



Online Undergraduate Studies

PBA 3000/MPA6000: Administrative Law and Bureaucracy

3 units

Summer 2026

July 7-August 31

Online/Asynchronous

Meeting Days: N/A

Instructor: Dr. Priya Bhat-Patel

Meeting Times: N/A

Email: pbhatpat@pointloma.edu

Meeting Location: N/A

Phone:

Final Exam: (Day/Time): N/A

Office Location and Hours:

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department of History and Political Science Mission:

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

Course Description

This course provides an understanding of U.S. administrative law and procedures as well as a survey of the history and current state of the bureaucracy. The role of agency discretion and the practice of bureaucracy in a democratic society is also considered.

Letter grade.

Also offered as [PBA 5000](#) and [MPA 6000](#).

This comprehensive course at Point Loma Nazarene University delves into the intricate realm of U.S. administrative law and bureaucracy, offering students a profound understanding of the intricate systems that shape the functioning of the American government. Throughout the semester, participants will embark on a captivating exploration of administrative law and procedures, unraveling the historical tapestry that has woven the contemporary state of bureaucracy.

The course not only provides an in-depth examination of the foundational principles of U.S. administrative law but also delves into the evolution and current dynamics of the bureaucratic machinery. From its historical origins to its present-day complexities, students will gain a nuanced perspective on the bureaucracy's pivotal role in the governance of a democratic society.

A central focus of the class is the exploration of agency discretion and its far-reaching implications. Students will critically analyze the exercise of discretion within bureaucratic frameworks, evaluating its impact on policy implementation, decision-making processes, and the delicate balance between administrative efficiency and democratic principles.

Through a combination of theoretical discussions, case studies, and practical applications, this course fosters a comprehensive understanding of the multifaceted dimensions of administrative law. Students will engage in thought-provoking discussions on the ethical considerations surrounding bureaucratic practices and examine real-world examples to illuminate the challenges and opportunities inherent in the bureaucratic landscape.

Furthermore, the class encourages students to critically assess the bureaucratic apparatus within the context of a democratic society, contemplating the delicate interplay between government agencies, elected officials, and the public. By the end of the course, participants will have gained valuable insights into the mechanisms that govern administrative processes, empowering them to navigate the complexities of administrative law and bureaucracy with a keen awareness of their role in shaping the democratic fabric of the United States.

This course at Point Loma Nazarene University stands as a vital educational milestone for those seeking a profound understanding of U.S. administrative law, bureaucracy, and their indispensable roles in the American political landscape.

Course Learning Outcomes

Upon completion of the Administrative Law and Bureaucracy course in the Bachelor's in Public Administration program at Point Loma Nazarene University, students will:

1. Apply administrative law concepts to real-world case studies relevant to public administration.
 2. Apply ethical considerations to administrative practices within the public sector, identifying potential challenges and proposing solutions.
 3. Communicate effectively about administrative law topics in both written and oral formats tailored for professional contexts in public administration.
 4. Collaborate with peers in discussions and group activities to enhance understanding of administrative law principles within the public sector.
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Program Learning Outcomes

Program Learning Outcomes (PLOs) for Bachelor's in Public Administration:

Upon successful completion of the Bachelor's in Public Administration program at Point Loma Nazarene University, students will:

1. Apply public administration concepts to real-world scenarios: Graduates will have the ability to apply theoretical concepts to practical situations, showcasing their competence in navigating complex bureaucratic systems within governmental and non-governmental organizations.
2. Evaluate the impact of administrative discretion on democratic governance: Graduates will critically assess the role of administrative discretion in a democratic society, understanding its implications on policy implementation, decision-making processes, and the delicate balance between administrative efficiency and democratic principles within the public sector.
3. Exhibit ethical awareness in public administration practices: Graduates will demonstrate a keen awareness of ethical considerations within public administration practices, emphasizing the importance of integrity, transparency, and accountability in administrative decision-making within governmental and non-governmental contexts.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, in a Christ-centered Faith Community**
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.
3. **Serving, in a Context of Christian Faith**
Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

1. Kerwin, Cornelius, M. and Scott R. Furlong. *Rulemaking: How Government Agencies Write Law and Make Policy*. Available from: VitalSource Bookshelf, (5th Edition). SAGE Publications, Inc. (US), 2018.
2. Various digital readings – are available on Canvas.

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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 below and in the Canvas modules.

Estimated Time to Complete Course	

<i>Activity Category</i>	<i>Time-to-Complete (Hours)</i>
Required Reading	25
Discussions	35
Assignments	53
<i>Total:</i>	113

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments		
<i>Assignment Category</i>	<i>Description</i>	<i>Percentage of Total Grade</i>
Discussion Posts	Students will participate in course-related discussion topics with their peers.	20%
Case Study/Policy Lab	Students will analyze case studies and policies related to administrative law and bureaucracy	30%
Course Reflections and Surveys	Students will complete a course reflection and survey of materials.	5%
Final Project Check-Ins	Throughout the course, students will submit pieces of their progress on their Final Project.	5%
Final Project Design Presentation	Students will present their Final Project in a recorded video and submit it to a class discussion.	15%
Final Project Design Proposal	Students will submit a Final Project on a proposed policy	25%
Total		100%

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook, as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 84 – 86% = B
- 81 – 83% = B-
- 78 – 80% = C+
- *75 – 77% = C
- 73 – 74% = C-
- 71 – 72% = D+
- 68 – 70% = D
- Below 68% = F

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In PBA 3000: Administrative Law and Bureaucracy, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include, but are not limited to, homelessness/housing, public safety, diversity, equity, and inclusion. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me, your friends, or your family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Public Administration, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In PBA 3000: Administrative Law and Bureaucracy, we will cover a variety of topics, some of which you may find triggering. These topics may include, but are not limited to, homelessness/housing, public safety, diversity, equity, and inclusion. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged is different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on the discussion of a certain topic, know that you are still responsible for the material, but we can discuss if there are other methods for accessing that material and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of PBA 3000: Administrative Law and Bureaucracy, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

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.

