theory to practice in your analysis section. There is no single correct answer for any of the questions. Your answers will be evaluated in part on how clearly and imaginatively you develop and present your position.

2 Team Assessments

Team assessments are used to gauge team interactions and the level of effort individuals contribute to the client project. Assessments will occur twice during the semester.

Each individual student will provide feedback to your instructor and the research advisor on the work of your team members and yourself. The instructor will take this feedback into account in arriving at individual grades for "course participation/communication."

Submit these peer reviews via Blackboard. In a Word document, these peer reviews should contain numerical teamwork ratings for each member, and identification of strengths.

- *Numerical Teamwork Rating*

On a separate page for each individual,
please rate each team colleague and yourself on each criterion using this scale:

5=excellent; 4=good; 3=fair; 2=poor; 1=very poor

- *Collaboration* (effective, constructive, collegial decision-making)
- *Contributions* (conceptualizing effective research design; conducting valuable data collection and analysis; preparing well written, well research work)
- *Consistency* (reliability meeting agreed target dates)
- *Overall* (summary evaluation of team member)

Note: You may rate a team member "2" or below in any categories, but only after you have raised the specific issue(s) with them personally. Any rating of "2" or below must be accompanied by an explanation and what you did to try to resolve the issue.

- *Identification of Strengths*

- Please identify one particular strength of each team member, including yourself, that has significantly facilitated the team's work.

Team Presentation

On 11/6 each group will be responsible for reading and learning and presenting to the class one of our reading materials. Presentations will be assessed based on the information provided in the lecture on Feedback and Presentations.

Analytical Paper

In *Automating Inequality*, Virginia Eubanks argues that new technologies, technological processes, and analytical techniques negatively affect poor and working-class Americans. Please assess her argument and conclusion based on the following questions.

Do you agree? NB: Though this is an ‘opinion question,’ your opinion is to be based on analysis and logical reasoning.

What do the class readings teach us about the topic that we do not or cannot learn from *Automating Inequality*?

What do we or can we learn from *Automating Inequality* that we do not or cannot learn from the reading?

Please **use ideas from at least 2 class sessions** to do the following:

Papers are to be no more than five pages (excluding title and bibliography), 12 point font and double-spaced. Remember: argument statements, roadmap, topic sentences. These should be in the professional writing standards/format used specified for the group papers.

The attached matrix will be used for evaluation.

Rubric:

Category	Unacceptable	Marginal	Acceptable	Good	Outstanding
Demonstrated Understanding of the Issues	No apparent understanding of the issue(s)	Limited understanding of the issue(s) displayed by vague, unclear language	Developing some understanding of the issue(s) and responding to the question posed	Suggests an understanding of the issue(s) and responds to the question, but language and ideas are not fully developed	Clear understanding of issue(s); clear, concrete language; complex ideas that directly address question
Argument Statement	Addresses the topic but does not include an argument statement	Focused on the topic and implies but does not specifically state an argument and/or the argument does not reflect course content	States an argument but with vague language and/or weak evidence of insight (oversimplified or obvious argument)	Clearly stated argument demonstrating creative application of course concepts/author ideas	Clearly articulated argument. Innovative thinking, clear insight, thoughtful synthesis of ideas; connects clearly to author ideas/course content
Analysis	Few to no solid supporting ideas or evidence for the analysis	Some supporting ideas and/or evidence for the analysis	Analysis is adequate but lacks specificity and is not well synthesized	Analysis is logically developed and adequately synthesized.	Specific, developed details; superior support and evidence in analysis
Structure and Organization	Lacks logical progression of ideas	Brief skeleton (introduction, body, conclusion) but content does not reflect and/or mixes heading content	Includes logical progression of ideas but minimal overlap between sections and transitions are lacking. Includes at least an implicit roadmap.	Includes logical presentation of ideas, argument builds through distinct sections, supported by clear transitions. Clearly stated roadmap. Author and student ideas are clearly identifiable.	Argument logically builds with mutually supporting sections; clear implications in conclusion. Clearly stated road map; literature review distinct from student's analysis.
Mechanics	Frequent errors in spelling, grammar, and punctuation; run-on and/or incomplete	Errors in spelling, grammar, and punctuation; but few run-on and/or	Some grammatical errors and questionable word choice; almost all sentences and	Few grammatical errors or questionable word choice; all sentences and paragraphs are well-structured	Error-free; clear understanding & proofreading; each paragraph fully develops one idea representing

	sentences and paragraphs	incomplete sentences and paragraphs	paragraphs are well-structured		a logical progression of the argument
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Grades will be calculated as follows:

Team Component— total 45 points of grade

- 2 team papers; 15 points each; 30 points of grade
- Team presentation of reading 5 points
- Team meeting agenda; 5 points
- 2 Team Assessments 2.5 points each; 5 points of grade

Individual Component—45 points of grade

- MBTI Reflective essay; 10 points
- final analytical paper; 35 points

Class Participation—10 points

The Fine Print:

It's often said (in jest of course) that public administrators love fine print...

The University, the Trachtenberg School, and the instructor have formal policies concerning attendance, written work, and incompletes. Students are responsible for understanding these and acting accordingly. Without prior approval, late work cannot be accepted for full credit. Grades will be discounted by one half grade (e.g., A becomes A-, A- becomes B+, etc.) for every three days (or portion thereof) that assignments are late. I do not change grades except in cases of mathematical error. If you wish to contest a grade you must submit a brief, professional memo stating the grade you believe is merited and justifying the case for a changed grade with examples from your work and referencing professor feedback.

University Policy on Religious Holidays

Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students Outside the Classroom

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <https://disabilitysupport.gwu.edu>

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/

Academic Integrity Code

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: studentconduct.gwu.edu/code-academic-integrity

Policies in Public Administration and Public Policy Courses

Incompletes

A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for

incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit <https://tspppa.gwu.edu/documents-and-forms> for the complete CCAS policy on incompletes.

Submission of Written Work Products Outside of the Classroom

It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.

Submission of Written Work Products after Due Date: Policy on Late Work

All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor. Professor Brainard's policy is that without prior approval, late work is reduced by one-half grade for every three days (or parts thereof) that work is late. (e.g., A becomes A-, A- becomes B+, etc.). I do not change grades except in cases of mathematical error. If you wish to contest a grade you must submit a brief, professional memo stating the grade you believe is merited and justifying the case for a changed grade with examples from your work and referencing professor feedback.

Academic Honesty

Please consult the "policies" section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information." All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. IT IS YOUR RESPONSIBILITY TO KNOW THE CODE AND TO FOLLOW IT.

Changing Grades After Completion of Course

No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

The Syllabus

This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.

Accommodation for Students with Disabilities

In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office.

Instructor's Policy on Grade Contestation

I do not change grades except in cases of mathematical error. If you wish to contest a grade you must submit a brief, professional memo stating the grade you believe is merited and justifying the case for a changed grade with examples from your work and referencing professor feedback.

Letter grading is based on a four-point scale as follows:

3.7-4.0 A: Excellent and exceptional work for a graduate student. Work at this level is *unusually* thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of *exceptional* professional quality.

3.6-3.7 A-: Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.

3.3-3.6 B+: Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

3.0-3.3 B: Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

2.7-3.0 B-: Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A B- average in all courses is not sufficient to sustain graduate status in good standing.)

2.3-2.6 C+: Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

2.0-2.3 C: Deficient - see above

1.7-2.0 C-: Deficient - see above

Less than 1.7 F: Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

Students wishing to contest a grade are required to write a professional memo stating the grade they believe is merited and outlining and justifying their case for a changed grade. Student must use examples from her/his work, referencing professor feedback.