COURSE PURPOSE:

“All politics is local” – Old adage in American politics

“Town meetings are to liberty what primary schools are to science: they bring it within the people’s reach” – Alexis de Tocqueville

“Government of laws and not of men” – John Adams, First Vice President and Second President of the United States

“For forms of government let fools contest; whatever is best administered is best” – Alexander Pope (1688-1744), Essay on man, epistle iii, line 303

“The new city manager is (1) invisible, (2) anonymous, (3) nonpolitical, and (4) none of the above. Increasingly, modern city managers are brokers, and they do that brokering out in the open.” – Alan Ehrenhalt, 1990 Deputy Editor, Governing: The State and Localities

Local government is significant in American politics. It is the level of government closest to the people and most entwined with the concerns of their daily lives. Local government has also been described by political philosophers such as de Tocqueville and John Stewart Mill, as a school for democracy. The quality of life in every community is determined to a great extent by the abilities of its local governments to provide adequate services. Local government responsibilities include education, elections, emergency ambulance service, land use control, local streets and highways, traffic control, parks and recreation, police and fire protection, building safety, water supply and waste-water disposal, recycling, and the collection and disposal of trash and garbage. The list goes on, but the services mentioned above show the close relationship between local government and the people.

Local governments are continually facing financial challenges. The pressure to do more with less is a real phenomenon that administrators must deal with on a daily basis. The various economic situations be they mild or severe will challenge local governments both politically and operationally. Meeting those challenges will require local government managers to demonstrate a high degree of creativity and leadership. The Dallas Fort Worth area has been less affected by the economic crisis and is currently dealing with issues of growth and economic development.
This course assumes a basic familiarity with American political values, processes and institutions learned through an introductory American government course. Local government in the United States exists in the context of federalism; that is, in relation to state and national governments.

**COURSE OBJECTIVES:** This semester we will explore the context and structure of local government and local politics in different ways: through course readings, lectures, guest speakers, field research, group exercises, videos, tours, and role-playing. At the end of the semester, each student should be able to:

- Understand the background and evolution of local government institutions in the U.S.
- Understand the political and social context of contemporary local governments and some of the challenges they face.
- Understand the various forms and functions of local governments including cities, counties, school districts, special districts, etc.
- Distinguish between the politics of planning and development and those of essential services such as public safety and streets.
- Further skills in critical thinking, analysis, and interpersonal communication skills through class participation and various group assignments throughout the semester.
- Complement theories of local government management with knowledge of government in operation.

**Why do you need these course objectives?** Whether you become a local government manager or whether you select public service at another level of government – in a nonprofit organization, or in a private corporation, you will most likely do business with local government. The more you understand how local government works, the better you can make career choices and the more effectively you can transact business with local governments.

**REQUIRED TEXTS:**


**World Wide Web:** The following sources will need to be accessed during the semester. The links are also located on Canvas.


- [http://portal.hud.gov/portal/page/portal/HUD](http://portal.hud.gov/portal/page/portal/HUD) - The U.S. Department of Housing and Urban Development, the agency responsible for administering the housing and community development programs of the federal government.
http://www.usmayors.org/ - The U.S. Conference of Mayors is the official nonpartisan organization of cities with populations of 30,000 or more. Each city is represented by its chief elected official, the mayor.

http://www.nlc.org/ - The National League of Cities is the oldest and largest national organization representing municipal governments throughout the United States. Its mission is to strengthen and promote cities as centers of opportunities, leadership, and governance.

https://www.icma.org/ - The International City/County Management Association (ICMA) is the professional and educational organization for chief appointed managers, administrators, and assistants in cities, towns, counties, and regional entities throughout the world.

http://www.statutes.legis.state.tx.us/ - This site contains the Constitution of the state of Texas as well as the state statues. We will reference this site during the semester.

https://www.tml.org/170/Connect-News - Connect News is a site that contains up to date news on various cities in Texas. This will be a good site from which to write your memos.

http://www.tcma.org - The Texas City Management Association is a professional organization like ICMA to provide professional services to cities in Texas.

http://www.naco.org - The National Association of Counties is a professional organization that provides essential services to counties in the United States.

http://www.tml.org - The Texas Municipal League exists to provide services to member cities in Texas.

https://www.netcog.org - The North Central Texas Council of Governments was established to assist local government with regional planning efforts in order to coordinate regional development.

