

MAPP503

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : MAPP503 **Title :** Digital Government

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course offers an in-depth panorama of the strategies used to design, implement and evaluate effective policies, government information and democratic procedures and practices as they are publicized online in a digital world. We examine the merits of recent initiatives in e-government and e-governance from the perspective of policy administrators and elected officials as well as the increasing array of ways that citizens and civil society groups and organizations can use, and interact with online government information and services. We also look at the problems that many government agencies encounter in their attempts to provide information and services digitally plus what challenges and opportunities may be in store for the e-governance strategies of the future. The course covers issues surrounding democratic accountability and transparency, security and privacy, citizen e-participation, e-performance reporting and public relations in online government communications. It pays special attention to giving students the opportunity to develop practical skills in how to design and develop effective, specific and comprehensive e-government strategies at the local or state level.

Course Scope:

Digital innovations have changed the way international, national, state and local governments deliver services, engage citizens and do business on a daily basis. MAPP 503 serves as a primer for students in emerging policies covering digital services in government. Our course textbook examines the many issues involved from a citizen-centric perspective. We will evaluate the components of this strategy as well as analyze the current and potential approaches of e-government. We will discuss the broad range of skills required to use and evaluate these approaches. Finally, we will explore best practices and develop tools for implementation from the point of view of policy analysts as well as public administrators.

As a graduate student, you should expect to spend **18 hours per week** completing the required work for this course. This includes participation in forums, completing required readings, performing independent research, and providing written projects and presentations. This course has a significant workload which, when combined with personal and work schedules, requires diligence and self-discipline.

Objectives

Upon successful completion of the course students will be able to meet the following learning objectives:

1. Distinguish between E-Government and E-Governance and understand the potential and actual roles they play in enhancing policy implementation, evaluation and change in today's digital democracies.
 2. Assess a range of digital approaches and purposes as they apply to international, national, state and local governments and their implementation of policy.
 3. Critically evaluate the challenges, obstacles and opportunities of e-government in the delivery of services, engagement of citizens and completion of daily business activities of governmental service providers.
 4. Understand the importance of the issues of privacy, security, trust and collaboration as they apply to digital government.
 5. Categorize the skills required of public administrators and policy professionals to use and evaluate different digital approaches.
 6. Critique best practice approaches of the field.
 7. Develop strategies for digital processes specifically designed for more effective policy and public service implementation; taking into account the purpose or intent, audience, resources needed and methods of evaluating effectiveness post implementation.
 8. Consolidate and improve professional policy writing and critical skills and participate actively in creating a collegial, feedback-oriented learning community in the area of public policy.
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Outline

Week 1: Intro to Digital Government: E-Government vs. E-Governance

Learning Outcomes

1, 2, 3, 7

Readings/Assignments

Required Reading/Viewing: Week 1

Please see the readings in the Materials Section below.

Forum 1.1 Introduction

Forum 1.2 E-Government vs. E-Governance: What's the difference?

Forum 1.3 Groundwork for Course Final Project

Week 2: Public Relations Social Media & Communication

Learning Outcomes

1, 2, 5, 7

Readings/Assignments

Required Reading/Viewing: Week 2

Please see the readings in the Materials Section below.

Forum 2 The Eight Potential Purposes for Government PR

Assignment #1: Public Relations Plan and Analysis

Week 3: Fiscal Transparency & Accountability

Learning Outcomes

1, 2, 3, 5, 6, 8

Readings/Assignments

Required Reading/Viewing: Week 3

Please see the readings in the Materials Section below.

Forum 3.1 Transparency and ICTs (Information and Communication Technologies).

Forum 3.2 Posting and Review of Public Relations Plans (Assignment #1)

Week 4: E-Performance Reporting

Learning Outcomes

1, 2, 3, 5, 7

Readings/Assignments

Required Reading: Week 4

Please see the readings in the Materials Section below.

Forum 4: Effective Reporting

Assignment #2: Accountability and Reporting Plan

Week 5: Citizen Participation & Democracy

Learning Outcomes

1, 2, 3, 5, 8

Readings/Assignments

Required Reading/Listening: Week 5

Please see the readings in the Materials Section below.

