Course Description

Focuses on the evolution of the ontological (view of reality) and epistemological (view of knowledge derivation) theoretical foundations that undergird the multidisciplinary applied field of public administration research and practice. Students engage in critical thinking and decision making in the application of public administration theoretical knowledge to the processes of solving real-world problems facing the field of public administration demonstrated in written evaluation briefings using both analysis and synthesis.

Course Textbook

Note: Students will receive the 8th edition published either by Pearson or by Routledge.


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Define public administration as a multidisciplinary field of research and practice and the concepts of ontology and epistemology.
2. Explain the concepts of reinvention and intergovernmental relations (IGR) in public service.
3. Identify how codes of honor, conduct, and ethics relate to public administration and recognize standards of conduct.
4. Demonstrate applicable financial management and budgeting methods useful in public administration to solve real-world problems.
5. Compare human resource management and leadership roles and responsibilities of public managers in public organizations to solve problems in the public agency/organization.
6. Deconstruct and provide analysis of collaboration and coordination theories related to financial accountability and agency transparency in public agencies.
7. Reconstruct public administration theories to explain the evolving theoretical foundations of social equity, equality, and discrimination policies in managing public organizations.
8. Evaluate the applicability and usefulness of historical and contemporary public administration theories on future trends in public administration.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Units I-VII contain Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. **Suggested Reading**: Suggested Readings are listed in the Unit I-VIII study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.

6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.

7. **Unit Assessments**: This course contains six Unit Assessments, one to be completed at the end of Units I-VI. Assessments are composed of written-response questions.

8. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units II, IV, V, and VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

9. **Final Exam**: Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam in the presence of your approved proctor. This is an open-book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of written responses.

10. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit II Case Study**

Read the case study in your textbook on pp.159-161, and prepare an analysis, developing the conclusions, recommendations, and implications. Make sure to answer the following questions in your response:

- In what ways is illegal immigration an intergovernmental issue?
- Why has this particular intergovernmental issue become so politically significant in recent years?
- What are the responsibilities, if any, of the federal government to state and county governments that are struggling to deal with the “costs” of illegal immigration?

Your assignment should also meet the following guidelines:

- A minimum of 600 words
- Formatted using APA Style
- Use your own words and include citations for other articles as needed to avoid plagiarism.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit IV Essay

Scenario:

The city leaders of Lawsona suffered a budget shortfall last year. In their planning for the new fiscal year, they feel they can raise the needed revenue by imposing a sales tax on the consumption of the citizens of the community. They are particularly entranced with the possible tax revenue that can be gained from a redeveloped mall in the center of the city. The mall, a joint project between the city and a developer, was rebuilt from the ruins of an abandoned shopping center that had been an eyesore for many years. The new mall serves many of the inner city residents who rely on public transportation and live either below or at the poverty line. The mall has been a huge success and has been hailed as the vanguard of a new revived downtown shopping area. A sales tax, however, would impact to a greater extent the many low- and middle-income shoppers who shop downtown, for they would pay a greater percentage of their income to this tax than wealthier shoppers.

Respond to the scenario, and discuss if the sales tax is a good or bad move for the city of Lawsona. Make sure to clearly state your stance on the situation, and explain in detail your reasoning behind your decision. Support your opinion with concepts from this unit’s reading.

Your response should be a minimum of 500 word in APA style. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Article Review

For this assignment, select and read a journal article on issues addressing public management and leadership roles and responsibilities in public agencies/organizations. The journal article you choose must be research oriented, such as those found in Public Administration Review (located in the Business Source Complete Database of the CSU Online Library). This means the article should cite other scholarly sources and have a bibliography at the end.

After reading the article, prepare a review of the article. Your review should be succinctly written in a descriptive and informative manner. Your assignment should summarize the essential contents and main ideas of the article.

Your review should be a minimum of one page in length in APA style. The cover page and the reference page are not included in the required page length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII PowerPoint Presentation

For this assignment, you are asked to discuss why social equity necessarily has two faces—civil rights and economic rights. Further discuss why the American welfare state evolved as a pragmatic, not an ideological, solution to the pressing problem of social equity.

