

Course	PADM 5000 – Introduction to Public Administration
Term	Fall 2 – Oct 19 – Dec 18, 2009
Instructor	Name: Liz Rainwater Phone: 501-680-6169 Email: erainwater@webster.edu or liz.rainwater@dfa.state.ar.us
Catalog Description	This course introduces students to the basic methods of inquiry utilized in organizational planning and evaluation. The application of these research techniques to the solution of organizational and policy problems is considered.
Prerequisites	
Course Level Learning Outcomes	<p>The student will</p> <ul style="list-style-type: none"> • Possess the knowledge, skills, and ability necessary to conduct a program evaluation. • Know methods for carrying out evaluations, and the essential steps in organizing findings into reports. • Understand the role of evaluators in diagnosing social conditions and needs. • Be able to use statistical data in the program planning and evaluation process. <p>Understand the importance of impact assessments, why they are undertaken, and whether or not interventions produce their intended effects.</p>
Materials	<p><i>Introducing Public Administration</i>, Sixth Edition, Jay, M. Shafritiz & E.M. Russell, by Addison Longman, Inc. ISBN: 0-205-60767-5</p> <p>Access the Virtual Bookstore at http://bookstore.mbsdirect.net/webster.htm or, call MBS Direct at 800-325-3252; give your school name, site or program, and course #.</p>
Grading	<p>Each student will be required to complete a critical thinking paper and present it to the full class. The critical thinking paper will account for 25% of the semester grade. The mid-term exam and the final will each account for 25% of the semester grade. The last 25% of the semester grade will be based on class participation and completion of weekly class assignments.</p> <p>Grading Scale 93-100 A 90-92 A- 87-89 B+ 83-86 B 80-82 B- 70-79 C 0-69 F</p> <p>Course Requirements The GRADUATE catalog provides these guidelines and grading options: A/A– Superior graduate work B+/B/B– Satisfactory graduate work C Work that is barely adequate as graduate-level performance</p>

	<p>CR Work that is performed as satisfactory graduate work (B– or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.</p> <p>F Work that is unsatisfactory</p> <p>I Incomplete work</p> <p>ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.</p> <p>IP In progress</p> <p>NR Not reported</p> <p>W Withdrawn from the course.</p>
<p>Activities</p>	<p>Class participation is essential in the class.</p>
<p>Policy Statements: University Policies</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>A student may submit their term paper to the On-Line Writing Center in St. Louis by email and have a coach make suggestions/corrections. It is up to the student to allow sufficient time (7-10 days) for this process to be utilized and still turn in the term paper on the assigned date. Go to http://www.webster.edu/acadaffairs/asp/wc/online.html</p> <p>Academic Honesty 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>Drops and Withdrawals 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>Special Services 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>Disturbances Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All pagers, wireless phones, or other electronic devices must be turned off, or switched to vibrate, when you enter the classroom.</p> <p>Disruption of class, whether by latecomers, noisy devices, or 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>Student Assignments Retained 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>Contact Hours for this Course It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<p>Course Policies</p>	<p>Contact Hours for this Course It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p> <p>NOTE: For the first nights session you must read Chapters 1 & 2.</p> <p>The course provides the student with a through introductory level understanding of modern public administration. Specific emphasis will be given to the development of public policy in the political arena and the influence of various interest groups on the process. It is critical that the students gain an understanding of organizational theory, leadership and motivational techniques, public personnel issues, public finance and budgeting and policy planning and decision making. These will form the foundation for future public administration course work. See each week for a listing of some of the learning outcomes.</p>

