

	Online Undergraduate Studies PBA 1000: Principles of Public Administration 3 units
	Fall 2023 Q1

Meeting days, times, and location: Online/Asynchronous	Instructor title and name Dr. Amy Nantkes
	Phone: 619-849-2460
	Email: anantkes@pointloma.edu
	Office Hours: By Appointment, reach out via email with two suggested days/times

PLNU MISSION: To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

This course introduces students to the field of public administration. Topics covered include the practices of government, the principles of management, the ethics of leadership, and an overview of current pressing issues in the field.

COURSE LEARNING OUTCOMES

Course Learning Outcomes (CLOs):

Students will be able to:

1. Describe the development and related theories of public administration in the United States
2. Assess concepts of leadership in public administration through an examination of personnel management, evaluation, and accountability in agencies
3. Apply core concepts of public administration to present-day issues and societal concerns
4. Synthesize course learning on public administration and leadership to consider their personal approach to a career in the field
5. Develop written and verbal communication skills for use in the field

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

All readings are required and are available through the bookstore or online retailers.

1. *Politics of the Administrative Process, 8th Edition* by Donald F. Kettl (Sage CQ Press) eBook ISBN: 9781544374314
2. *Dare to Lead* by Brené Brown (Vermilion Publisher) ISBN: 1785042149
3. Various articles and media may also be assigned and posted on Canvas. They appear in the “schedule” section below.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

ASSESSMENT AND GRADING

Grades will be based on the following:

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-88	C+ 77-79	D+ 67-69	F < than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student’s responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates posted and will be considered late if submitted after midnight Pacific Standard Time on the day they are due. If an assignment is submitted late, points possible for the assignment decreases 10% each day for four days after the due date. **Any assignment or deliverable**

submitted more than four days late will not be accepted. Presentations, Exams, and Reading Responses cannot be “made up” and must be completed on the due date.

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements. Incompletes will only be assigned in extremely unusual circumstances.

If you believe you have an extenuating circumstance such as illness or family emergency, please send Dr. Nantkes an email as soon as possible so that we may speak about your options. With abundant notice I'll be as accommodating as possible, as long as it does not compromise fairness for all.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

CLASSROOM CIVILITY POLICY

Respect for the views and values of others is an essential characteristic of a thriving learning community. Although it is likely that we may not agree with everything that is said or discussed in our course, we will behave and express our viewpoints in a manner that is courteous professional. Disagreement and challenging of ideas in a respectful and profound manner is encouraged. Our emphasis will be on engaging in the mutual exploration of topics as presented in the course as scholars, using research and data to defend our assertions. We will develop Class Norms in Week 1 of the course and will keep each other mutually accountable to our commitment to productive and respectful discourse.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's

eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

COURSE MODALITY DEFINITIONS

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
4. **Hybrid:** Courses that meet face-to-face with required online components.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

In some courses, a portion of the credit hour content will be delivered **asynchronously**, and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS-AT-A-GLANCE

Getting to Know You Survey, Mid-Course Survey, Course Reflection

Throughout the course, you will complete surveys and a reflection to help your instructor know more about you and your learning process and experience in the class.

Weekly Reading Check-In

Each week, you will complete a Kahoot! based on your reading in the Kettl text. You may retake this Kahoot! once during the week if you are not satisfied with your first score. **Kahoots are due each week by Saturday midnight.**

Dare to Lead Weekly Journal

Along with your reading in our *Dare to Lead* text, you will respond to prompts posted in a weekly journal format only visible to you and the professor. This is a space for you to consider your own leadership and how you might grow in your time in the program. **Journal entries are due each week by Thursday midnight.**

Case Study Discussions

Case studies will be assigned in Week 1 of the course.

- **Facilitator Role: (each student will do this once)** Using a case study provided in your Kettl text, you will build a 5-minute video presentation where you share a summary of the issue with your classmates, illustrating with pictures, video, and text to help them understand how this issue directly involves the work of public administration. You will end the video by posing one quality question for discussion that is not included in your text. Classmates will respond to your question via video with their own thoughts on the issue at hand. your role will be to comment back to each classmate and keep the conversation going throughout the week. **Facilitators must post their case study by Tuesday midnight and post responses to classmates by Sunday midnight.**
- **Participant Role:** (remainder of the weeks) You will watch at least one facilitator's presentation and comment on the question posed, citing ARE (Assertion, Reasoning, and Evidence) in your response. **Participants should post their response by Saturday midnight.**