Forum 5.1 E-Participation

Forum 5.2 Posting and Review of Accountability/Reporting Plans (Assignment #2)

Week 6: Security, Trust & Collaboration

Learning Outcomes

2, 3, 4, 5, 6

Readings/Assignments

Required Reading/Viewing: Week 6

Please see the readings in the Materials Section below.

Forum 6 Collaboration and Shared Services

Week 7: Best-Practices

Learning Outcomes

2, 3, 5, 6, 7

Readings/Assignments

Required Reading: Week 7

Please see the readings in the Materials Section below.

Forum 7 E-Government Attributes

Assignment #3: Final Project

Week 8: Conclusion: The Future of Digital Government

Learning Outcomes

1, 3, 6, 7, 8

Readings/Assignments

Read: Week 8

Please see the readings in the Materials Section below.

Forum 8.1 What is the future of digital government?

Forum 8.2 Posting and Review of Final Project

Evaluation

Self Introduction: The first forum includes a self-introduction, which should include your name, where you are located (country, state, or city), what your current job title is, where you received your undergraduate degree and in what field, any information you care to share about your family and hobbies. You should also include details about your chosen area of policy specialization as well as a well-considered breakdown of what you hope to get out of this course.

This introduction needs to be at least 250 words and posted by 11:55 PM (EST) Sunday during the first week of the class. **Important:** type your forum into the comments box. Do not attach your posting to the forum as any type of document as the system does not recognize this as a post. Failure to complete this forum by the end of the first week of class will result in you being dropped from the course.

Forum Questions:

For most forum discussions you will be analyzing concepts raised in the text, related readings, or current events. Each of these will ensure that you have understood and approached key groundwork concepts, ideas or procedures that will be necessary for you to write your assignments. For the remaining three forums you will be reviewing and providing constructive feedback on work submitted by your classmates, as well as receiving feedback on your own work. Required forum articles for you to review are linked to in the description of each forum as well as listed in the course outline below (with links). Many other useful

resources are available via the Online Research Center or APUS Library. Make use of scholarly peer-reviewed articles in the APUS Library where you can, in addition to required and supplementary readings in the Resources section of this course, plus any links or videos/podcasts in the relevant lessons.

Students must provide a critical review of the issues in the forum instructions and reply substantively to the contributions of **at least two classmates**. Postings should be analytic in nature, contain persuasive, logical arguments supporting your position on the concepts and issues you discuss, and should include examples that can bolster your argument where appropriate. Postings and replies should be free of any spelling or grammar errors and properly cited in APA style. Unless otherwise stated, **postings should be a minimum of 500 words, include scholarly sources in addition to the textbook and be submitted by 11:55 PM, EST on Thursday.**

You need to provide a **substantive response** to **at least two forum posts** submitted by your classmates. For the weeks that have multiple forums, you need at least 2 follow-up responses for **each forum**. Your follow-up posts are due by **11:55 PM, EST on Sunday of each week**.

Please see the forum section for the grading rubric.

Assignments: Please see the assignment tab for specific directions and deadlines for the assignments.

Final Project: The final project asks you to combine revised versions of the plans you created in Weeks 2 (public relations) and 4 (accountability and reporting) and to add to this a third plan to create a comprehensive digital strategy. In this comprehensive strategy, you are constructing an e-government/e-governance plan of 3-4 digital approaches your government should take to move into the digital era and take advantage of digital government approaches to enhance the effectiveness of policy implementation. Once you have built your strategy, you will present this and your analysis of each to your class audience as if you were presenting to your government's decision-making body. You are seeking their approval and support for the implementation of these tools. In your presentation, you should discuss the overarching goals of the government, the digital tools you are recommending that the government implement and your analysis for each. In your analysis, be sure to address persuasively why you are seeking to build a digital government platform, what you hope to accomplish, who your primary and secondary audiences are, what obstacles and challenges will need to be overcome, how security and privacy will be protected, what resources will be needed for successful implementation, and how the digital tools will be evaluated in order to determine effectiveness.

Your project should be structured as an animated PowerPoint and delivered using an available software option (see Assignment section of this course for details).

Remember that this is a major research component of your course (20% of your final grade). Your presentation must be no less than 10 minutes or more than 20 minutes long.