There are a number of other excellent sources on the web that can inform you on local government issues. PLEASE NOTE: Additional case studies and other readings will be placed on CANVAS.

Suggested Not Required

*Playing with Fire* Scott Lazenby – A spellbinding story of union conflict and city hall politics in small town America.

*Democracy at the Doorstep: True Stories from the Green Berets of Public Administrators,* Mike Conduff – Short Little stories about manager’s experiences.

*More than Mayor or Manager: Campaigns to Change Form of Government in America’s Large Cities* James H. Savara and Doulas J. Watson – Stories on campaigns for structural change.
Diversity and Inclusion Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

TECHNICAL REQUIREMENTS/ASSISTANCE

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130

Hours are:
- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight

Blackboard technical requirements: https://clear.unt.edu/supported-technologies/blackboard/blackboard-technical-requirements

Other related hardware or software necessary for the course: such as headset/microphone for synchronous chats, word processor, etc.

Canvas technical requirements: https://clear.unt.edu/supported-technologies/canvas/requirements

Other related hardware or software necessary for the course: such as headset/microphone for synchronous chats, word processor, etc.

GENERAL COURSE POLICIES:

I expect all students to conduct themselves with professional courtesy, which includes but is not limited to the following:

(1) A COVID Hotline is available to help UNT community members understand and report COVID-19 symptoms, get access to testing information and/or results, receive guidance on actions they may need to take following potential exposure, and ask any other questions related
to COVID-19’s impact on university operations. The hotline number is 844-366-5892 and the email address is COVID@unt.edu.

(2) UNT Statement on Face Covering

Face coverings are required in all UNT facilities. Students are expected to wear face coverings if visiting campus. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

(3) Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

• While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
• Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
• Ask for and use the correct name and pronouns for your instructor and classmates.
• Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
• Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
• Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
• Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
• Avoid using “text-talk” unless explicitly permitted by your instructor.
• Proofread and fact-check your sources.
• Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.
(4) **Late Work**, Just as you would expect to turn in a work assignment in a timely manner, so also should you submit class assignments in a timely manner. Late work will be subject to a penalty of a grade-a-day deduction unless an arrangement is made well in advance of the due date of an assignment.

(5) **ADA Statement** see page 16. If you are a student with a qualifying disability that will affect your participation in class or your ability to take tests (as certified by the UNT Office of Disability Accommodation), please see me no later than the second class meeting so that we can work out appropriate accommodations and develop a written agreement about them.

(6) **Class Conduct.** Please be aware that if I must warn individuals repeatedly for being extremely disruptive during a class period, I will ask them to leave and they will be counted as absent for that day. Repeated transgressions of conduct will give you a lower letter grade than you would otherwise earn, and severe repeated transgressions will cause you to be dropped from the course with a letter grade of F (This includes off campus conduct during class tours if we have them). Students engaging in unacceptable behavior will be referred to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

(7) **Annoyances.** Please be respectful to your fellow students and turn off your cell phones, beepers, pagers, etc. Ringing thingamajigs are very disruptive. Please don’t talk while I lecture, have a guest lecturer on Zoom, or other students are talking. Allow everyone to hear what is being discussed in class. Frequently being late, leaving class early, discourteous behavior, etc. will cost you points for that day. Class is over at 8:50 pm. I do not have to be reminded by shuffling books and papers toward the end of class. Rarely but on occasion the class might run late.

(8) The use of **computers** in class for note taking is acceptable. However, please do not surf the web, type memos/papers, do homework, email, instant message, Facebook, etc. Again: Please do not send email messages, scan the internet, play electronic games, etc., during class time. Violations will result in being asked to leave the class and a grade reduction for that day.

(9) **Silence** your **cell phones** during class. Do not send or read text messages during class. Your phone should be adjusted to a non-intrusive setting if you are on-call and must have your phone activated during class. Please let me know if this is the case. Failure to observe this caution will result in a grade reduction.