Final Project: Integration of Learning through Agency Evaluation

You will be choosing a public administrative agency at the federal, state, or local level (if state or local, in the place in which you reside/wish to build your career.) Each student will research the history of the agency, what the agency does, who created it and why, reforms it has faced, annual budget, and how the agency spends its budget. You will also draft questions and reach out for an interview with an employee of that agency to ask about their role and daily responsibilities. (You will provide evidence that you inquired about an interview but will not be penalized if you do not receive a response.) Finally, in a written evaluation, you will share your research and will also consider what you could personally bring to this organization (based on our *Dare to Lead* readings) and what you think could change about the agency (based on our Kettl readings). In Week 8 of our course, you will teach your peers (via video) so that they can learn about your agency and its functions as well.

This project will be broken up into several deliverables/due dates. See Canvas for more details on assignment.

Project elements are due on weeks designated below.

- **Week 2 (Sunday midnight):** Choice of agency
- **Week 3 (Sunday midnight):** Short description of the agency's purpose and major functions
- **Week 4 (Sunday midnight):** Draft of your questions and e-mail/letter/phone script
- **Week 6 (Sunday midnight):** Rough draft written evaluation of the agency
- **Week 8 (Friday midnight):** Final draft written evaluation and short video presentation for your peers on what you learned about your agency
- **Week 8 (Sunday midnight):** Watch one peer presentation and comment back to them on what you learned from them

GRADING

Assignment	Percentage
Getting to Know You Survey, Mid-Course Survey, Course Reflection	5%
Dare to Lead Journal	15%
Weekly Reading Check-In	15%
Case Study Discussion Participation	15%
Case Study Facilitation	20%
Final Project Written Product & Presentation	30%
TOTAL POSSIBLE	100%

COURSE SCHEDULE

WEEK	TOPIC OF SESSION	ASSIGNED READING	ASSIGNMENTS
WEEK 1	What Does Government Do	<i>Politics of the Administrative Process</i> Chapters 2-3	Complete Getting to Know You Survey
	What is Public Administration?	<i>Dare to Lead</i> Introduction (p. 1-15)	Weekly Reading Check-In Case Study Discussion #1 Dare to Lead Journal

WEEK 2	Organizations: Theory and Governmental Structure Part I	<i>Politics of the Administrative Process</i> Chapters 4-5 <i>Dare to Lead</i> Part 1: Rumbling with Vulnerability, Sections 1-2 (p. 17-69)	Weekly Reading Check-In Case Study Discussion #2 Dare to Lead Journal Final Project Choice of Agency
WEEK 3	Organizations: Theory and Governmental Structure Part II	<i>Politics of the Administrative Process</i> Chapters 6-7 <i>Dare to Lead</i> Part 1: Rumbling with Vulnerability, Section 3 (p. 70-117)	Weekly Reading Check-In Case Study Discussion #3 Dare to Lead Journal Final Project Short Description of Agency's Purpose/Major Functions
WEEK 4	The People of Government	<i>Politics of the Administrative Process</i> Chapters 8-9 <i>Dare to Lead</i> Part 1: Rumbling with Vulnerability, Section 4 (p. 118-152)	Weekly Reading Check-In Case Study Discussion #4 Dare to Lead Journal Complete Mid-Course Survey Final Project Draft of Administrator Questions and E-mail/Letter/Phone script
WEEK 5	Making and Implementing Government Decisions Part I	<i>Politics of the Administrative Process</i> Chapters 10-11 <i>Dare to Lead</i> Part 1: Rumbling with Vulnerability, Sections 4-5 (p. 152-181)	Weekly Reading Check-In Case Study Discussion #5 Dare to Lead Journal
WEEK 6	Making and Implementing Government Decisions Part II	<i>Politics of the Administrative Process</i> Chapter 12 <i>Dare to Lead</i> Part 2: Living into Our Values (p. 184-217)	Weekly Reading Check-In Case Study Discussion #6 Dare to Lead Journal

WEEK 7	Administration in a Democracy	<i>Politics of the Administrative Process</i> Chapters 13-14 <i>Dare to Lead</i> Part 3: Braving Trust (p. 221-238)	Weekly Reading Check-In Case Study Discussion #7 Dare to Lead Journal Final Project Rough Draft of Written Agency Evaluation
Week 8	Course Wrap-Up	<i>Dare to Lead</i> Part 4: Learning to Rise (p. 239-272)	Course Reflection Dare to Lead Journal Final Project Short Presentation for Peers Watch and Comment on One Peer Presentation Final Project Written Agency Evaluation
