Course Description

This course is an introduction to the concepts, theories, literature, legal aspects, and practices of public administration and management. Additionally as an academic discipline, public administration is explored more broadly as the development, determination, implementation and analysis of government policies. The course examines the growth of public administration through history, as well as administrative behavior; program planning; management and evaluation; decision-making; structure and processes of organizations; and ethics. Key elements of public administrative theory are applied to practical policy and administrative situations to better understand how to advance management and policies so that government can function more efficiently and effectively. The study of public administration is designed to train public managers in translating policy into the reality that citizens see every day, as well as to prepare individuals for working in the public service arena.

Student Learning Objectives

By the end of this course, the successful student will be able to:

1. Demonstrate knowledge of the history and changing theoretical framework of public administration
2. Explain the key elements of public administration theory and organizational behavior
3. Explain how the political processes of the United States influence public management
4. Apply management theories to practical policy and administrative situations
5. Demonstrate the ability to formally structure problems, forecast expected policy outcomes, recommend preferred policies, monitor policy outcomes and evaluation policy performance

Course Requirements

You are expected to complete the assigned readings before class. Grades will be based on your performance on a series of assignments and classroom participation with the following distribution:

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<th>Requirement</th>
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<td>Attendance and Participation</td>
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<td>Ten Assigned Sets of Problems and Applications</td>
<td>30%</td>
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<td>Written Book Review and Presentation</td>
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<tr>
<td>Research Paper on Selected Public Administration</td>
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Attendance and Participation (15%)

Students are expected to arrive for class on time, as a demonstration that they can function responsibly in this learning environment. Without exception, attending late or leaving early is calculated as a half attendance. The instructor will check attendance regularly.

- With **active** class participation, **1 absence or less** earns a student the full 15% for attendance and participation.
- With **active** class participation, **3 absences or less** earns a student 10% for attendance and participation
- **Four absences** earns a student 0% for attendance and participation
- **Five absences will result in “F” for the entire course.**
You are expected to have read the materials before class. Student questions and comments are both expected and welcomed. Students learn best by actively participating in the teaching-learning process. You can learn as much from your classmates as you can from me. You will be asked to participate in numerous discussion activities.

Class topics parallel the assigned reading(s) specified on this syllabus. Again, you are expected to have read the assignments before the topic is presented. The participation part of your grade is dependent upon how well you respond to the in-class discussion and questions. On a sliding scale:

- **Active** participation is when a student demonstrates an understanding of all assigned readings; is able to make connections among course topics; is able to add their own insights; and goes beyond assigned readings.

- **Adequate** participation is when a student demonstrates familiarity with all assigned readings through classroom discussion.

- **Minimal** participation is when a student demonstrates familiarity with some of the readings, but a lack of preparation or insufficient participation on other topics; and participates only when called upon or when assigned to a small group.

### Ten Assigned Sets of Problems and Applications from the back of select chapters from Starling Textbook (30%)

You are expected to provide written responses to ten sets of assigned Problems and Applications identified at the back of select chapters from the Starling Textbook. Each assigned set will usually include 2 or 3 Problems and Application and are due the day the reading for that material is due. Be concise and targeted in your responses, paying attention to directly and fully answering the question asked. Be prepared to discuss your written responses in a classroom discussion.

### Written Book Review and Presentation (25%)

Select a book from the directory of **100 Really Good Books** listed at the back of the Ashworth textbook beginning on page 195. Each student will choose a different book. Read and review in order to prepare a 20 – 30 minute classroom presentation using PowerPoint, facilitate a ten minute classroom discussion and provide a class handout. Classroom presentation due dates will be assigned individually. Be sure to detail how your book ties back to the history, development and application of public administration.

Additionally write a double-spaced, 6-10 page review and report on the book you selected. Provide a strong link between your book and the development and study of public administration. Include your analysis of impact, application and strengths and weaknesses of the contribution to public administration. The report should be critical, analytical and concise. Additionally, properly cite your sources using the APA style for citations and references including any other sources you use to augment your selected book.

### Research Paper on Public Administration Topic (30%)

Select a public administration topic and write a double-spaced, 10–15 page research paper on that topic. Review related case studies and articles on your topic, citing at least five sources of research using the APA style for citations and references. The research paper should be critical, analytical and concise focusing on the application of your topic in public administration, including varying perspectives and approaches, as well as your personal perspective on the research presented. Look for development history and current trends.

### Required Texts

The textbooks are available for purchase at the university bookstore or www.amazon.com. Additional materials may be made available to you by the instructor during the semester.


**Supplemental Reading**


**Course Policies**

**Grading System**

A final grade will be reported as follows:

A: 100-90; B: 89.9-80; C: 79.9-70; D: 69.9-60; F: 59.9-0

However, grades on the assignments will be calculated as follows:

A+: 100%; A: 95%; A-: 90%
B+: 88%; B: 85%; B-: 80%
C+: 78%; C: 75%; C-: 70%
D: 60%
F: 0%

**Late Work**

Late work is penalized a minimum of 10 points without exception, i.e., a reduction of one letter grade after the assignment is due. No work is accepted past the class that follows the original assignment due date. Incompletes are given only when a student can not complete the course due to circumstances beyond her/his control (as determined by the instructor.)