PLNU Copyright Policy

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PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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 ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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](#). 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 via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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 withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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 requires a computer with a camera (tablets are not compatible nor allowable) 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.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
 - [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
 - [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
 - [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.
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Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

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.

Lectures with Embedded Discussion: While completing each lecture, you will have questions to check on your understanding of the content presented in each lecture.

Discussion Posts: Each week, you will receive discussion questions that focus on the assigned reading. The goal is to ensure that you are critically thinking about the reading, figuring out if there are certain terms or concepts that are not clear, and to help you move forward in your final project. The questions posed to you by the professor will require an individual Discussion Board post that has each of you reflecting on the readings or current events for that week.

Case Studies/Policy Lab: Throughout the course based on current events and real-life policy examples you will analyze the implementation and reception of the policy.

Final “Practicing Policy” Project: For your final project, you will be sharing a policy from the City of San Diego that already exists, needs to be introduced, or needs to be revised. You will critically analyze the policy by:

1. Explaining why the policy was introduced or needs to be introduced.

2. Who introduced it or should introduce it?
3. What the intended outcomes of the policy were or 2) what the intended outcomes of the policy are;
4. How do you believe implementation is going, or how do you believe implementation will go?
5. What do you think needs to be changed (if anything) for already existing policies or why should they stay the same if it's working?
6. For all of the policies, clearly state what is the intended impact and who is the intended audience.
7. The components of this project are: Check-ins that will be posted on the Discussion Board throughout the course (three of these), a final proposal detailing the policy that is chosen, and a final video presentation.

Schedule - Full citations appear at the end of the syllabus, along with URLs if available.

Course Schedule

	Topic	Reading and Other Media Assignments	Assignments
Week 1	Introduction to Administrative Law		
		Read Chapters 1-2 from "Rulemaking: How Government Agencies Write Law and Make Policy"	1. Getting to know you survey 2. After reading Chapters 1 and 2 from the course book, there will be a discussion post based on the reading.
		Explore the City of San Diego's official website : Look through the Council Policies .	After exploring the City of San Diego's website and looking through the Council Policy pages, answer in the embedded lecture discussions.
Week 2	Historical Origins of Bureaucracy		
		Read Chapter 3 from "Rulemaking: How Government Agencies Write Law and Make Policy"	1. After reading Chapter 3 from the Course text and the article on the History of the San Diego Government, answer an individual discussion post on the historical aspects of bureaucracy.
		Read the article on the History of San Diego Government	
		Familiarize yourself with Municipal Codes	1. After exploring the municipal codes, answer a discussion question in an embedded question within the lecture.
Week 3	Evolution of Administrative Law		
		Read Chapter 4 from "Rulemaking: How Government Agencies Write Law and Make	1. After reading Chapter 4, complete a case study on the

		Policy."	evolution of administrative law in San Diego.
		Explore a specific policy of interest to you: City of San Diego Council Policies	1. After looking through the policies on the City of San Diego website, please complete the discussion post for a policy of interest to submit as a check-in for the final paper.
Week 4	Agency Discretion and Its Implications		
		Read Chapter 5 from "Rulemaking: How Government Agencies Write Law and Make Policy."	
		Explore the San Diego Planning Commission's recent decisions	1. After looking through the San Diego Planning Commission's recent decisions, answer a discussion post on the role of the planning commission
			1. After reading Chapter 5, exploring the Planning Commission decisions, and reading the San Diego Union-Tribune article, please complete a case study on a recent San Diego Planning Commission decision
Week 5	Ethical Considerations in Administrative Practices		
		Read Chapter 6 from "Rulemaking: How Government Agencies Write Law and Make Policy."	1. After completing the reading for this week, please complete the discussion post on the role of the San Diego Ethics Commission.
		Explore the San Diego Ethics Commission	1. Please submit check-in #2 for the final project via the discussion board.
Week 6	Case Studies on Policy Implementation		
		Read Chapter 7 from "Rulemaking: How Government Agencies Write Law and Make Policy"	1. After finishing the reading for this week, please complete a case study based on the implementation of the recent City of San Diego policies.
		Explore recent policy implementations on the	1. After finishing the reading for

		City of San Diego's official website.	this week, please post a discussion post based on the reading.
Week 7	Collaboration and Community		
		Review the City of San Diego's initiatives for community collaboration and engagement.	1. After reviewing the City of San Diego's initiatives for community collaboration and engagement, discuss the post on community collaboration in San Diego.
		Access the City of San Diego's archives for an in-depth look at past policies and their impacts.	1. Please submit check-in #3 for the final project via the discussion board.
Week 8	Final Projects, Presentations, and Wrap-Up		
		Access the City of San Diego's archives for an in-depth look at past policies and their impacts.	1. Final video presentation and proposal on a City of San Diego policy.