<p>Week 1: 10/20/09</p>	<p>After reading Chapter 1 & 2 in the textbook, the student should be able to:</p> <ol style="list-style-type: none"> 1. Define public administration within the context of its four frames. 2. Locate public administration within its interdisciplinary context 3. Define the subject matter that forms the core of public administration. 4. Identify the concept of public policy. 5. Distinguish public policy from public administration and link the two constructs together. 6. Explain how public policy is made in a democratic republic like the United States. 7. Identify and explain the five key stages of the policymaking process.
<p>Week 2: 10/27/09</p>	<p>After reading Chapter 3 & 4 in the textbook, the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of reinventing the machinery of government. 2. Understand the administrative structure of the federal government and executive branch. 3. Understand the administrative structure of state and local government, in particular. 4. Understand the major government reform movements in this century. 5. Understand the evolution of the U.S. federal system of government. 6. Comprehend the dynamic structure of U.S. intergovernmental relations.
<p>Week 3: 11/3/09</p>	<p>After reading Chapter 5 and 6 in the textbook, the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand the meaning of honor and distinguish it from ethics. 2. Be able to identify and discuss corruption in government. 3. Comprehend ethical issues as they relate to public administration in such situations as the “dirty hands dilemma.” 4. Understand the meaning of conflict of responsibilities in public administration as it relates to impacted stakeholders. 5. Understand the origins of public management: 6. Comprehend the significance of administrative doctrine. 7. Understand the evolutionary nature of organization theory 8. Understand the meaning of organizational behaviour. 9. Recognize the concept of organizational development. 10. Grasp the impact of bureaucratic structure on organizational behavior.
<p>Week 4: 11/10/09</p>	<p>After reading Chapter 7& 8 in the textbook, the student should be able to:</p> <ol style="list-style-type: none"> 1. Define the concept of “managerialism” as a new public administration doctrine. 2. Understand the notion of reengineering as radical organizational reform. 3. Learn about the concept of empowerment as it relates to the managerialist doctrine. 4. Comprehend the meaning of entrepreneurialism in the public sector. <p>MID -TERM EXAM (Chapters 1 –6)</p>

<p>Week 5: 11/17/09</p>	<p>After reading Chapter 9 & 10 in the textbook, the student should be able to:</p> <ol style="list-style-type: none"> 1. Discern the meaning of performance management 2. Understand the concept of strategic management as it applies to the public sector 3. Understand the kinds of power that leadership exerts upon the organization. 4. Learn about the prevailing theories of leadership 5. Comprehend the more dysfunctional aspects of too much leadership, in particular: 6. Discern the role leaders play in moral guidance of public organizations. 7. Learn about the need for leaders to be accountable in public administration.
<p>Week 6: 11/24/09</p>	<p>After reading Chapter 13 & 14 in the textbook, the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand the importance of public financial management and the duties of the public administrators involved. 2. Know the rules and understand the politics of the “budget game.” 3. Understand the theories behind the budgeting process and their applications 4. Define an audit and understand the role auditing plays in any organization. 5. Identify the different types of audits and how they are executed. 6. Define and understand accounting and its function in an organization. 7. Discern the differences between policy analysis and policy evaluation.
<p>Week 7: 12/01/09</p>	<p>After reading Chapter 11 & 12 in the textbook, the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand the personnel function in the public sector 2. Comprehend the history and current challenges of civil service reform. 3. Understand the meaning of and challenges of social equity. 4. Understand the meaning of Equal employment opportunity and non-racial discrimination.
<p>Week 8: 12/08/09</p>	<p>Class Presentation Review for Final</p>
<p>Week 9: 12/15/09</p>	<p>Class Presentations FINAL</p>
<p>Additional Information</p>	<p>Attendance: Attendance for this class will be taken. <i>You are highly encouraged not to miss any class session or come late to class.</i> Graduate Students will be expected to contribute to the class discussion in a substantive way at all class sessions.</p> <p>Class participation is a graded activity. For each of our sessions, participation will be determined by the contributions made to the discussions within our class. Students must come to class and be prepared to share their insight and perspectives on our topics. This will require students to have completed all required reading and writing assignments prior to the class session. It requires that you have read and understood the material from the course, have considered how these things apply (or not) to your life and public administration, and that you can support any opinions of them with logic and fact based research.</p>
<p>Approved by</p>	<p>Michael Hostetler, Faculty Coordinator, June 19, 2009</p>