Grading:

Name	Grade %
Forums	30.00 %
Forum 1.2	3.33 %
Forum 2	3.33 %
Forum 3.1	3.33 %
Forum 4	3.33 %
Forum 5.1	3.33 %
Forum 1.1	3.33 %
Forum 6	3.33 %
Forum 7	3.33 %
Forum 8.1	3.33 %
Assignments	50.00 %

Assignment (Wk 5) Citizen Participation and e-Democracy	16.67 %
Assignment (wk2): Public Relations Plan	16.67 %
Assignment (wk4): Accountability & Reporting Plan	16.67 %
Final Project	20.00 %
Final Project (wk 7)	20.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author:

Publication Info:

ISBN: N/A

In addition, this course will use web-based open access resources as well as peer-reviewed articles in the APUS Library as required course materials. The citations and/or links for these materials are located below. They will eventually appear in the lessons as well but that is currently underway and may not be completed by the start of class.

WEB SITES: The lessons will provide links to websites and videos to watch; as well as webinars to review.

ARTICLES: You can access the articles directly from links in the lessons (once they are up and running) or by copying the title and pasting it in the search box in the Article Database in the APUS library. The articles are all available in full text.

MAPP 503: Weekly Required Reading and Supplementary Resources

Week 1

Required Reading/Viewing: Introduction to Digital Government: E-Government vs. E-Governance

Georgescu, M. (2012) "Egovernment: New Perspectives on the Future of Government Digitisation." *Annales Universitatis Apulensis: Series Oeconomica*, 14(2), 369-384.

<http://www.oeconomica.uab.ro/upload/lucrari/1420122/06.pdf>

Shirky, C. (2012) TEDGlobal Talk. "How the Internet will (one day) transform government." (Watch as part of lesson.)

Arc.gov. (2008) "E-Governance: Conceptual Framework." In *Promoting e-Governance: The SMART Way Forward*. Report 11 of the Second Administrative Reports Commission. New Delhi.

http://arc.gov.in/11threp/arc_11threport_ch2.pdf

OECD. (2016) *Recommendation on Digital Government Strategies*.

<http://www.oecd.org/gov/digitalgovernment/>

[recommendation-on-digital-government-strategies.htm](http://www.oecd.org/gov/digitalgovernment/recommendation-on-digital-government-strategies.htm)

Online Services at <https://www.texas.gov>

U.S. Department of State. (n.d.) “E-Government.” <http://www.state.gov/r/pa/wm/egov/index.htm>

White House. (n.d.) “Office of E-Government and Information Technology.” *Office of Management and Budget*. <http://www.whitehouse.gov/omb/e-gov/>

Week 2: Public Relations, Social Media and Digital Communication

Required Reading/Viewing:

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Graham, M, & Johnson A. (2013) “Government Public Relations and Social Media: An Analysis of the Perceptions and Trends of Social Media Use at the Local Government Level.” *Public Relations Journal* 7(4),

1-21. <http://test.prsa.org/Intelligence/PRJournal/Documents/2013GrahamAvery.pdf>

Ghonim, W. (2015) “Let’s Design Social Media that Drives Real Change.” *TEDGlobal*. (Watch as part of lesson.) https://www.ted.com/talks/wael_ghonim_let_s_design_social_media_that_drives_real_change?language=ca

Armano, D. (2010) *TEDx Talks*. “Reinventing Social Media.”

Franco, M., Tursybayeva, A., & Paglari C. (2016). *JMIR Research Protocols* 5(1): e42. “Social Media for e-Government in the Public Health Sector: Protocol for a Systematic Review.”

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4808239/>

Magro, M. (2012) A Review of Social Media Use in E-Government. *Administrative Sciences* 2, 148-161.

<http://www.mdpi.com/2076-3387/2/2/148/htm>

Pariser, E. (2011) “Beware Online Filter Bubbles.” TED Talk.

https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en

Shirky, C. (2012) *TEDGlobal Talk*. “How the Internet will (one day) transform government.”

Worland, J. (2016) “What to Know about the Dakota Access Pipeline Protests.” *Time*. October 28.

