Online Undergraduate Studies

PBA 1000: Principles of Public Administration

3 units

Fall 2024 Q1

September 3-October 27, 2024

Meeting days, times, and location: Online/Asynchronous

Instructor title and name: Dr. Noemi Hernandez-Alexander

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Office Hours: By Appointment, reach out via email with 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
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	

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	3
TOTAL POSSIBLE	**100%**

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.

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. Noemi 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 RECORDING POLICY

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.

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 an 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.

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 or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction is 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).

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.

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 or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

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.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu**

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).

This project will be broken up into several deliverables/due dates. See Canvas for more details on the 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
- **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	3
TOTAL POSSIBLE	**100%**

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	Case Study Discussion #5
		Dare to Lead	
		Part 1: Rumbling with Vulnerability, Section 4 (p. 152-163)	Dare to Lead Journal
WEEK 6	Making and Implementing Government Decisions Part II	*Politics of the Administrative Process* Chapter 12	Weekly Reading Check-In
			Case Study Discussion #6
		Dare to Lead Part 1: Rumbling with Vulnerability, Section 5 Part 2: Living into Our Values (p. 164-197)	Dare to Lead Journal
WEEK 7	Administration in a Democracy	*Politics of the Administrative Process* Chapters 13-14	Weekly Reading Check-In
			Case Study Discussion #7
		Dare to Lead Part 2: Living into Our Values	Dare to Lead Journal
		Part 3: Braving Trust (p. 198-238)	**Final Project Rough Draft of Written Agency Evaluation**
Week 8	Course Wrap-Up		Course Reflection
			Dare to Lead Journal
		Dare to Lead Part 4: Learning to Rise (p. 239-272)	**Final Project Short Presentation for Peers**
			Watch and Comment on One Peer Presentation
			Final Project Written Agency Evaluation