**Cell Phone and Electronic Device Usage**

Turn off your cellular phone and pager during class. Using a laptop computer for taking notes in class is fine, but internet surfing or online chatting is prohibited and will be detrimental to your attendance and participation grade.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class I will follow the disciplinary guidelines in the
TAMUCC student code of conduct for academic misconduct or complicity in an act of academic misconduct on an assignment or test.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7th is the last day to drop a class with an automatic grade of “W” this term.

Preferred Methods of Scholarly Citations

Use the APA style for citations and references.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
PADM 5360 Strategic Planning
Course Outline

Note: This calendar is tentative and subject to change due to availability of subject-expert guest speakers. I will notify you in advance of any changes.

9/1: Labor Day Holiday. No Class.

9/8: Introductions and Overview of Course: Introduction to Public Administration

Class introductions. Review Syllabus and Course Outline. Overview of public administration, including definition and key elements of public administration.


Starling Ch 1
Ashworth Ch 11

Differences and interdependence among private, non-profit and public administration. Evolution of public administration as a field of study. Classroom discussion examining bureaucratic behavior.


Assigned Problems & Applications: Number 1 only on Starling pp 98-99
Starling Ch 2
Ashworth Ch 1
Student Book Review Presentation(s)

The force field of politics in public administration. The policymaking process. Political competencies. Being politic, but not political. Classroom discussion of working with politicians and answers to assigned problems and applications.

9/29: Intergovernmental Relations. Working with the Press.

Assigned Problems & Applications: Numbers 1, 2 & 3 on Starling pp 145-146
Starling Ch 3
Ashworth Ch 2
Student Book Review Presentation(s)

Important relationships within the intergovernmental system: local, state and federal. A historical perspective. Management implications. Negotiating. Classroom discussion of working with the press, how to interview for print and for TV, as well as answers to assigned problems and applications.


Assigned Problems & Applications: Numbers 1, 4 & 6 on Starling pp 198-199
Starling Ch 4
Ashworth Ch 14
Student Book Review Presentation(s)

The ideal of administrative responsibility. Why honesty matters. External and internal controls. Ethical analysis and the approach to ethics. Classroom discussion of scenarios involving ethical decisions and answers to assigned problems and applications.

Assigned Problems & Applications: Numbers 1, 3 & 4 on Starling pp 243-244
Starling Ch 5
Ashworth Ch 8
Student Book Review Presentation(s)

Planning types and models. Where do goals come from? Pitfalls of public sector planning. Performance measurement and program evaluation. Continuation of classroom discussion of ethics: examining the kinds of pressure and influence used on you and answers to assigned problems and applications.


Assigned Problems & Applications: Numbers 4, 9 & 10 on Starling pg 286
Starling Ch 6
Ashworth Ch 7
Student Book Review Presentation(s)

Identifying the problem. Gathering the facts. Decision analysis and making the decision. Biases in human decision making. Implementing and evaluating the decision. Classroom discussion examining risk taking inside government and answers to assigned problems and applications.


Assigned Problems & Applications: Numbers 1, 2 & 6 on Starling pp 334-335
Starling Ch 7
Ashworth Ch 3 & 6
Student Book Review Presentation(s)

Fundamentals of organizing and common organizational designs. Symptoms of effective and ineffective organizational structure. Limitations of the organizational chart. Reorganizing, reinventing and reforming government. Classroom discussion of why you need to look up: how to learn from your boss, as well as how you get things done without authority, power or position. Classroom discussion of answers to assigned problems and applications.


Assigned Problems & Applications: Numbers 1, 4 & 8 on Starling pp 372-374
Starling Ch 8
Ashworth Ch 15
Student Book Review Presentation(s)

Perspective on leadership. Can leadership traits be identified? Leading groups and teams. Leading change. Motivation and communication. Classroom discussion on Leadership and answers to assigned problems and applications.

11/10: Implementation. Delegation: Working for your Subordinates. Do you know how to walk with Kings?

Assigned Problems & Applications: Number 1 only on Starling pg 420
Starling Ch 9
Ashworth Ch 12 & 13
Student Book Review Presentation(s)

Who will run the program? How will the program operate? Tactical considerations of implementation. Management by Objectives. Management by Walking Around. Total Quality Management. Knowing the details versus
micromanaging. Classroom discussion on delegating or working for your subordinates, as well as being comfortable working with people in positions of power and authority or how to work with leaders and grow into leadership. Classroom discussion of answers to assigned problems and applications.


Assigned Problems & Applications: Numbers 2, 3 & 5 on Starling pp 481-482
Starling Ch 10
Student Book Review Presentation(s)


11/24: Dealing with Unpleasant and Difficult People

Ashworth Ch 4 & 5
Student Book Review Presentation(s)


12/1: Information Management. Relations with a Governing Board

Assigned Problems & Applications: Numbers 1, 5 & 8 on Starling pg 566
Starling Ch 12
Ashworth Ch 9 & 10
Student Book Review Presentation(s)

Processing, securing, accessing and presenting information. E-government. Classroom discussion on interacting with your governing board, including understanding the difference between administrative roles and governing roles: operations versus policy. Classroom discussion on answers to assigned problems and applications.

12/8: No class this day. Public Administration Research Paper Due Electronically On or Before 12/8