<http://time.com/4548566/dakota-access-pipeline-standing-rock-sioux/>

Zibart, M. (2016) “How to Escape your News Bubble.” January 21. <https://extranewsfeed.com/how-to-escape-your-news-bubble-3187c83fa481#.irvozz9pt>

Week 3: Fiscal Transparency and Accountability

Required Reading/Viewing:

U.S. PIRG Education Fund. (2013) “[Webinar for State Officials on Spending Transparency.](#)”

Bernstein, J. (2016) “E-Reporting: Useful Tool or Expanding Big Brother.” *Enhesa World Compliance Intelligence*. September. <http://www.enhesa.com/flash/e-reporting-useful-tool-or-expanding-big-brother>

Advanced Processing and Imaging, Inc. (2016) “Fiscal Transparency: City of Ft. Pierce.”

<https://www.youtube.com/watch?v=ov5v3EDz0x8>

Bertot, J.C., Jaeger, P.T., & Grimes, J.M. (2010) “Using ICTs to create a culture of transparency: E-government

and social media as openness and anti-corruption tools for societies.” *Government Information Quarterly* 27(2), 264-271.

http://www.milthailand.org/phocadownload/2011_Files/11_Nov/transparency%20government.pdf

Noveck, B. (2012) TEDGlobal. “[Demand a more open-source government.](#)”

Ohiotreasurer.gov. (2016) “OhioCheckbook.com.” <http://ohiotreasurer.gov/Transparency/Ohios-Online-Checkbook>

Shueh, J. (2015) “Ohio Offers Financial Transparency Statewide.” *Government Technology*. April 22.

<http://www.govtech.com/budget-finance/Ohio-Offers-Financial-Transparency-Statewide.html>

Week 4: E-Performance Reporting

Required Reading/Viewing:

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Muhlhausen, D. (2016) “Evidence-Based Fiscal Discipline: The Case for PART 2.0.” *The Heritage Foundation*. Backgrounder #3158 on Budget and Spending. October 27.

http://www.heritage.org/research/reports/2016/09/evidence-based-fiscal-discipline-the-case-for-part-20#_ftnref98

Performance.gov. (n.d.) Driving Federal Performance. <http://www.performance.gov/> (Explore to complete forum 4)

Ewoh, E.G. (2011) “Performance Measurement in an Era of New Public Management.” *Journal of Emerging Knowledge on Emerging Markets* 3(November), 105-117.

<http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1041&context=jekem>

PEW Charitable Trust. (2014) "Evidence-Based Policymaking: A Guide for Effective Government."

November 13.

Strategisys. (2016) "OMB's Program Assessment Rating Tool – PART." http://strategisys.com/omb_part

United Nations. (2010) "Chapter 6: Measuring E-Government." In *United Nations E-Government Survey*

2010. 93-97. <https://publicadministration.un.org/egovkb/Portals/egovkb/Documents/un/2010-Survey/Chapter->

[6-Measuring-e-government.pdf](https://publicadministration.un.org/egovkb/Portals/egovkb/Documents/un/2010-Survey/Chapter-6-Measuring-e-government.pdf)

Week 5: Citizen Participation and Democracy

Required Reading/Viewing:

Van Der Meer, T., Gelders, D., & Rottier, S. (2014) "E-Democracy: Exploring the Current Stage of E-government."

Journal of Information Policy, 4, 489-506.

<https://biblio.ugent.be/publication/5723145/file/5723146.pdf>

Brun, J. (2012) "Time to Upgrade our Democracy." TEDx Talk. [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=1bAZp4ocr5Y)

[v=1bAZp4ocr5Y](https://www.youtube.com/watch?v=1bAZp4ocr5Y)

Brake, D. (2015) "Open North's Citizen Budget Simulator Boosts Pioneering Citizen Engagement Project."

Open North. October 13. <http://www.opennorth.ca/2015/10/13/open-norths-citizen-budget-simulator-boostspioneering->

[citizen-engagement-project.html](http://www.opennorth.ca/2015/10/13/open-norths-citizen-budget-simulator-boostspioneering-citizen-engagement-project.html)

Seattle.gov. (2016) "Seattle Participatory Budgeting." *Seattle Department of Neighborhoods*.

<https://www.seattle.gov/neighborhoods/programs-and-services/your-voice-your-choice>

Van der Meers, T., Gelders, D., & Rotthier, S. (2014) "E-Democracy: Exploring the Current Stage of E-Government."

Journal of Information Policy 4, 489-506.