(10) **Withdrawals**, Students may withdraw from the course, but the student is responsible to follow university procedures. The instructor is not responsible for failure to meet withdrawal deadlines.

(11) **Changes in Syllabus** may need to be made to accommodate guest speakers, lock downs because of COVID-19 and other shifts. Should the need for changes occur, I will inform the class as soon as possible of any changes to readings and assignments.
(12) **Academic Honesty** is expected. An act of academic dishonesty will result in a grade of zero on the assignment, a probable failing grade in the course, and a recommendation of additional disciplinary action. In the event of suspected academic dishonesty, I may substitute a quiz, examination or another assignment for the work in question. See page 17.

**Note:** If you intend to graduate this **May**, Do not forget to check the UNT academic calendar and file your graduation application by the due date! The Graduate School is very strict on this. If you miss the filing due date, you will not graduate this spring semester.

**COURSE ASSIGNMENTS:**

(1) **Reading assignments** should be completed in advance, and class members should be prepared for weekly class discussions. I love to talk, but at this level of education, your participation is required. When case studies are distributed for reading it will be assumed you will be prepared to lead a discussion. Traditionally this is a small class so be prepared to be engaged. If it is a larger class, groups will be formed and discussions will occur in those groups following social distancing guidelines.

(2) **Class attendance and participation** are expected in a graduate course. While I will be tolerant of legitimate absences (e.g., an occasional work assignment, or verified sickness- let me know if you are sick and please do not come to class), I will be intolerant of illegitimate absences (e.g., just cutting class). More than two of the latter may result in a final grade deduction. Borderline grades will be determined based on meaningful class participation (remember, we learn from one another). **Special Note:** This is a face to face course until notified otherwise. There is no zoom link to the class.

(3) **Examinations:** Students will be required to complete two examinations which will be essay and short answer, and which will cover both reading and in-class material. A good essay answers all parts of the question, uses good spelling and grammar, develops an idea or theme, gives specific examples, and reaches a conclusion.

(4) **News Summaries and Analysis:** Students are required to submit 5 memos that review local news events. The first paragraph will summarize the article and the second will include analysis and applicability to class work and or the field in general. One page, single space, Memo style, No need to attach a copy of the article. A link is sufficient and required. A good source for news articles is: [https://www.tml.org/170/Connect-News](https://www.tml.org/170/Connect-News)

(5) **Individual field Research and Oral Presentation:** Please see page 14 of the syllabus for specific details on this project. Please note the paper is due on the day of your presentation. Oral presentations will be given on April 6, and April 13. See page 13 for your assigned day.

(6) **Shadowing Experience:** Please see page 15 for details. Please note the presentation is due on your assigned date for class credit. Your shadowing experience is a professional assignment and our professional reputations are on the line. You need to act professionally in setting up this
experience and conduct yourselves appropriately during the experience. I understand that because of COVID-19 restrictions and or social distancing requirements that this assignment might be difficult, but I still expect an effort to be made.

(7) **Exercises/Assignments:** There will be various assignments both in Canvas and in class that students will be responsible for. Please see Canvas for assignment Dates.

1. Attorney General’s office of Texas Open Meetings Act Training – obtain certificate  
2. Attorney General’s office of Texas Public Information Act Training – obtain certificate  
3. TCMA Ethics Quiz or alternative Ethics Quiz  
4. Tijuana River Case Study

**FINAL GRADES** will be computed on the following basis:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| News Summaries and Analysis from [https://www.tml.org/170/Connect-News](https://www.tml.org/170/Connect-News) or other news worthy site. | 2 Points  
2 Points  
2 Points  
2 Points  
2 Points | January 19  
February 9  
February 23  
March 9  
March 23 |
| First Examination                                                       | 15 Points                 | March 2                |
| Individual Field Research and Oral Presentation.                        | 20 Points                 | April 6 & April 13    |
| Second Examination                                                      | 15 Points                 | April 27               |
| Shadowing Experience                                                    | 15 Points                 | Various Dates          |
| General Participation                                                  | 05 Points                 | Various Dates          |
| Attorney General’s office of Texas Open Meetings Act Training – obtain certificate | 5 Points | March 30 |
| Attorney General’s office of Texas Public Information Act Training – obtain certificate | 5 Points | February 16 |
| TCMA Ethics Quiz or alternative Ethics Quiz                             | 5 Points | Various Dates |
| Tijuana River Case Study                                                | 5 Points | March 16 |
| **Total Points**                                                        | **100**                   |                        |
Course Grading

A = 90 to 100 points
(Outstanding, excellent work. The student performs well above the minimum criteria).

