

University of North Texas at Dallas
Spring Semester 2015
SYLLABUS

PADM 5010: Public Administration and Society
3 Credit Hours

Department of	Public Leadership	School of	Liberal Arts and Sciences
Instructor Name:	Dr. Larry D. Terry II		
Office Location:	DAL 2 - 323		
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Email Address:	larry.terry@untdallas.edu		
Office Hours:	Monday, 5:00-6:50 Wednesday 3:00-4:00 Thursday 2:00-4:00		
Virtual Office Hours:	Tues-Thurs 10:00 a.m. - 3:00 p.m.		
Classroom Location:	Online		
Class Meeting Days & Times:			
Course Catalog Description:	Examination of the political, institutional, organizational, ethical, social, legal and economic environments in which public administrators operate.		
Prerequisites:	n/a		
Co-requisites:	n/a		
Required Text:	<ol style="list-style-type: none"> 1. Stillman II, R.J. (2010). <i>Public Administration: Concepts and Cases</i>. Wadsworth: Boston, MA. 2. Others as assigned by instructor on Blackboard 		
Recommended Text and References:	n/a		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 338-1616; web: http://www.untdallas.edu/our-campus/library UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Course Goals or Overview:			
	<p>This graduate-level course provides an overview of the field and serves as a basis for further study in public administration. The course is based on the assumption that the student has taken an introductory course in American government, but it also assumes the student has no prior academic background or work in public administration. It introduces students to the concepts and practices of public administration as it has historically evolved in the U.S. Some of the course material will be drawn from primary sources – basic documents of American public administration such as the Constitution and other state papers. Case material, case studies, and other secondary sources will also be used. Sharing personal work-related experiences from government, non-profit and other organizations is highly encouraged and will enhance our online learning community and inform us about the realities and practices of administration.</p>		
Learning Objectives/Outcomes: At the end of this course, the student will			
1	Explain the historical development of public administration in the United States and describe how the U.S. Constitution plays a role in the vitality of the administrative state.		

2	Explain the basic characteristics of bureaucratic structure and identify the factors that influence public administration's internal and external environment.
3	Compare and contrast "root" and "branch" decision making and illustrate practical examples of each.
4	Identify the various types of communication processes that exist within public administration institutions and describe some of the most important communication issues administrators face in the 21 st century.
5	Distinguish public management from business management and apply the Collaborative Framework of Management to a practical setting.
6	Discuss the concept of "public service culture" within the context of public personnel and illustrate how it aids in motivating public administrators.
7	Describe how public budgets are "political" and illustrate an understanding of its characteristics in a practical setting.
8	Examine the concepts of "administrative responsibility" and "ethics" and discuss how both relate affect the public interest.

Course Outline

Each week begins on a Monday, and ends on a Sunday. This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class and via Blackboard.

Course Outline

Week	Date(s)	Module	Activities
1	January 20-25	Introduction	Student Introduction
2-3	January 26-February 8	Module 1: The Search for Scope and Purpose of Public Administration	Discussion Board 1; Case Study Analysis 1
4-5	February 9-February 22	Module 2: Understanding Bureaucracy	Discussion Board 2; Case Study Analysis 2
6-7	February 23-March 8	Module 3: Politics, Power, and the Informal Administrative System	Discussion Board 3; Case Study Analysis 3
8	March 9-March 15	Midterm Review	Discussion Board 4
9	March 16-22	Spring Break	Relaxation!!!
10-11	March 23-April 5	Midterm: Due Sunday, April 5 @ 7:00 p.m. CST	Midterm
12-13	April 6-19	Module 4: Decision Making, Communication and Collaboration	Discussion Board 5; Case Study Analysis 4
14-15	April 20-May 3	Module 5: Public Service Culture and Public Budgeting	Discussion Board 6; Case Study Analysis 5
16	May 4-May 10	Module 6: Administrative Ethics and Responsibility	Discussion Board 7; Case Study Analysis 6
17	May 11-15	Literature Review Due May 13 @ 7:00 p.m. CST	n/a

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Midterm – This exam is an essay format and will be posted on Blackboard on **March 23, 2015** and is due **April 5, 2015 at 7:00 p.m. CST**.