<https://biblio.ugent.be/publication/5723145/file/5723146.pdf>

Week 6: Security, Trust and Collaboration

Required Reading/Viewing:

White House. (2012) *Federal Information Technology Shared Strategies*. May 2. (15 pages, review to complete forum 6)

https://www.whitehouse.gov/sites/default/files/omb/assets/egov_docs/shared_services_strategy.pdf

Snowden, E. (2014) "Edward Snowden: Here's how we take back the internet. TED. (watch as part of

lesson) http://www.ted.com/talks/edward_snowden_here_s_how_we_take_back_the_internet

Ledgett, R. (2014) "Richard Ledgett: The NSA responds to Edward Snowden's TED Talk." TED. (watch as part of lesson)

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http://www.ted.com/talks/richard_ledgett_the_nsa_responds_to_edward_snowden_s_ted_talk

Bleiberg, J., & West, D. (2015) "A look back at technical issues with Healthcare.gov." *Brookings Institution*.

April 9. [https://www.brookings.edu/blog/techtank/2015/04/09/a-look-back-at-technical-issues-](https://www.brookings.edu/blog/techtank/2015/04/09/a-look-back-at-technical-issues-withhealthcare-)

[gov/](https://www.brookings.edu/blog/techtank/2015/04/09/a-look-back-at-technical-issues-withhealthcare-)

C-SPAN Mobile Technology Privacy, Industry, and Computer Officials

Joshi, A., & Tiwari, H. (2012). Security for E-Governance. *Journal of Information and Operations Management*, 3(1), 254. http://www.bioinfopublication.org/files/articles/3_1_60_JIOM.pdf

U.S. Chief Information Office (CIO). <https://cio.gov/agenda/>

Williams, K. (2015) "HealthCare.gov faulted for weak cybersecurity." *The Hill*. September 24.

<http://thehill.com/policy/cybersecurity/254858-healthcaregov-failed-to-take-basic-security-precautions-audit>

Week 7: Best Practices

Required Reading/Viewing:

Vermont.gov. (2014) "Flood ready vermont website marks an eGovernment milestone." *Politics & Government Business*, 36. <http://www.egov.com/news/press-releases/2014/12/08/flood-ready-vermontwebsite->

[marks-an-egovernment-milestone](http://www.egov.com/news/press-releases/2014/12/08/flood-ready-vermontwebsite-)

State of Vermont. (2010) *Flood Ready*. <http://floodready.vermont.gov>

U.S. Digital Service. (n.d.) *Digital Services Playbook*. <https://playbook.cio.gov/#play1> (explore as part of lesson)

[Center for Digital Government](https://playbook.cio.gov/#play1)

Neff, C. (2012) "eGovernment Delivers." [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=41SBHZBY6oc)

[v=41SBHZBY6oc&feature=youtu.be](https://www.youtube.com/watch?v=41SBHZBY6oc) (see also <http://youtu.be/41SBHZBY6oc>)

Week 8: The Future of Digital Government

Required Reading:

- Bryer, T. (2011) "Online Public Engagement in the Obama Administration: Building a Democracy Bubble?" *Policy and Internet* 3(4). 1-22. <http://onlinelibrary.wiley.com/doi/10.2202/1944-2866.1135/full>
- Rutter, T. (2013) "How to make a digital government fit for future challenges – roundup." *The Guardian*. November 19. <https://www.theguardian.com/public-leaders-network/2013/nov/19/digital-government-futurechallenges-roundup>
- Roxana, R., Zingales, N., & Calandro, E. (2015) "Crowdsourcing Ideas as an Emerging Form of Multistakeholder Participation in Internet Governance." *Policy and Internet* 7(3), 362-382. Please search for this title in the APUS Library.
- SUNY-Albany. (2016) "The Future of E-Government." *Center for Technology in Government*. https://www.ctg.albany.edu/publications/reports/future_of_egov?chapter=2
- Sharma, R., & Panigrahi, P. K. (2015). "Developing a roadmap for planning and implementation of interoperability capability in e-government." *Transforming Government: People, Process and Policy*, 9(4), 426-n/a. <http://search.proquest.com.ezproxy1.apus.edu/docview/1722121330?accountid=8289>
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Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- [Tutor.com](http://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis

on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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