B = 89 to 80 points
(Good, impressive work. The student performs above the minimum criteria).

C = 79 to 70 points
(Solid, college-level work. The student meets the criteria of the assignment).

D = 69 to 60 points
(Below average work. The student fails to meet the minimum criteria).

F = 59 or less points
(sub-par work. The student fails to complete the assignment).

COURSE CALENDAR AND WEEKLY ASSIGNMENTS

Please give this material some analytical thought before coming to class. You are expected to participate in discussions and share your opinion.

January

12 Introduction and Organization of the Course; Overview and History of Local Government

Welcome and introduction to the course

Local Government Professionalism – You Tube Videos, ICMA Video

Shadowing Experience Explanation (COVID-19 Flexibility)

Individual Field Research Assignment and City Selection

Start of Legislative Session

19 Texas Constitution, State Statutes and Current Legislation and City Charters and Ordinances and City Structure

Canvas: Hansell Symposium Reading, “Model City Charters and Institutional Dynamics” H. George Frederickson, Curtis Wood, and Brett Logan

Canvas: City Lights: Urban-Suburban Life in the Global City, Chapter 13, The Skeleton of Power E. Barbara Phillips

Managing Local Government Services Chapter 2, Legal Foundations of Local Government message

Texas Local Government Code Can be found at:
http://www.statutes.legis.state.tx.us/ Including the following

http://www.statutes.legis.state.tx.us/Docs/LG/htm/LG.25.htm City Mgr.-General Law

*News Summary 1 and Analysis Due*

26  Cities and their Challenges / Ethics / Preemption

Managing Local Government Services Chapter 1, Meeting the Challenge of Change

**Canvas:** City Lights: Urban-Suburban Life in the Global City, Chapter 4, From Urban Specks to Global Cities

**Canvas:** Contemporary Challenges in Local Government: Evolving Roles and Responsibilities, Structures, and Processes, Nalbandian, O’Neill, Wilkes, and Kaufman


**What 2019 Session Cost Cities- Tex Tribune (July 18 2019).pdf**

**Perlman. 2016. The Illusion of Local Control- The Paradox of Local Government Home Rule. State and Local Government Review.pdf**

ICMA Code of Ethics [https://icma.org/icma-code-ethics](https://icma.org/icma-code-ethics)

**February**

02  Service Delivery, Management Practices and Public Private Partnerships

Managing Local Government Services Chapter 15, Service Delivery Alternatives

Managing Local Government Services Chapter 16, A Manager’s Tool Box

**Canvas:** Managing Urban America, Chapter 7 Urban Service Delivery, England, Pelissero, and Morgan

**Canvas:** Introduction and Chapter One, “What We Mean When We Say Public/Private Partnership” in ULI/Stephen B. Friedman, Successful Public Private Partnerships, p 3-38

**Canvas:** MLG Cases: Chapter 2, No Easy Road to Recovery
**Canvas:** MLG Cases: Chapter 15, Performance Measurement Sea Change
Canvas: MLG Cases: Chapter 16, Contracting for Trash

09 Planning and Economic Development

Managing Local Government Services Chapter 6, Planning

Managing Local Government Services Chapter 7, Economic Development

Managing Local Government Services Chapter 8, Community Development & Affordable Housing

News Summary 2 and Analysis Due

16 Special Districts, and The Role of the Municipal Clerk/Secretary

Guest Speaker: Christel Pettinos, Chief of Staff City of Coppell
Ashley Owens, City Secretary City of Coppell

Managing Local Government Services Chapter 3, The Clerk

Canvas: The Top Five Things to Know About the Municipal Clerk Position

Canvas: “Wrestling With Muds to Pin Down the Truth about Special Districts,” Sara C. Galvan, Fordham Law Review 2007 75 Fordham L. Rev. 3041