Final Project: Literature Review – This semester students will conduct a literature review based on a canvassing of peer reviewed journal articles. Many of you may not have written a literature review prior to this course, therefore instruction will be given over the duration of the semester. The purpose of this exercise is to

prepare students for typical research papers they will be required to write over the course of the MSPL program. More information on this project will be handed out at a later date.

Class Participation/Discussion Board – A healthy class experience is dependent upon not only the instructor, but also instructor-student and student-student interactions. Given the course’s online delivery format, we substitute face to face interaction with discussion board assignments based on any given module’s readings. Students will be required to complete eight (8) discussion board assignments that will generally consist of one original post of 250 words analyzing the readings and two posts in which you engage with your classmates. The second component of the discussion board requirement asks students to respond to two (2) of your classmates’ posts in roughly 125 words. In this format, it is important to respond critically and analytically, and not just by simply stating “I agree with you”. If a student argues that bureaucracy is the most appropriate organizational form and you agree/disagree, why? What did you read that lead you to your conclusion and response and how can you provide evidence from the text to substantiate your claims? For example, you might state “According to Weber, bureaucracy is...” as a basis for your response. This is an important part of our discussion and facilitates deeper comprehension of the material. Your first post will be a “Student Introduction” discussion that allows each of you to begin developing an online community.

Case Study Analyses – The basis for any graduate level course is not only reading comprehension, but illustrating your understanding of the material in written form. Writing can serve two purposes: first, it can aid in your comprehension of the material (writing to learn); second, the more you write, the better you develop a style unique to your interpretation of core concepts, theories, and their application to practical public service scenarios (learning to write). In order to serve both purposes, we will have six (6) case study analyses that ask students to identify and apply concepts from the readings to “real world” cases. Each analysis will require students to compose a 500-600 word narrative that integrates the module’s primary readings with the administrative/leadership dynamics of a given case. While many of our readings were written in the 19th and early 20th centuries (Woodrow Wilson’s “The Study of Administration” was written in 1887, for example), they are considered classic works for their ability to identify concepts and theories that have analytical power for contemporary, 21st century public service issues. In these analysis papers, students should be able to analyze any given case with the themes and concepts presented by the authors of the module’s selected readings.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Midterm	1 midterm at 50 points	50
Final Project (Literature Review)	1 paper at 50 points	50
Discussion Board	8 posts at 5 points	40
Case Study Analysis	6 assignments at 10 points	60
Total:		200

Grade Determination:

- A = 200 – 180 pts; i.e. 90% or better
- B = 179 – 160 pts; i.e. 89 – 80 %
- C = 159 – 140 pts; i.e. 79 – 70 %
- D = 139 – 120 pts; i.e. 69 – 60 %
- F = 119 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Assignments in this class must reflect the following format:

- Font: Times New Roman, Size 12
- Cover Page with Assignment Title, Class Title, Date, and Student Name
- One inch margins (Top, Bottom, Left, Right); please note that you will have to go into your page setup to make this adjustment. Most MS Word programs have 1.25 inches as a default for Left and Right margins.

Late Policy:

Students are expected to turn in all assignments at the *beginning* of the class on the date the assignment is due. Late work will receive a grade penalty. Work that is turned in at any time during the first 24 hours after the date and time the assignment is due will receive no higher than a grade of B. Work that is turned in at any time during the second 24 hours after a paper is due will receive no higher than a grade of C. Student work *will not be accepted under any circumstances* more than 48 hours after the assigned due date and time. You will receive a 0 for the assignment. A hard copy of all work must be handed in to the professor at the beginning of the class.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be

discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Blackboard:

A number of our required readings will be posted on Blackboard. Please print them out and read them before the date in which we will discuss them. They are housed in the module folder for that particular week. Please let me know if you have any issues finding them.

Incompletes:

A semester grade of incomplete will be given only under extreme and unusual situations. Additionally, to be fair to all students in the course, when the work is completed, the student will not receive higher than a B for the course, regardless of how many points were earned in the course. More importantly, an incomplete will only be granted for students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester's end. An incomplete is not a substitute for a poor grade.