Online Undergraduate Studies

PBA 1000: Principles of Public Administration

3 units

Instructor title and name: Dr. Priya Bhat-Patel

Email:

Office Hours: By Appointment, reach out via email with two suggested days/times

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Fall 2026 Q1

August 31 - October 25, 2026

Meeting days, times, and location: Online/Asynchronous

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.

General Education 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
5. Develop written and verbal communication skills for use in the field

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Program Learning Outcomes

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

Upon successful completion of the Bachelor 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.

Required Texts and Recommended Study Resources

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

1. *Politics of the Administrative Process, 9th 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.

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

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. The time expectations for this course are shown below:

Estimated Time to Complete Course

Activity Category	*Time-to-Complete (Hours)*
Surveys and Reflections	5
Case Study Discussions Participation	15
Case Study Facilitation	15
Weekly Reading Check-In	25
Dare to Lead Journal	25
Final Project	30
Total	**115**

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

Assignment Category	*Description*	*Percentage of Total Grade*
Surveys and Reflections	**Students will complete several course reflections and surveys**	**5%**
Case Study Discussions Participation	**Students will participate in weekly case study discussions**	**15%**
Case Study Facilitation	**Each student will be responsible for facilitating one case study discussion during the Quad**	**20%**
Weekly Reading Check-In	**Students will complete weekly reading assignments and respond**	**15%**
Dare to Lead Journal	**Students will be reading the book, Dare to Lead, by Brené Brown, and completing weekly journal entries**	**15%**
Final Project Written and Presentation	**Students will work on a final project and presentation throughout the 8 weeks of the course**	**30%**

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+
- 83 – 86% = B
- 80 – 82% = B-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

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. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the Chaplain's Page via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

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.

Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success by email or by phone at 619-563-2850. Please visit myPLNU Student Success for more details. If you are in the School of Education, please contact SOE Advising.

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 distance education outside California.

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 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."

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these

behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the Academic Behavior Policy in the University Catalog.

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

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 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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 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 other forms of discrimination, you can find more information on reporting and resources at PLNU's Nondiscrimination webpage.

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 or consult the list of campus pastors.

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the 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.

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.

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, the reforms it has faced, the 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).

This project will be broken up into several deliverables/due dates. See Canvas for more details on the assignment. **Project elements are due on the 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 evaluatio,n and short video presentation for your peers on what you learned
- **Week 8 (Sunday midnight):** Watch one peer presentation and comment back to them on what you learned from them

COURSE SCHEDULE

Course Schedule

WEEK	TOPIC OF SESSION	ASSIGNED READING	ASSIGNMENTS
WEEK 1	What Does Government Do What is Public Administration?	*Politics of the Administrative Process* Chapters 2-3 *Dare to Lead* Introduction (p. 1-15)	Complete Getting to Know You Survey Weekly Reading Check-In Case Study Discussion #1 Dare to Lead Journal
WEEK 2	Organizations: Theory and Governmental Structure Part I	*Politics of the Administrative Process* Chapters 4-5 *Dare to Lead* 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	*Politics of the Administrative Process* Chapters 6-7 *Dare to Lead* 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	*Politics of the Administrative Process* Chapters 8-9 *Dare to Lead* 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	Making and	*Politics of the Administrative Process*	Weekly Reading Check-In

5	Implementing Government Decisions Part I	Chapters 10-11 *Dare to Lead* Part 1: Rumbling with Vulnerability, Section 4 (p. 152-163)	Case Study Discussion #5 Dare to Lead Journal
WEEK 6	Making and Implementing Government Decisions Part II	*Politics of the Administrative Process* Chapter 12 *Dare to Lead* Part 1: Rumbling with Vulnerability, Section 5 Part 2: Living into Our Values (p. 164-197)	Weekly Reading Check-In Case Study Discussion #6 Dare to Lead Journal
WEEK 7	Administration in a Democracy	*Politics of the Administrative Process* Chapters 13-14 *Dare to Lead* Part 2: Living into Our Values Part 3: Braving Trust (p. 198-238)	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	*Dare to Lead* 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**