Managing Local Government Services Chapter 5, HR Management


23 Urban Policy Making & Getting Things Done / Public Safety Issues

Guest Speakers:

Samantha Pickett, Department of Emergency Management

Canvas: Managing Urban America, Chapter 4 Urban Service Delivery, England, Pelissero, and Morgan

Canvas: City Lights: Getting Things Done, Chapter 15, Getting Things Done E. Barbara Phillips

Canvas: Managing Local Government Services Chapter 12, Emergency Management
Canvas: Managing Local Government Services Chapter 13, Police Services

Canvas: Managing Local Government Services Chapter 14, Fire and Other Emergency Services

Canvas: MLG Cases: Chapter 4, The Fire File
Canvas: MLG Cases: Chapter 19, A Jail in City Center

News Summary 3 and Analysis Due

March

02 First Written Examination Take Home Exam

09 Politics, Politics, and More Politics

Guest Speaker: Lowell Johnson, City Council Member City of Corinth

Canvas: City Manager’ Policy Leadership in Council–Manager Cities, Zhang and Feiock

Canvas: National league of Cities: State of Cities 2018

Canvas: City Lights: Identity Crisis, Chapter 10, E. Barbara Phillips

Canvas: Cultural Competency in Hispanic Communities, Chapter 7, Abraham David Benavides

News Summary 4 and Analysis Due

16 Online student research and work day.

Please complete the Attorney General of Texas Open Meetings Act Training. Please print certificate and turn in a copy. Go to: https://www.texasattorneygeneral.gov/open-government/open-meetings-act-training

23 County Government and Services

Guest Speakers: Andy Eads, Denton County Judge
**Canvas:** Hansell Symposium Reading Number 11, “Administration in the Modern American County” Beverly A. Cigler


Managing Local Government Services Chapter 11, Health & Human Services

**News Summary 5 and Analysis Due**

**30**  City Manager Round Table – Special Guests

Jennifer Fadden, President of Executive Recruitment and Interim Services Strategic Government Resources, former city Manager of Colleyville

John Cabrales, City Manager, City of Lake Dallas

**Special Local Government Topic: The Tijuana River – International Border Implications**

Professors Ivonne Linares Hernandez and Veronica Martinez from The Autonomous University from the State of Mexico and I are conducting research on the Tijuana River and the causes of water pollution and international implications. Readings for this project will be distributed later.

**April**

**06**  Individual Field Research Oral Presentations or Shadowing Experience

Karen Ballesteros  Eric Beal  Monica Benavides
Adam Burrus  Christina Cantu  James Clapp
Kathryn Conrad  Jarred Coursey  Joe Ducay
Natalija Gajic  Rachel Gent  Bryant Jackson
Rina Maloney  Missy Moak  Daniel Morgan

**SPOT Student Evaluation of Course. Please complete the course Evaluation**

**13**  Individual Field Research Oral Presentations or Shadowing Experience

Gabrielle Nguyen  Natalie Guerrero  Javier Bustamante
Janet Olovede  Christopher Orozco  Kevin Pantoja
John Pipes  Aabid Rajwani  Jacob Rojo
Rachel Rose  Jeremy Smith  Shelby Smith
Bora Sulollari  Camryn Thompson  Shane Urrutia
Tristen Wheeler  Chance Willeford  Isaiah Williams
SPOT Student Evaluation of Course. Please complete the course Evaluation

20 In class Virtual Tour of the City of Denton’s Waste Water Treatment Plant
Guest tour guide David Hunter Zoom information to follow on Canvas Module

Canvas: Managing Local Government Services Chapter 9, Public Works
Canvas: Managing Local Government Services Chapter 10, Parks and Recreation

27 Final Examination  Take Home Exam – Open book.

INDIVIDUAL FIELD RESEARCH

Each individual will select a city or county in the Metroplex area and research its government structure and the basic aspects of its local politics. Research will be conducted in the library, the government’s website, and by attending a meeting of the city council or county commissioners and or by contacting the city or county clerk's office (Virtual meetings are acceptable). Use the following outline for reporting the results your research. You must not do a city that you currently work for or are familiar with. First come first serve in terms of city selection (10 pages, double space 12 point font).

