

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Public Administration College Dorothy F. Schmidt College of Arts and Letters		
Current Course Prefix and Number PAD 6053		Current Course Title Introduction to Public Administration	
Syllabus must be attached for ANY changes to current course details. See Guidelines . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Introduction to Public Service and Administration Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2022		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Robin Larson rlarsen2@fau.edu 561-297-4569			
Approved by Department Chair <u>A. Sapat</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>Eric Berlatsky</u> UGPC Chair <u>Christopher Beebe</u> UGC Chair <u>Paul R. Larson</u> Graduate College Dean <u>[Signature]</u> UFS President _____ Provost _____		Date 9/16/2021 9/27/21 09/27/2021 Oct 22, 2021 Oct 22, 2021 Oct 22, 2021 _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

PAD 6053-002

CRN: XXXXX

Introduction to Public Service and Administration

Day, Time
3 credits

Fall 202X
TBA

Office: TBA

Office hours: TBA

Telephone: 561-297-XXXX

Email: TBA



Course Description (Catalog):

An analysis of the contemporary political, economic, and social institutions and processes in which the profession of public administration is practiced. MPA core course.

Course Description (Expanded):

This course examines the political, historical and legal context in which public organizations operate. The importance of democratic values, responsiveness, efficiency and effectiveness as well as the pursuit of public interest are emphasized and analyzed. Several technical fields including budgeting, personnel, planning and evaluation are explored.

Instructional Method

This course is hybrid, meaning at least 21% of instructional time is delivered in-person, live. The remaining instructional time is asynchronous via Canvas. The different modalities are outlined in the course schedule.

Prerequisites/Corequisites: None

COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>.

In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work.

Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

Course Objectives/Student Learning Outcomes:

At the completion of this course, students will:

- Describe various theories, concepts and components pertaining to public administration, including the literature on and contributors to the theoretical and intellectual history of public administration.
- Discuss core issues of public administration in the context of managerial, political, and legal arenas, to include the connection between public policy and public administration.
- Identify and appreciate unique governance and leadership issues, including cultural competency, inclusion and equity.
- Examine the criticality of ethics and accountability in public administration.
- Promote public service and democratic values.
- Improve their critical thinking skills.
- Effectively write using APA formatting.

Course Evaluation Method:

Assignment/Activity	Points per assignment/activity	Total possible points
Discussions (14)	@ 10	140
Ethics Framework (1)	@ 30	30
Leadership Philosophy (1)	@ 30	30
Reflection Papers (4)	@ 40	160
Article Summary (2)	@ 20	40
TOTAL		400

Course Grading Scale (based on a total of 400 points):

A	376-400	C	280-295
A-	360-375	C-	264-279
B+	344-359	D+	248-263
B	328-343	D	232-247
B-	312-327	D-	216-231
C+	296-311	F	0-230

Course Policies:

- Discussions (your own postings and two required responses to your colleagues) require you to access Canvas **on different days throughout the week** to make your own contribution or comment on colleagues' posts. Your earned points (for that assignment) will be reduced if you do not meet these requirements.
- Be mindful that without face-to-face interaction, subtleties and sarcasm can be misunderstood and/or offensive in the Discussions or any other form of communication. Express your thoughts and opinions with sensitivity and respect for your colleagues, since at times controversial issues may be discussed.
- Late work/assignments
 - Late written assignments will only be accepted when bona fide reasons are presented **in advance** (including documentation where appropriate).
 - Late assignments must be completed **within two calendar days** of the original deadline, unless alternative arrangements have been made with the instructor.
- Grades of Incomplete ("I") are reserved for students who are passing the course but have not completed all the required work because of **exceptional circumstances**.

Policy on the Recording of Lectures:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Course Materials (required):

- Henry, N. (2017). *Public administration and public affairs*, (13th ed.). Routledge.
- Hoover Green, A. (2013). *How to read political science: A guide in four steps*. <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>.
- Articles/documents/websites will be indicated and/or linked in Canvas.

Recommended materials (not required to purchase):

American Psychological Association (2020). *Publication manual of the American Psychological Association*, (7th ed.). Washington, D.C.

Shafritz, J.M., Russell, E.W., and Borick, C.P. (2013). *Introducing public administration*, (8th ed.). Pearson.

Shafritz, J.M. and Hyde, A.C. (2017). *Classics of public administration*, (8th ed.). Cengage Learning.