Create a PowerPoint Presentation that gives the history of both civil and economic rights. Then as a conclusion, based on the research you have completed, explain what the future trends are for both civil and economic rights pertaining to social equity.

Components of the presentation include the following:

1. Include the history of economic rights, civil rights, and the American welfare system.
2. Make sure to touch on at least one of the following: nonracial discrimination, sexual harassment, and disabilities discrimination
3. Be a minimum of eight slides, not including the title or reference slides.
4. Include pictures in your presentation, and use at least two other sources other than your textbook for your presentation information.
5. Include between five and six abbreviated bullets for each slide—approximately 24-point font.
6. Your presentation should be written in APA style with appropriate citations.
7. Include a title slide at the beginning of your presentation and a references slide at the end of your presentation for your resources.
When creating the presentation, craft it in a "business professional" manner with appropriate text proportions, consistent and professional font, and appropriate images to display your information. While some features of PowerPoint may be “cool” or better at catching attention, it may not be suitable for presenting professional information and driving home your point.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then "My Grades."

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

**Final Examination Guidelines**

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed Internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

[http://mycsu.columbiasouthern.edu](http://mycsu.columbiasouthern.edu)

You are permitted four (4) hours to complete this exam in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensils, and a calculator, if necessary, are allowed when taking proctored exams. Other materials are not permitted unless specified in the examination instructions and only the sources identified in the instructions may be used as source material.
Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Assessments (6 @ 8%) = 48%
Unit II Case Study = 9%
Unit IV Essay = 9%
Unit V Article Review = 9%
Unit VII PowerPoint Presentation = 9%
Final Exam = 16%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
### PUA 5301, Administration of Public Institutions

#### Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Defining Public Administration: A Public and Cultural Environment</th>
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</thead>
<tbody>
<tr>
<td>Review:</td>
<td></td>
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</tbody>
</table>
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide |
| Read:   |  
- **Chapter 1:** Defining Public Administration
- **Chapter 2:** The Political and Cultural Environment of Public Policy and Its Administration
- **Suggested Reading:** See Study Guide |
| Submit: |  
- Assessment |

#### Notes/Goals:

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Reinventing Government and Intergovernmental Relations</th>
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<tbody>
<tr>
<td>Review:</td>
<td></td>
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</table>
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide |
| Read:   |  
- **Chapter 3:** The Continuous Reinventing of the Machinery of Government
- **Chapter 4:** Intergovernmental Relations
- **Suggested Reading:** See Study Guide |
| Submit: |  
- Assessment
- Case Study
- Proctor Approval Form |

#### Notes/Goals:

<table>
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<tr>
<th>Unit III</th>
<th>Understanding Honor, Ethics, and how Accountability Integrate Public Administration</th>
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</table>
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide |
| Read:    |  
- **Chapter 5:** Honor, Ethics, and Accountability
- **Additional Reading Assignment(s):** See Study Guide
- **Suggested Reading:** See Study Guide |
| Submit:  |  
- Assessment |

#### Notes/Goals:
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<tr>
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<th>Role Budgeting and Fiscal Management</th>
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<tr>
<td>Read:</td>
<td>![Box with options: Chapter 13: Public Financial Management, Suggested Reading: See Study Guide]</td>
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<td>Submit:</td>
<td>![Box with options: Assessment, Essay]</td>
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<th>Management and Leadership in Public Administration</th>
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<td>Submit:</td>
<td>![Box with options: Assessment, Article Review]</td>
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<th>Collaboration and Coordination Amongst Agencies</th>
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<tr>
<td>Read:</td>
<td>![Box with options: Chapter 14: Program Audit and Evaluation, Suggested Reading: See Study Guide]</td>
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<td>Submit:</td>
<td>![Box with options: Assessment]</td>
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Notes/Goals:

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<tr>
<th>Unit VII</th>
<th>Understanding Social Equity</th>
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<tbody>
<tr>
<td>Read:</td>
<td>![Box with options: Chapter 12: Social Equity, Suggested Reading: See Study Guide]</td>
</tr>
<tr>
<td>Submit:</td>
<td>![Box with options: PowerPoint Presentation, Request to take Final Exam]</td>
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Notes/Goals:
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<tr>
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<td>Review:</td>
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<td></td>
<td>- <strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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