OUTLINE

I. Introduction (1 Page)
   Identify the city or county. A brief history. Summarize the main points you will cover.

II. Demographic Characteristics (1 Page)
   Total population, also by age, income, occupation, years of education, race, ethnic origin

III. Government Structure (2 Pages)
   a. City Organization Chart
   b. Form of government Council Manager/Mayor Council - History
   c. Electoral structure (partisan/nonpartisan; ward/at-large combined)
   d. Financial impact of current economic crisis (COVID-19) and steps the organization has taken to address the challenges.

IV. Management (2 Pages)
   a. What is your impression of the cities management
   b. Organizational culture
c. Employee motivation

d. Efficiency and effectiveness

e. Communication and Teams

V. Politics (2 Pages)

a. Elected officials: who the officers are; who currently holds office; how long each incumbent has been in office. Describe a city council or county commissioners meeting and one additional meeting you attended.

1. What issues were raised at the meetings? (Please describe in a little detail what the discussions were about). How would you characterize the issues? Were they about service delivery, the budget and administration, or issues in the community? Was there much conflict between council and citizens, or between them and the administration? Did matters seem routine or controversial? If there were any controversies, describe why the matter was controversial and who was involved.

2. Who attended the meeting? How many council members or board members were there out of the total? Who attended from the administration? Did any citizens attend? How many? Did any of them speak? If so, whom did they represent? (If you have not already covered it, tell about the concerns they voiced). Were meetings face to face or virtual?

b. Tell me about the city web site. What can a citizen do? What information and operability is available in terms of the citizen’s capacity to transact business. Is it multilingual?

c. (2 Pages) Analysis. Based on this limited study and observation, what have you found out about electoral participation? How well do you think local democracy is functioning in this community? What reasons do you have for your answer to the above question? How does this community compare to what you have learned about local government management on average? Are there any demographic characteristics or particular issues that may be responsible for either lower participation or higher participation in your community? How do you view, interpret, judge, the administration of the city? Is the city being well run?

Local Government Shadowing Experience

Shadowing refers to an experience in which a student observes a manager and/or participates in some tasks related to local government for the purpose of learning about the day-to-day professional responsibilities of a local government manager.

Shadowing can be helpful in that it allows MPA students to see what managers do on a day-to-day basis. The value of the shadowing experience depends on its time commitment and resulting depth, along with the managers and students commitment to the experience.

The goal is to help individuals learn about local government. The job shadowing experience is designed to be a one-time observation only experience, lasting three to six hours.
Local Government Course Goals

- Observe the daily routines of public managers
- Help students solidify career interests in local government
- Help students gain awareness of the academic, technical, and personal skills required in local government professions
- Help students develop an understanding of the critical connections between school, work, and goal attainment

Deliverable

- Two to three page summary of your experience
- Single space
- 12 point font Times Roman
- No Bullet points
- If appropriate, share a shadowing experience during your oral presentation.

NOTE: Since shadowing experiences take place in professional settings, students should dress professionally. For more information on dress please contact the instructor.

“Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site.”


Student Perceptions of Teaching (SPOT) will be administered on April 5 to April 22

Required: Please complete course evaluation by going to www.my.unt.edu.

STUDENT EVALUATION OF INSTRUCTION

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available April 5 to April 22 to provide you with an opportunity to evaluate how this course was taught. Student feedback is very important to UNT, please complete your SPOT (Student Perceptions of Teaching) survey during the open evaluation time.
UNT Policies

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.
Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or
computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:
1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

**Student Verification**
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002).

**Use of Student Work**
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:
- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**
1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

   Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

   No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
**Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

**Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https) so that they follow your name when posting to discussion boards, submitting assignments, etc. Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](https)
- [How do I use pronouns?](https)
- [How do I share my pronouns?](https)
- [How do I ask for another person’s pronouns?](https)
- [How do I correct myself or others when the wrong pronoun is used?](https)

**Additional Student Support Services**

- [Registrar](https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)

**Academic Support Services**

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc)
• UNT Libraries (https://library.unt.edu/)
• Writing Lab (http://writingcenter.unt.edu/)