Course assignments (in brief):

Students will contribute to fourteen Discussions among their colleagues. Students will write four reflection papers and summarize two academic journal articles. *****Please note the information about using *Turn It In*.**

- **Discussions:**

- Postings should be a minimum of two to three paragraphs (300-400 words) that clearly convey your intended meaning.
- Your responses to **at least two colleagues** should be substantive (100 to 200 words) that further enhance the discussion, not just agree or disagree.
- You must post/respond on **different days throughout the week**.
- You should aim to be precise in your presentations of others' ideas (i.e., include sources in APA format)

- **Reflection Papers:**

- As students explore the assigned readings/resources, they should reflect on how the topics relate to their own experiences in the workplace. Students should present a coherent essay.
 - Introduction (paragraph)
 - Body (several paragraphs that fully develop the topic)
 - Conclusion (paragraph)
- These papers should each be 3 to 5 pages (typewritten). Reflection papers should reflect 12-point font, double-line spacing and the proper format (APA style) when citing or referencing published materials. An evaluative rubric at the end of this syllabus offers students further insight into the expectations for Reflection Paper(s).
- For this assignment, neither a title page nor an abstract is required, but a References page at the end is necessary.
- Grammar, punctuation, mechanics and word usage matter in this assignment, so proofreading and editing is necessary.
- Turn-it-In is usually thought to be a plagiarism detector, and it is, but there is a service within the tool called ETS, which can alert students to grammar corrections that may need to be made. Students should explore how to utilize this tool (it is similar to Grammarly) and can help students refine their writing skills.

- **Article Summaries:**

- Students will find an article in an academic journal relating to the week's topic and summarize the main points in essay form using Hoover Green's methods of reviewing academic writing (on page 4 of her guide "How to read political science: A guide in four steps"):
 - the main question(s) the article tries to answer
 - the main argument(s) of the article
 - the evidence used in the article
 - the author's stated and unstated assumptions
- Possible journals include:
 - *Administration and Society*
 - *Administrative Management*
 - *Administrative Science Quarterly*
 - *Administrative Theory and Praxis*
 - *American Review of Public Administration*

- *Annals of the American Academy of Political and Social Science*
- *Contemporary Policy Issues*
- *Governing*
- *Government Finance Review*
- *Government Union Review*
- *Human Resource Development Planning*
- *Human Resource Planning*
- *International Journal of Public Administration*
- *Journal of Human Resources*
- *Journal of Public Administration Research and Theory*
- *PA Times*
- *Policy Review*
- *Public Administration Quarterly*
- *Public Administration Review*
- *Public Integrity*
- *Public Interest*
- *Public Management*
- *Public Performance and Management Review*
- *Public Procurement*
- *Public Welfare*
- These summaries should each be 1 to 3 pages (typewritten) and should reflect 12-point font, double-line spacing and the proper format (APA style) when citing or referencing published materials – especially the chosen article.

*****Turn It In** is a tool that will be used for submitting your written assignments. While it often is viewed as an anti-plagiarism tool, there are other features that will be beneficial to you, such as the ETS review that suggests grammar, punctuation and spelling edits. You are encouraged to upload your papers in advance of the due dates so that you can get the ETS feedback, make edits, and then upload a revised version.

Course Structure and Schedule:

Assignments are due by 11:59 pm on Sundays. Rare exceptions may be made, in advance, if you are going to submit an assignment late. Late assignments will not be recognized without some prior notice to me.

Detailed assignment descriptions and directions are available on Canvas

Week	Dates	Delivery Mode	Topics <ul style="list-style-type: none">Readings (to be completed by the in-person/live class session)	Assignments Due (due date)
1	—	Live on XX	Welcome! APA formatting & Research <ul style="list-style-type: none">Hoover Green article – How to read PS articlesSee Canvas for additional resources	<ul style="list-style-type: none">Discussion: Biography (due)Discussion: Exploring FAU and SPA (due)MPA Assessment for MPA students only (due)APA Quiz OPTIONAL FOR EXTRA CREDIT (due)
2	—	Live on XX	Defining Public Administration and Public Service <ul style="list-style-type: none">Henry - Part 1, Chapters 1 & 2 & 5 (only up to the “What is Leadership? section)King – I have a dream speech (full text link on Canvas)See Canvas for additional resources	<ul style="list-style-type: none">Discussion ()Reflection Paper 1 ()

