

<b>Course</b>	<b>Course Number: PADM 5000: Public Administration</b> <b>Site:</b> Camp Lejeune, NC <b>Term:</b> Spring 1, 2007	
<b>Instructor</b>	Name: Phone: Email:	Jerry Bittner 910-455-0354 jabittner@earthlink.net
<b>Course Description</b>	This course is designed to foster in the student an understanding of the background and history of public administration as a discipline; to develop an understanding of organizational theory in both classical and contemporary approaches; and to examine the design of organizations and the environment of the political subsystems in which administrators function.	
<b>Prerequisites</b>	Successful completion of qualifying degree and acceptance into Webster University Graduate Program	
<b>Course Objectives</b>	Course objectives will be met over the length of the term through reading, assignments, lectures, in-class discussions, presentations, and exercises.  Students will be able to understand: <ol style="list-style-type: none"> <li>a. Public administration as a discipline and profession (week one)</li> <li>b. Basic perspectives of organizational theory (week two)</li> <li>c. Decision making and the techniques of public policy formation and implementation from a practical as well as theoretical viewpoint (weeks four and five)</li> <li>d. Development of the dynamics of public organization (week six)</li> <li>e. Role of the public in public administration (week seven)</li> </ol>	
<b>Course Level Learning Outcomes</b>	The student will be able to: <ul style="list-style-type: none"> <li>• Define public administration within the context of its four frames.</li> <li>• Explain the real meaning of the politics-administration dichotomy.</li> <li>• Distinguish public policy from public administration and link the two constructs together and explain how public administration is both different and similar to the private sector</li> <li>• Categorize the administrative structure of the federal government, state and local government.</li> <li>• Identify the origins of public management and the evolutionary nature of organization theory.</li> <li>• Differentiate the major points in the challenge for equality.</li> <li>• Analyze the meaning of conflict of responsibility in public administration and realize how extremely difficult public administration is today in our fast moving, ever-changing political climate.</li> </ul>	

<b>Course Materials</b>	<p><i>Public Administration</i>, 6<sup>th</sup> Edition, David H. Rosenbloom McGraw-Hill (2005). ISBN 0-07-2867957</p> <p>Obtain textbook by calling MBS Direct at 1-800-325-3252, by fax 1-800-499-0143, or at <a href="http://direct.mbsbooks.com/webster.htm">http://direct.mbsbooks.com/webster.htm</a> . MBS Direct accepts credit card charge, money order or personal check, and mails the textbook directly to your physical address (No P.O. boxes)</p>																						
<b>Course Grading</b>	<p>Final grades will be based on the examinations, the paper, and oral presentations, weighted as follows:</p> <table border="1" data-bbox="646 596 1221 749"> <tr> <td>Oral Presentation</td> <td>15%</td> </tr> <tr> <td>Midterm Exam</td> <td>25%</td> </tr> <tr> <td>White Paper</td> <td>25%</td> </tr> <tr> <td>Final Exam</td> <td>35%</td> </tr> </table> <p>The following table shows the grade associated with each of the different ranges of total possible weighted points:</p> <table border="1" data-bbox="704 890 1122 1159"> <tr> <td>A</td> <td>95 – 100 %</td> </tr> <tr> <td>A-</td> <td>90 – 94 %</td> </tr> <tr> <td>B+</td> <td>87 – 89 %</td> </tr> <tr> <td>B</td> <td>84 – 86 %</td> </tr> <tr> <td>B-</td> <td>80 – 83 %</td> </tr> <tr> <td>C</td> <td>75 – 79 %</td> </tr> <tr> <td>F</td> <td>Below 75 %</td> </tr> </table> <p>The criteria for Written and Oral Evaluations are explained in the Student Handbook, which is online from <a href="http://www.webster.edu">www.webster.edu</a>.</p>	Oral Presentation	15%	Midterm Exam	25%	White Paper	25%	Final Exam	35%	A	95 – 100 %	A-	90 – 94 %	B+	87 – 89 %	B	84 – 86 %	B-	80 – 83 %	C	75 – 79 %	F	Below 75 %
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<b>Activities</b>	<p>Students are expected to have read, and be prepared to discuss, the textbook chapters listed for each week. This includes Chapter One, which should be read prior to the first class. Students will be afforded the opportunity to demonstrate their preparation for each week's lecture. This will be demonstrated through class discussions and frequent testing. Class activities will be based on the assumption that the student has fully internalized the assigned chapter(s). Class will include lectures, group exercises, discussion, oral presentations and testing. Discussions will be based on chapter material, previous lectures and supplied cases. All group exercises will be completed during class.</p> <p><b>Course Testing</b></p> <p>There will be a short midterm examination and a final examination. Additionally testing will be done on most class nights. Although the final examination may cover all of the course material, most of the questions will be on the material covered after the midterm. The examinations will consist of short answers and essay questions. The examinations will cover</p>																						

all of the assigned textbook reading, even if the material was not covered in the class lectures. In addition, the tests will also cover material not in the text, but covered in lectures, videos, cases, or other additional readings. In addition, there may be individual assignments that you will be responsible for completing as instructed.

### **White Paper**

Students are required to prepare a “white paper” (position paper) concerning a current public issue. The issue must be current and one where there are divergent opinions. Each student will make an oral presentation of his/her paper not to exceed 12 minutes. **The topic of the paper is to be assigned by the instructor in week one.** In the paper, you will first identify the problem or situation clearly. After identifying the causes of the problem, then you should decide how to approach, solve or ameliorate the problem with an explanation of how the factors of “management, law, and politics” affect the possible outcomes. While library research should help clarify your thinking and analysis, this is not a term paper on some specific topic, nor is it a book report. This paper should demonstrate your abilities to analyze real-world situations and integrate the concepts you have learned in the course.

- White papers and position papers are essentially similar. You will find white papers utilized in the private sector whereas the term position paper is the terminology in the public sector, i.e., government.
- Keep in mind that your paper is not intended for the casual observer; it is normally an analysis along with a recommended course of action for upper management.
- It is an action document – a prescription for policy change/adoption.
- It is what you respond in writing to when your superior says “What do you think we should do about that?” (The Executive summary answers that in a nutshell, the paper provides amplification.)
- Your paper must include an executive summary of one page – maximum two. This is a summary of the paper—from introduction to recommendation – not simply setting the stage or whetting the reader’s appetite.
- The paper should not exceed 15 pages (double-spaced), including the list of references. The paper must conform to Webster/APA style requirements. You must submit two copies, a hard copy and the other to be transmitted to the instructor electronically (e-mail).

### **Oral Presentation**

Each student will make an oral presentation of his/her paper. The presentation must be a minimum of 10 minutes and not exceed 12 minutes. Presentations will begin week three. Scheduling is based upon the assigned topic, and continues through week eight. Students may speak from notes

	<p>and <b>must</b> use visual aids. Use of Webster's Power Point equipment must be arranged in advance of the presentation date. Use of handouts, overhead transparencies, PowerPoint slides, or audiovisuals is required.</p>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b></p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b></p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b></p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b></p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b></p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Class Attendance: The following Webster University Graduate School</b></p>

**policy is in effect for this course:**

- All classes **will meet** the entire period a course is scheduled to meet **4 hours per night (day) for 9 weeks**, or as otherwise scheduled with approval by the Director.
- The **student should** notify the instructor prior to class if an absence is anticipated and should **not miss more than 4 contact hours**. Makeup work will be assigned and, if the absence is unexcused, the work may exceed the material presented in class.
- Persistent lateness or leaving class early could result in grade point reduction.
- For absences of 8 hours, (other than documented, pre-approved absences), the instructor can opt to lower the students grade significantly if all make up work is not completed in a timely fashion. The Instructor should fail the student if the assigned makeup work has **not** been completed upon return of absences, or the student fails to notify the instructor prior to the absences.
- If a student is absent 12 hours or more, the instructor **will assign** the grade of “F”. It is the student’s responsibility to withdraw from the course.
- For pre-approved excused absences (*in an extreme case*) when the instructor chooses to award a grade of I (Incomplete) for 6 to 12 hours missed, the student must provide acceptable documentation to verify that the absences were unavoidable (e.g. illness, military TAD, etc.). These actions will be coordinated with the Director. Students will only be allowed 30 days from date of last scheduled class to complete all outstanding tests and assignments.

In all cases, the student needs to withdraw from the regular course if he/she has more than 16 hours of credit absences. Students who fail to comply with this policy should realize they become responsible for the full tuition rate, will then receive the grade of “F” for the course and will have to retake the course in its entirety.

<b>Course Policies</b>	<p>All papers will be in accordance with guidelines found in the <i>Publication Manual of the American Psychological Association</i>, latest edition and the Webster APA Guidelines.</p> <p><b>Turnitin.com</b></p> <p>Students are strongly encouraged to make use of this program’s capabilities to help them prevent unintentional plagiarism. The information required to access the program will be forwarded to students by the instructor.</p> <p><b>Passports</b></p> <p>Students should make full use of the Webster Library’s Passport capabilities to perform literature searches. It is important to cite information from reputable sources. Question the validity of information and only cite subject experts, professional journals, government agencies, or similar acceptable sources.</p>
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<b>Weekly Schedule</b>	(May be changed at the instructor’s discretion upon Director’s approval)	
	Week 1	Class Reading Review of course syllabus, text glossary, class requirements and grading Chapter 1 - Public Administration as a profession Assignment of research topics Objective a met
	Week 2 <b>NO CLASS</b>	Chapters 2 and 3 – Perspectives of organizational theories Objective b met
	Week 3	Chapters 4 and 5 – Organization structure and Personnel Administration <b>Oral Reports Begin</b>
	Week 4	Chapters 6 and 7 – Budgeting and Decision Making
	Week 5	<b>Mid Term Exam (1.5 hours)</b> Objective c met Credit for attending city/county governmental meeting.
	Week 6	Chapters 8 and 9 – The dynamics of Public Organization Objective d met
	Week 7	<b>Research Papers Due</b> Chapters 10 and 11 – The role of Stakeholders in policy formulation and practice Objective e met

	Week 8	<b>Final Exam:</b> a two hour examination Chapters 12 and 13 – Ethics, Accountability and the future of Public Administration
	Week 9	<b>Wrap-up Discussion</b> to analyze class vis-à-vis expectations, needs <b>Research papers to be returned</b>

Faculty Coordinator: Dr. Truman McCasland

Approval Date: 12-5-06