3	–	Asynchronous	The Structure of Public administration <ul style="list-style-type: none"> Henry - Chapter 12 See Canvas for resources 	<ul style="list-style-type: none"> Discussion () Article Summary 1 ()
4	–	Asynchronous	Collaborative Governance, Open Government & Public Participation <ul style="list-style-type: none"> Henry – Chapter 6 See Canvas for additional resources 	<ul style="list-style-type: none"> Discussion: Part 1 () Discussion: Part 2 ()
5	–	Asynchronous	Organizational Theories <ul style="list-style-type: none"> Henry – Chapter 3 	<ul style="list-style-type: none"> Reflection Paper 2 ()
6	–	Asynchronous	Ethics <ul style="list-style-type: none"> Henry – Chapter 13 	<ul style="list-style-type: none"> Discussion () Ethics Framework ()
7	–	Live on XX	Culturally Competent Leadership <ul style="list-style-type: none"> Henry – Chapter 5 (What is Leadership? section to end of chapter) See Canvas for additional resources 	<ul style="list-style-type: none"> Discussion () Reminder that Week 4 Discussion: Part 2 is due ()
8	–	Asynchronous	Inclusion, Diversity and Social Equity <ul style="list-style-type: none"> See Canvas for additional resources 	<ul style="list-style-type: none"> Discussion () Leadership Philosophy ()

9	–	Asynchronous	Public Organizations <ul style="list-style-type: none"> Henry – Chapter 4 See Canvas for additional resources 	<ul style="list-style-type: none"> Reflection Paper 3 ()
10	–	Asynchronous	Human Capital Management in Public Administration <ul style="list-style-type: none"> Henry – Chapter 9 See Canvas for additional resources 	<ul style="list-style-type: none"> Discussion ()
11	–	Asynchronous	Politics & Evaluation and Public Policy <ul style="list-style-type: none"> Henry – Chapter 10 	<ul style="list-style-type: none"> Discussion () Article Summary 2 ()
12	–	Live on XX	Planning & Productivity in Public Administration <ul style="list-style-type: none"> See Canvas for additional resources 	<ul style="list-style-type: none"> Discussion ()
13	–	Asynchronous	Program Evaluation <ul style="list-style-type: none"> Henry – Chapter 7 See Canvas for additional resources 	<ul style="list-style-type: none"> Discussion () Reflection Paper 4 ()
14	–	Asynchronous	Being a Practitioner <ul style="list-style-type: none"> See Canvas for additional resources 	<ul style="list-style-type: none"> Discussion ()
15	–	Asynchronous	The future of PA <ul style="list-style-type: none"> See Canvas for additional resources 	<ul style="list-style-type: none"> Discussion ()
There is no Final Exam in this course				

Rubric for Reflection Paper(s)

Reflection Paper(s)					
15 points	15	12	9	6	3
<p>Written Communication – Organization & Language Use; References/citation system; general APA compliance</p> <p>Score: _____</p>	<p>Writing is clearly organized. Each paragraph is clear and relates to others in a well-organized framework; Writing is excellent. Word usage, spelling, grammar, and punctuation are excellent. All sources are cited correctly and thoroughly (in text and on reference page); the accepted citation system is used consistently and correctly.</p>		<p>Writing demonstrates sufficient organization with a clear thesis and supporting details; Writing is sufficient. Adequate use of wording, grammar, and punctuation. Errors are minimal. All sources are cited, the majority cited correctly (in text and on reference page); the accepted citation system is used correctly for majority of citations.</p>		<p>Writing is rambling and unfocused. Major topic and supporting arguments are presented in a disorganized and unrelated way; Writing is poor. Significant deficiencies in word use, grammar, punctuation, and/or presentation. Some sources are cited correctly (in text and on reference page); the accepted format is not used or used for a minority of citations, or no reference page is present.</p>
25 points	25	20	15	10	5
<p>Application of theories/principles/Critical thinking</p> <p>Score: _____</p>	<p>Personal reflections are founded in course materials, particularly based on specific reference to course readings and research literature.</p> <p>Concepts, assumptions, inferences, and conclusions are clearly and thoroughly expressed. Analysis is logical and thorough.</p>		<p>Personal reflections related to course materials and research literature, but these are not specifically cited.</p> <p>Concepts, assumptions, inferences, and conclusions are expressed clearly in most cases but are not expressed thoroughly. Analysis is mostly logical but may be absent or flawed in some places</p>		<p>Reflections are entirely personal without evidence of engagement with course readings, academic sources or experience.</p> <p>Concepts, assumptions, inferences, and conclusions are unclear, may be absent or flawed logic may be present. Analysis is minimal or absent, or the logic used in argument may not be discerned.</p>
Total: _____ of 40 points					
Comments:					